



Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan Harford County Public Schools, LSS 12

Dr. Sean W. Bulson
Superintendent of Schools
November 15, 2019



PARENT
ACADEMY



NORTH STAR




2019 Local ESSA Consolidated Strategic Plan

(Include this page as a cover to the submission indicated below.)

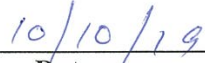
Due: October 15, 2019

Local School System Submitting this Report:	Harford County Public Schools
Address:	102 S. Hickory Avenue Bel Air, MD 21014
Local School System Point of Contact:	Phillip Snyder
Telephone:	410-588-5292
E-mail:	phillip.snyder@hcps.org


WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2019 Local ESSA Consolidated Strategic Plan is correct and complete and adheres to the requirements of the ESSA and Section 5-401. We further certify that this plan has been developed in consultation with members of the local school system's current Local ESSA Consolidated Strategic Plan team and that each member has reviewed and approved the accuracy of the information provided in plan.



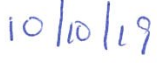
**Signature of Local Superintendent of Schools
or Chief Executive Officer**



Date



Signature of Local Point of Contact



Date

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Dr. Sean W. Bulson

SUPERINTENDENT OF SCHOOLS
102 S. Hickory Avenue
Bel Air, Maryland 21014

**Harford County Public Schools
Strategies to Manage the
Local ESSA Consolidated Strategic Plan**

Development and Implementation of the Local ESSA Consolidated Strategic Plan

The development of the HCPS Local ESSA Consolidated Strategic Plan involved various stakeholders. The ideas, beliefs, perceptions, and recommendations of representatives of the various groups were collected and assimilated into the Local ESSA Consolidated Strategic Plan.

HCPS personnel will continue to communicate and collaborate with the stakeholders with regard to implementation of the plan and progress towards achieving the goals set forth by the HCPS Board of Education.

The list below identifies the variety of forums utilized to gather data from and communicate with stakeholders:

- Town meetings open to all citizens;
- Superintendent's *Listen and Learn* meetings with stakeholders;
- Board of Education's Citizen Advisory Committees;
- Harford County Council of PTA's presentations;
- Harford County Council of PTA's monthly meetings with Superintendent;
- Superintendent's meetings with Harford County Education Association;
- Superintendent and Board of Education's meetings with Harford Community College Board of Directors;
- Superintendent's weekly senior staff meetings;
- Departmental Citizen Advisory meetings; and
- HCPS Website through an online feedback forum.

Essential Acronyms

AP	Advanced Placement
BOE	Board of Education
CLP	Comprehensive Literacy Plan
CSPA	Central School Performance and Achievement Team
ECAC	Early Childhood Advisory Council
ED	Economically Disadvantaged
EEA	Educator Effectiveness Academy
ELA	English Language Arts/Literacy
EL	English Learner
ELT	Executive Leadership Team
ESSA	Every Student Succeeds Act
F&P	Fountas and Pinnell
FARMS	Free and Reduced Meals
FTE	Full-Time Equivalent
FTNG	First-time Ninth Grader
FY	Fiscal Year
GCC	General Curriculum Committee
HCPS	Harford County Public Schools
HDA	Harford Digital Academy
HSA	High School Assessment
IEP	Individualized Education Plan
KLA	Kindergarten Literacy Assessment
LC	Literacy Committee
LEA	Local Education Agency – The Harford County Public School System
LiPS	Lindamood Phoneme Sequencing Program for Reading, Spelling, and Speech
MCAP	Maryland Comprehensive Assessment Program
MCCRS	Maryland College and Career Ready Standards
MSAA	Multi-State Alternative Assessment
MSDE	Maryland State Department of Education
PARCC	Partnership for Assessment of Readiness for College and Careers
PD	Professional Development

Essential Acronyms continued

PL	Performance Levels
PM	Performance Matters, the HCPS student instructional database and assessment management system
PS	Performance Series
RELA	Reading, English, and Language Arts
RI	Reading Inventory
SC	State Curriculum
SE	Special Education
SIOP	Sheltered Instruction Observation Protocol
SIPPS	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words
SLO	Student Learning Objective
SPA	School Performance and Achievement
SRCL	Striving Readers Comprehensive Literacy
STEM	Science, Technology, Engineering, and Math
TCRWP	Teachers College Reading and Writing Project
TSI	Targeted School in Improvement

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Local ESSA Consolidated Strategic Plan

Authorization

The 2019 Local ESSA Consolidated Strategic Plan is authorized by the following:

- Every Student Succeeds Act (ESSA); and
- Section 5-401, *Comprehensive Master Plans*, Education Article of the Annotated Code of Maryland.

Background

In 2002, the Maryland General Assembly enacted the *Bridge to Excellence in Public Schools Act*. This legislation provides a powerful framework for all 24 local school systems (LSSs) to increase student achievement for all students and to close the achievement gap. The *Bridge to Excellence* legislation significantly increased State Aid to public education and required each LSS to develop a comprehensive master plan, to be updated annually. In 2019, the Maryland Commission on Innovation and Excellence in Education updated current education funding formulas and made policy recommendations in the areas applicable to LSSs including early childhood education, high-quality teachers and leaders, college and career readiness pathways, including career and technical education, and more resources to ensure all students are successful.

In 2015, the Every Student Succeeds Act (ESSA) was reauthorized. This Act provides a long-term, stable federal policy that provides additional flexibility and encourages states, LSSs, and schools to innovate while maintaining accountability for results. The ESSA in conjunction with the Bridge to Excellence in Public Schools Act in accordance with the Annotated Code of Maryland §5-401, Annotated Code of Maryland §7-203.3, requires LSSs to develop and submit a 2019 Local ESSA Consolidated Strategic Plan to the Department for review. Each LSS must submit its consolidated plan to the Department by October 15th each year.

In 2019, LSSs will transition to the new Local ESSA Consolidated Strategic Plan for accountability, reporting, and school improvement. School systems will be required to submit a plan to improve outcomes for all students. The plan should include goals, objectives, and strategies/evidence-based interventions to promote academic excellence among all students to address areas of focus based on the analysis of state standardized data. Reported strategies should also address any disparities in achievement for students requiring special education services, as defined in §5-209 of the Education Article, and students with limited English proficiency, as defined in §5-208 of the Education Article. The Local ESSA Consolidated Strategic Plan will be based on 2017- 2018 data.

Additionally, each plan should include detailed summaries of the alignment between the LSS's current year approved budget, prior year actual budget, and the Local ESSA Consolidated Strategic Plan and objectives.

Instructions for Completing the Local ESSA Consolidated Strategic Plan

The LSS must address all required elements of the Local ESSA Consolidated Strategic Plan. School systems are required to analyze the State data and their local data to identify two to three areas of focus. These are areas where the school system is performing below grade expectation based on data analysis. These areas require targeted strategies and/or evidence-based interventions to improve the achievement of all students while closing the achievement gap and decreasing the number of non-proficient students.

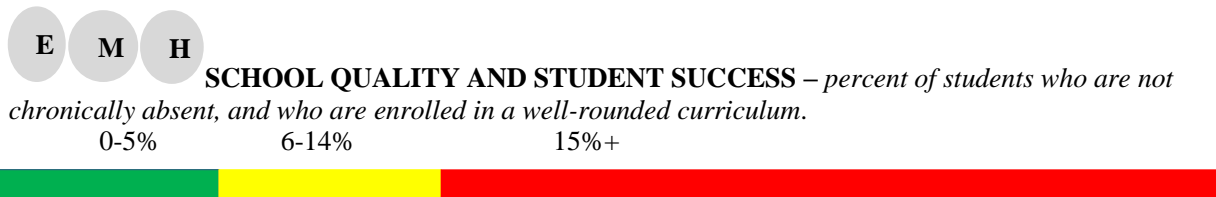
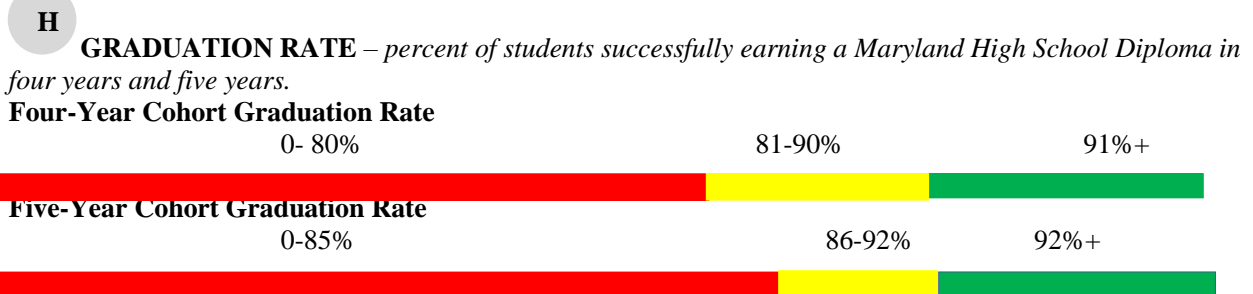
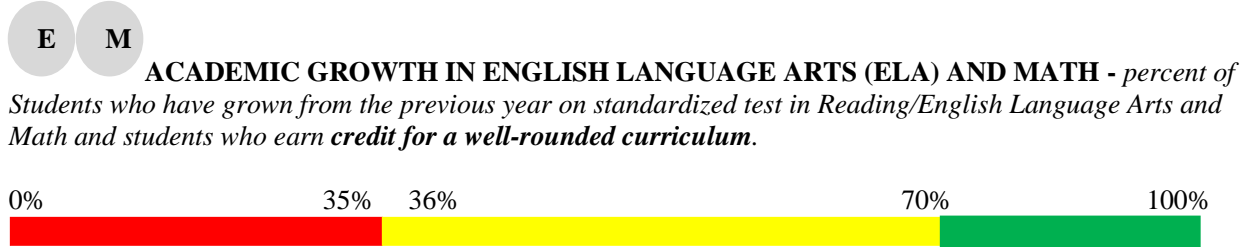
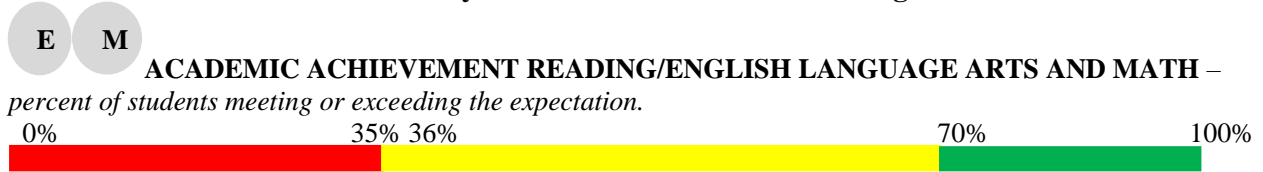
The reporting requirement must include the rationale for selecting the areas of focus, goals, objective, strategies/evidence-based intervention, funding, the timeline for implementation, and measure for progress on accountability.

School systems should include implementation of differentiated activities that utilize strategies and/or evidence-based interventions intended to strengthen and improve student outcomes. If applicable, describe performance/progress by a student group(s) from each major and racial-ethnic group. The completion of the plan will be based on the 2017-2018 data. In response, LSSs must demonstrate educational equity throughout the plan to address areas of focus for comprehensive support and improvement. Each LSS should submit its completed plan electronically using the text fields provided throughout this template.

To identify areas of focus, LSSs should examine data for each of the ESSA reporting indicators and determine **areas of focus** (*see glossary on page 35*) for improvement. The data ranges provided are intended to help the school system consider the data point in reference to the level of concern that should exist.

DATA RANGE FOR AREAS OF FOCUS

The following indicators represent elementary, middle, and high school levels. In your discussion of areas of focus, please reference indicator and grade level. School systems may use this data range **as a guide in the process of identifying areas of focus.**



Local ESSA Consolidated Strategic Plan Planning Team Members

Use this page to identify the members of the school system's Local ESSA Consolidated Strategic Plan planning team. Please include affiliation or title where applicable.

Name	Affiliation/Title
Susan Brown, Ed.D.	Executive Director of Curriculum, Instruction and Assessment
Colin Carr	Director of Secondary School Instruction and Performance
Peter Carpenter, Ed.D.	Supervisor of Personalized Learning
Eric Clark	Director of Budget
Bernard Hennigan	Executive Director of Student Support Services
Chandra Krantz	Supervisor of English Language Learners and World Language Programs
Heather Kutcher	Coordinator of Teacher Induction
Jake Little	Coordinator of Title I
Dyann Mack	Director of Elementary School Instruction and Performance
Joanne McCord	Supervisor of Mathematics
Michael O'Brien	Executive Director of Secondary School Instruction and Performance
Bradley Palmer	Supervisor of Title I
Sara Saacks	Assistant Supervisor of Accountability
Kristine Scarry	Supervisor of Reading, English, and Language Arts
Phillip Snyder	Supervisor of Accountability
Paula Stanton	Manager of Equity and Cultural Proficiency
Mary Beth Stapleton	Manager of Family and Community Partnerships
Michael Thatcher	Director of Special Education
Renee Villareal	Executive Director of Elementary School Instruction and Performance
Dwayne Williams	Supervisor of Pupil Personnel Services
Jeffrey Winfield	Supervisor of Fine Arts

Executive Summary

Executive Summary

Harford County Public Schools (HCPS) is a diverse jurisdiction serving over 38,000 students in 33 elementary schools, nine middle schools, nine high schools, one comprehensive high school concentrating on technical and vocational skills, a school for students with disabilities, and an alternative education school.

The Harford County Board of Education (BOE) is accelerating efforts and making necessary changes to the current way of doing business and approved a strategic plan that aligns with the HCPS Local ESSA Consolidated Strategic Plan. HCPS believes all students can meet high standards. To that end, HCPS commits to preparing all students to be college and career ready by:

- Supporting the transition to enhanced standards and high-quality assessments;
- Using data to improve instruction;
- Supporting great teachers and great leaders; and
- Turning around HCPS lowest-achieving schools.

The mission of HCPS is to ensure each student will attain academic and personal success in a safe and caring environment that honors the diversity of all students and staff. The Harford County Board of Education supports this mission by fostering a climate that supports deliberate change and monitoring progress through measurable indicators. Although many students achieve academic success, HCPS is dedicated to ensuring all students are successful. This strategic plan allows for intentional efforts to address some of the most concerning challenges:

- Students with disabilities are continually challenged to achieve proficiency on formative and summative assessments.
- Students with limited English proficiency are continually challenged to achieve proficiency on formative and summative assessments.
- Job-embedded professional development for teachers with respect to educational technology, continual funding shortfalls to maintain existing implemented technologies, and an aging infrastructure which cannot meet the growing demand of online and multi-media instructional resources remain a challenge.

Specific strategies to address low performing student groups are included in the areas of focus in the Local ESSA Consolidated Strategic Plan.

In order to address these challenges and ensure every student is prepared for post-secondary education and a career, four arching goals and five core values are identified in the *Harford County Board of Education Strategic Plan*.

HCPS Board of Education Strategic Plan Goals:

- Goal 1:** To prepare every student for success in post-secondary education and a career.
- Goal 2:** To engage families and the community to be partners in the education of our students.
- Goal 3:** To hire and support highly skilled staff who are committed to building their own professional capacity in order to increase student achievement.
- Goal 4:** To provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning, creativity, and innovation.

HCPS Board of Education Strategic Plan Core Values:

- We empower each student to achieve academic excellence.
- We create reciprocal relationships with families and members of the community.
- We attract and retain highly skilled personnel.
- We assure an efficient and effective organization.
- We provide a safe and secure environment.

Accountability and School Improvement Initiatives

The creation of the HCPS Central School Performance and Achievement Team (CSPA), along with the Maryland's accountability model, impacts overall achievement in all 54 schools. HCPS ensures the implementation of aligned, evidence-based practices through a centralized school performance and achievement process. The CSPA, comprised of central office directors, supervisors, and coordinators, meets regularly to analyze individual school data and school performance goals and objectives. The data analysis is shared with principals and instructional leadership teams to assist them with school improvement initiatives. Content supervisors and coordinators follow up with schools to provide appropriate support and professional development. Professional development is provided through supported planning sessions and instructional walkthroughs with school-based leadership.

The system's Executive Leadership Team (ELT) mandates that all 54 School Performance and Achievement (SPA) plans include one high leverage strategy that encompasses all subject areas. In addition, schools must include specific goals and strategies for identified and targeted student groups. Student groups are identified by schools based upon academic performance on local and state assessments. The Maryland Report Card website is also used for analysis and selection of underperforming student groups as well as identifying equity gaps.

English Learner (EL) and special education (SE) students have great academic needs, in addition to students receiving free and reduced meals (FARMS). Principal and teacher student learning objectives (SLO) are often geared towards these identified student groups. This plan targets students in these three student groups with intentional objectives to promote academic achievement.

CSPA reviews instructional programming for all HCPS schools. CSPA also reviews academic data, attendance data, discipline data, teacher appraisal data, and climate and culture survey results. CSPA and the ELT reviews each school's SPA plan, and determines alignments with their academic goals, professional development, rationale of identified student groups, and intervention strategies. Tiers one, two, and three levels of instruction are analyzed for each school during the

review to ensure fidelity. HCPS provides a differentiated support model for schools. Each school is also required to set specific benchmarks for student groups that are not meeting state standards. MSDE identified eight schools which were identified as Targeted Schools in Improvement (TSI) during the 2017-18 school year. SPA plans for the TSI schools will be reviewed to ensure alignment between their specific objectives and identified student groups.

Careful attention is paid to any struggling student group at the school level. During school visits conducted by the ELT, instructional walkthroughs occur with school administrators. After the walkthroughs, a debrief occurs to share observation notes, data that was collected, and any recommendations.



North Star Pathway

In addition to ensuring that schools are meeting or exceeding state standards on the Maryland Accountability framework, Superintendent Bulson implemented an initiative entitled the North Star Pathway. This pathway is designed to ensure that all HCPS graduates are proficient or advanced in reading and writing, critical problem solvers, emotionally and physically healthy, and employable. HCPS will be setting milestone measures at each grade band during the 2019-20 school year to ensure that a student is on track to be a North Star graduate. These milestone measures will set baseline data for all 54 schools and the district to establish targets for future years. It is the intention of this pathway that all future graduates will leave HCPS with enrollment in at least one Advanced Placement or International Baccalaureate course, completed at least one credit-bearing college course, or earned a technical certification in a specialized program.

Area of Focus #1: Academic Achievement in English Language Arts/Literacy

Rationale and Overall Student Performance

Reading is an area of focus for HCPS which is aligned to the North Star Pathway. Since the 2015-16 administration of the Maryland Comprehensive Assessment Program (MCAP)/Partnership for Assessment of Readiness for College and Careers (PARCC) English Language Arts/Literacy (MCAP/PARCC ELA), scores have generally declined each year. As a result, reading is the first area of focus for HCPS. In the 2017-18 school year, the system fully implemented the Lucy Calkins *Units of Study* curriculum in writing across the district. In the 2019-20 school year, eight elementary schools are piloting the Lucy Calkins *Units of Study* reading curriculum. *Table A* indicates the district performance for the past four years on the MCAP/PARCC ELA assessment.

HCPS MCAP/PARCC ELA Performance by Grade Level (% Performance Level 4 or 5)
Table A

Grade	2015-16	2016-17	2017-18
3	51.7	53.3	42.3
4	52.1	50.9	47.1
5	54.5	48.4	43.7
6	52.7	53	43.1
7	53.3	54.4	50.7
8	46.9	44.1	45.9
10	60.7	56.8	50.4

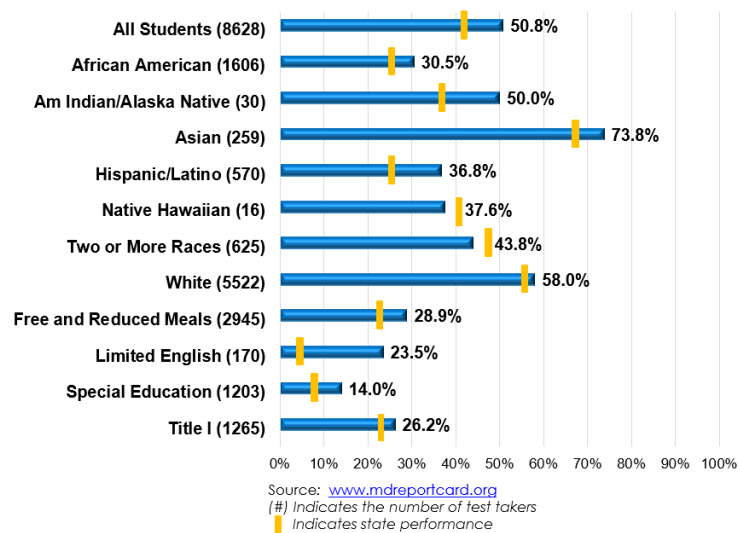
Only grade eight showed a slight increase in 2017-18 from 2016-17. Possible reasons for declining scores in ELA may include the following:

- The transition from paper-pencil format to online assessment continues to pose some challenges for students and staff. In the 2015-16 school year, only grades five, eight, and ten were mandated to assess online. Beginning in the 2016-17 school year, all students transitioned to testing online for all state assessments.
- The number of student devices to use in classroom instruction and assessment has been limited due to fiscal challenges. HCPS has only been able to fund laptops for all students in grades five and eight.
- Increased class sizes due to staff reductions which were necessary to balance the budget.
- Challenges with attracting and retaining high quality teachers as other nearby jurisdictions may not have the same fiscal concerns as HCPS.

Student Group Performance

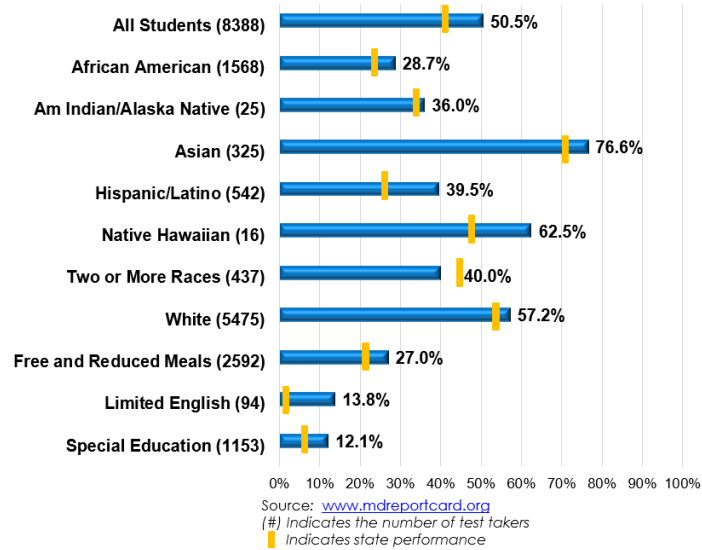
An analysis of student group performance on the MCAP/PARCC ELA assessment is conducted each year. In 2017-18, the three lowest performing student groups include students receiving special education (SE), limited English services (English Learners, EL), and free and reduced meals (FARMs). Of the SE students in grades three through five, 14% earned a performance level (PL) of four or five on this assessment. A PL of four indicates that a student has met the grade level expectations. A PL of five indicates that a student has exceeded the grade level expectations. For the EL students, 23.5% earned a PL of four or five. For the students receiving free and reduced meals, 28.9% met or exceed the standard. The graphic below compares the performance of all student groups in the district with the yellow tick mark indicating the state performance at the elementary level for the 2017-18 school year.

HCPS PARCC English Language Arts – Levels 4 and 5 Grades 3-5 By Student Group



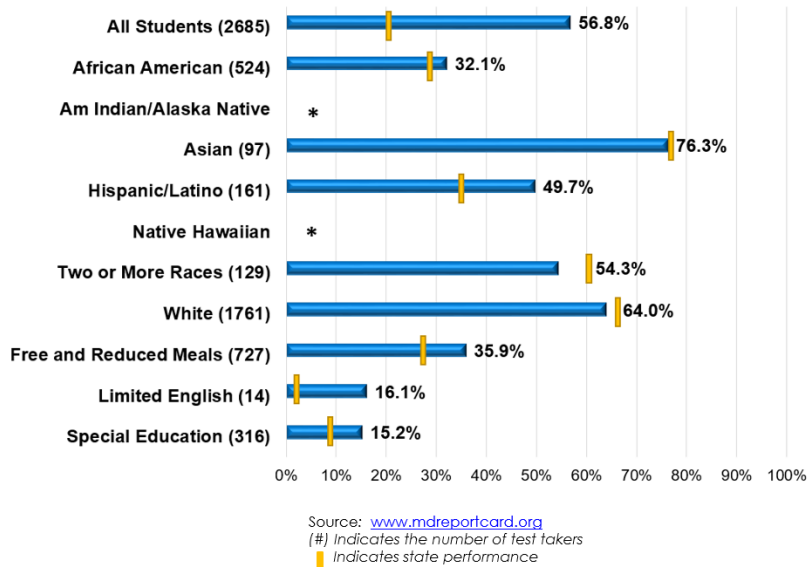
At the middle school level, the EL, FARMs, and SE student groups are also the lowest performing groups. Of the EL students who tested, 13.8% earned a performance level of four or five. For the SE population at this level, only 12.1% scored at this level. Students receiving free and reduced meals had a proficiency rate of 27%. The graphic below illustrates middle school performance on this assessment compared to the state for the 2017-18 school year.

HCPS PARCC English Language Arts – Levels 4 & 5 Grades 6-8 By Student Group



The MCAP/PARCC ELA assessment in grade ten also indicates the need to focus on EL, FARMs, and SE students, with proficiency rates of at 16.1%, 35.9% and 15.2%, respectively. It is worth noting there were only fourteen EL students who participated in this assessment in 2017-18.

2016-2017 HCPS PARCC ENGLISH LANGUAGE ARTS GRADE 10 LEVELS 4 AND 5



Student Growth

Not only is HCPS focused on performance on the state assessment, there is a focus on improving student growth in ELA for all students. The table below indicates the median student growth percentile (SGP) for HCPS on the MCAP/PARCC ELA state assessment. This student growth metric indicates the median performance of student data from the 2016-17 to the 2017-18 school year. The SGP metric is provided at the aggregate level, as well as the targeted student groups. Refer to *Table B*.

HCPS Median Student Growth Percentile in ELA (2017-18)

Table B

Grade	Median SGP All Students	Median SGP EL Students	Median SGP SE Students	Median SGP FARMs Students
4	37	40	29	33
5	35	29	29	31
6	43	42	40	38
7	35	32	37	33
8	31	35.5	35	30

The highest SGP for this assessment at the aggregate level occurred at grade six. In some cases, the median SGP for EL or SE students outscored the median SGP at the aggregate level. For students receiving free or reduced meals, the median SGP was consistently below the SGP at the aggregate level. This indicates a challenge for this student group to outperform their peers. While it is difficult to earn a performance level four or five, it is rewarding to see specific examples of student groups who had a higher SGP than all students in the district. EL students in grades four and eight and SE students in grades seven and eight are several examples of this. HCPS will monitor this data and hopes to increase the SGP with all students, specifically with students in the targeted student groups.

The SGP is displayed in the Performance Matters student instructional data and assessment management system. For HCPS, this data can be accessed by classroom teachers, teacher specialists, and administrators. Teachers and administrators are encouraged to review the SGP for each student as one measure to monitor student growth in the same content area from year to year.

Root Causes and Needs Assessment

In the 2016-17 school year, teachers and teacher specialists were surveyed regarding the writing program at that time. Three of the survey items are listed below in *Table C* with the percentage of respondents who agreed or strongly agreed with the former writing curriculum.

Select Items from HCPS Writing Survey, 2017
Table C

Survey Item	% of Respondents who Agree or Strongly Agree
The writing fundamentals and curriculum theme packets improved my pedagogy in the area of teaching writing.	20.2%
The writing program deepened my knowledge of the writing expectations for students in my grade level.	30%
The writing program cultivated students' motivation and stamina for writing.	34%

As indicated by the low percentages, it was evident that the writing curriculum needed to be revised. In the 2017-18 school year, the Lucy Calkins *Units of Study* writing program was fully implemented in all elementary schools after two years of piloting the program in the district.

On July 1, 2018, Superintendent Dr. Sean Bulson conducted a “Listen and Learn” tour meeting with a multitude of stakeholders including business leaders, students, parents and guardians, community members, administrators, and Central Office staff members. As a result of this tour, he clearly heard from the stakeholders that HCPS needed to focus on reading and that there was a need for a new curriculum. He learned about the implementation of the new writing curriculum at that time and heard positive comments regarding the impact of this program on student performance in this content area. In the spring of 2019, a 51 member Reading Ad-Hoc Review team convened to evaluate research-based elementary reading programs. Using the MSDE Curriculum Vetting Rubric, the team evaluated major published reading programs and, based on the criteria outlined, selected the Lucy Calkins *Units of Study* in Reading.

In the summer of 2018, principals at all levels were surveyed to determine if they would like to participate in districtwide assessments in English Language Arts. Thirty-six schools (69%) opted to pilot these assessments either two or three times a year at grades three through eleven. As a result, teachers had the opportunity to assess students with rigorous, high quality, technology-enhanced items aligned to the Maryland College and Career Ready Standards (MCCRS). More importantly, teachers had the opportunity to provide feedback to students as they used these assessments in a formative manner.

Interventions and Strategies

Using the State's Comprehensive Literacy Plan (CLP) and MSDE's support and technical assistance, HCPS is using the State's five literacy keys to implement a comprehensive HCPS Literacy Plan, through the Striving Readers Comprehensive Literacy grant program (SRCL). HCPS is using the State's CLP keys as a guide to rapidly accelerate literacy skills for all students attending identified HCPS high poverty schools. Beginning with birth and continuing through grade twelve, HCPS is implementing evidence-based strategies and coordinated efforts ensuring literacy rich environments for children birth to age five, kindergarten through grade five, and students in secondary schools living in high-needs communities.

In order to improve literacy among disadvantaged groups, HCPS is working with schools to create school-based literacy teams connected to SPA teams. With technical assistance from the Teachers College Reading & Writing Project (TCRWP), Columbia University, founded by Lucy Calkins, HCPS created a Literacy Committee (LC). This committee is overseen by the General Curriculum Committee (GCC), the Board of Education's governing body assigned to approve any curriculum taught in HCPS classrooms. The LC, with assistance from TCRWP, and Early Childhood Advisory Council partners, is working to develop school-based literacy teams comprised of pre-kindergarten teachers, EL teacher specialists, special educators, Title I teacher specialists, reading specialists, and intervention reading teachers at the secondary level who will align resources, reflect on practices, and determine instructional modifications.

The LC, collaborating with TCRWP, established school-based literacy teams in the identified schools to focus on evidence-based literacy instruction. Three of the five keys have become a part of the literacy action plans for each school, implemented with fidelity in the priority schools. The teams will participate in training provided by MSDE ensuring strategies are implemented with fidelity at each school.

- **Key 1 Purpose:** Supported by the newly formed Harford County LC and TCRWP, instructional leaders are becoming knowledgeable about evidence-based literacy practices and analyze strengths and needs of the school and community through developing literacy action plans and literacy teams.
- **Key 2 Purpose:** Systemic professional learning, comprised of schools in feeder systems, will have a focus on evidence-based literacy strategies designed for families, early childhood providers, teachers, special educators, and specialists who support HCPS disadvantaged students in targeted schools. Targeted students will occur from birth through grade twelve. HCPS is collaborating with MSDE, Lucy Calkin's TCRWP, and the Early Childhood Advisory Council (ECAC) to develop and implement job-embedded professional learning in a variety of settings such as classrooms, childcare centers, and libraries.
- **Key 5 Purpose:** HCPS literacy coaches are supporting the HCPS Literacy Council and school-based literacy teams, with guidance from MSDE, and assessing current implementation of evidence-based tiered instructional supports, ensuring all supports are implemented with high-fidelity based on the needs of individual students.

HCPS implemented the Transitional Supplemental Instruction for Struggling Learners to support the HCPS Comprehensive Literacy Plan (CLP), aligned with the Maryland State Department of Education's literacy plan. This plan is designed to increase literacy skills among children birth through grade twelve in high poverty schools. The CLP focuses on three keys: Instructional Leadership, Strategic Professional Development, and Tiered Instructions and Supports. Using the strategic professional learning plan outlined in the CLP as a guide, reading coaches will work with a Central Office literacy team, administrators, teachers, families, community organizations, the ECAC, and students to improve literacy among disadvantaged students in schools not currently supported by the Striving Readers grant. The focus is on key three, Tiered Instructions and Supports. As reflected in reading data, Deerfield Elementary School, George D. Lisby at Hillsdale Elementary School, and Riverside Elementary School have the lowest percentage of students in kindergarten and grade one that are at or above grade level, which is considered the bare minimum in reading and literacy.

In addition to the Comprehensive Literacy Plan, the following interventions are utilized in reading across the district for identified students, including students in the targeted student groups:

- Co-teaching and differentiation
- Fountas and Pinnell Leveled Literacy Program
- Wilson Reading Program
- HMH Read 180
- Center for Collaborative Classroom: Making Meaning
- Johns Hopkins Strategic Reading
- Corrective Reading
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)
- Plugged into Reading
- SIOP Model for EL

Schools monitor the progress of students in research-based interventions and enter student intervention information into Performance Matters. Schools are encouraged to use multiple data points before entering or exiting students in any intervention program.

Timeline

For this area of focus, five objectives have been established. Objectives one through four will be impacted by the pilot implementation of the new reading curriculum in eight of our elementary schools. Professional development was provided to administrators and teachers prior to the start of the school year. In addition, continued professional development will be provided throughout the school year to ensure that this new program is taught with fidelity. The timeline for all priority strategies will be incorporated during the 2019-20 school year. Additional detailed information regarding the timeline can be found in the **Area of Focus #1** section.

Evaluation

The priority strategies such as the new reading curriculum, evidence-based student interventions, and support of our educators through content expertise will be evaluated through means such as feedback from teachers and administrators, evidence of data collected during teacher observations

and walkthroughs, and a thorough data analysis review using the equity lens to ensure that all students are demonstrating growth. Additional detailed information regarding the evaluation metrics for all priority strategies can be found in the **Area of Focus #1** section.

Area of Focus #2: Readiness for Post-Secondary Success

Rationale and Overall Student Performance

The North Star Pathway has a strong focus on preparing students for post-secondary success. As a result, one of the goals is to have all ninth-grade students exiting that grade level earning at least six credits. In HCPS, high school students can earn eight credits during any given school year. Each year, students must earn at least six credits in order to be promoted to the next grade level. The ESSA indicator measures the percentage of students who earn at least four credits in the area of English, mathematics, science, social studies, and world languages. HCPS's goal exceeds the ESSA metric. Data is presented in *Table D* which indicates the number of students who are enrolled in ninth grade for the first time, and the number and percentage of students who earned at least six credits. Students who are on a certificate of attendance track were excluded from this data since they are often enrolled in non-credit courses and will not earn a high school diploma.

First-Time Ninth Grade (FTNG) Students Earning at Least Six Credits
Table D

School Year	Number of FTNG Students	Number of FTNG Students Earning 6+ credits	Percent of FTNG Students Earning 6+ credits
2016-17	2964	2391	80.7%
2017-18	2782	2384	85.7%
2018-19	2868	2550	88.9%

Table E indicates the number and percentage of the targeted student groups who have earned six or more credits during the past three school years. Students who have exited EL and SE services within the past two years are included in the appropriate targeted student group to align with MSDE's accountability business rules.

First-Time Ninth Grade (FTNG) Earning at Least Six Credits - Targeted Student Groups
Table E

School Year	Percent of All FTNG Students Earning 6+ credits	Number of EL Students Earning 6+ credits / FTNG EL Students	Percent of EL Students Earning 6+ credits	Number of SE Students Earning 6+ credits / FTNG SE Students	Percent of SE Students Earning 6+ credits	Number of FARMs Students Earning 6+ credits / FTNG FARMs Students	Percent of FARMs Students Earning 6+ credits
2016-17	80.7%	25 / 56	44.6%	211 / 326	64.7%	543 / 877	61.9%
2017-18	85.7%	24 / 47	51.1%	381 / 503	75.7%	612 / 871	70.2%
2018-19	88.9%	82 / 119	68.9%	373 / 480	77.8%	626 / 845	74.1%

In addition to having a focus on ninth grade students earning at least six credits, HCPS is analyzing data to create milestones for graduates. The following milestones are being reviewed and considered by HCPS with the expectation that students graduate meeting at least one of these metrics:

- Enrolled in at least one Advanced Placement or International Baccalaureate course.
- Passed at least one an Advanced Placement or International Baccalaureate exam.
- Completed at least one credit-bearing college course during their high school career.
- Earned a technical certification.

Root Causes and Needs Assessment

Prior to the 2019-20 school year, EL students at the Family Welcome Center, located at Harford Technical High School, did not have the opportunity to earn high school credit in their freshman year, other than physical education. These students were primarily enrolled in non-credit courses. A programmatic change occurred in summer 2019. EL students are now enrolled in credit-bearing courses. Upon initial registration, EL students are given the diagnostic language assessment. If students earn below 2.0, they will remain at the Family Welcome Center to benefit from extra supports and intense English instruction. After one year of intense instruction, they will return to their comprehensive high school.

Chronic absenteeism is a major factor that hinders students from earning at least six credits during their ninth-grade year. The targeted student groups, EL, SE, and Economically Disadvantaged (ED) have a much higher chronic absentee rates than students at the aggregate level. Some factors that impact this high rate of absences for students in poverty stems from parent mobility, homelessness, job changes, lack of daycare, and lack of access to health care for students and parents/guardians. FARMs data was not provided by MSDE for this indicator, so data for ED students is indicated since this is the federal student group used for accountability purposes. Students who are economically disadvantaged have a chronically absentee rate almost twice as high as students at the aggregate level. *Table F* indicates chronic attendance data for the 2017-18 school year for high school students. The analysis of this data indicates a high need for school, district, and community leaders to work collaboratively on improving the attendance rates for these students, especially for the targeted student groups.

Chronic Absenteeism Rates for High School Students

Table F

School Year	Percent Chronically Absent for All Students	Percent Chronically Absent for EL Students	Percent Chronically Absent for SE Students	Percent Chronically Absent for ED Students
2017-18	21.5%	32%	32.7%	42.6%

Additionally, ninth grade tends to be the toughest year of transition for students. One main contributing factor is that some of these students have spent their previous years in education progressing through grade levels without being academically successful. Because these students did not need to earn credits as a requirement for advancement, some acquired a false sense of success and may not have the requisite skills to be successful without intensive intervention. Once

these students enter ninth grade, they are required to pass individual classes in order to earn high school credit. This is often a new phenomenon for these students which creates frustration, and in some cases, disenfranchisement. Failure to earn enough credits in any given school year results in students needing to repeat classes, hence possibly prohibiting them from graduating high school within four years. Subsequent class failures can jeopardize a student's confidence to earn 26 credits necessary for graduation. Hence, students may choose to drop out.

There are other reasons why freshmen are unsuccessful with obtaining six credits in their first year of high school. Some students may require the need to learn in a non-traditional school setting such as an alternative high school experience, have online learning opportunities, or require home and hospital services. These students may not be successful in a traditional learning environment due to medical concerns, mental health barriers such as anxiety or depression, or have other serious extenuating circumstances.

Interventions and Strategies

In September 2019, the General Curriculum Committee (GCC) discussed additional opportunities that HCPS can provide to students through personalized learning experience such as providing additional online courses for students to earn original and recovery high school credits. A motion was approved by this committee and HCPS is exploring non-traditional learning opportunities for a facet of students.

In 2017-18, chronic absentee reports for school and district leaders became available to monitor individual students. SPA and attendance teams at schools use this data to monitor students who are either chronically absent or close to being identified as chronically absent. Schools have also provided specific communication with parents and guardians regarding the shift from having an overall school attendance rate of 94% to the focus on chronic absenteeism.

Three additional pupil personnel workers (PPW) were hired prior to the start of the 2019-20 school year. In addition, Title I social workers have been added as an additional support. These individuals were hired with a key focus on monitoring and improving chronic absentee rates in their assigned schools. In addition, three community school specialists were hired to provide wrap around services in three of the highest poverty schools. These specialists also have a focus on improving student attendance.

Timeline

Two objectives have been established for this area of focus. In the summer of 2019, a programmatic restricting of EL services for high school students was made. Prior to the 2019-20 school year, EL students at the high school level were primarily enrolled in non-credit courses. With the restructuring, EL students are now enrolled in credit-bearing courses. During this school year, HCPS will continue to explore ways to increase opportunities for students to earn high school credit through personalized learning. HCPS is committed to expanding opportunities this year to provide credit-bearing courses through online platforms and other non-traditional methods.

Regarding objective two, three additional PPW were hired in addition to Title I social workers to assist schools with addressing chronic absenteeism. District and school level data regarding this metric is reviewed at least monthly. Additional detailed information regarding the timeline can be found in the **Area of Focus #2** section.

Evaluation

Student data regarding these two objectives will be reviewed at the aggregate level. In addition, these metrics will also be disaggregated by all federal student groups. HCPS is anticipating an increase to the number of first time ninth grade students earning at least six credits. HCPS is also working to reduce the number of students who are chronically absent, especially for students who are in one or more of the targeted student groups. Additional detailed information regarding the evaluation metrics for all priority strategies can be found in the **Area of Focus #2** section.

Budget Narrative

Harford County Public Schools is a fiscally dependent school system with an actual enrollment of 37,826 students in fiscal year (FY) 2019. HCPS is the 149th largest school system of the 13,588 regular school districts in the country when ranked by enrollment¹. This places HCPS in the top one percent of school districts by size. HCPS is ranked eighth of the 24 school districts in the State of Maryland. The student body will be served by a projected 4,870 Full-Time Equivalent (FTE) teaching and staff positions for FY 2020. The enrollment for FY 2020 is projected to remain flat or increase slightly. The expected increase in enrollment will have minimal impact when spread over the 54 schools in the system and will not impact the Local ESSA Consolidated Strategic Plan implementation.

HCPS has 54 public schools along with 45 nonpublic schools² located within the county. Citizens in the county have a choice of public or private schools. Approximately 37,800 students attend public schools. The number of students attending private schools is unknown. The 2014 population of Harford County was 251,001 and is projected to increase to 258,670 by 2020³. According to the Bureau of Census, the school age population in 2010 was 51,694 of which 38,637 or 74% attended public schools. School enrollment was 35,963 in 1994, reached a peak in 2004 of 40,294, and has declined to 37,826 in September 2018.

Two of the targeted student groups, FARMs and SE, remain relatively stable in terms of population during the past five years. In 2015 and 2019, the SE student group remained the same, 12.1% of the population. Students receiving FARMs declined 0.4% from 31.8% in 2015 to 31.4% in 2019. The student group that has increased the most during this time period is students receiving EL services. In 2015, HCPS had 467 EL students. In 2019, this number increased to 777 students. This is an increase of 66.4% from 2015 to 2019.

The FY 2020 Board of Education adopted budget for Harford County Public Schools addresses the essential components of the federal legislation known as *the Every Student Succeeds Act (ESSA)* and the state legislation known as the Bridge to Excellence Act (BTE) continue to address the Board of Education Strategic Plan and Local ESSA Consolidated Strategic Plan. Meeting the educational needs of a growing and diverse community so that all children succeed requires vision, knowledge, organization, effective planning, sufficient coordinated resources, and commitment from all stakeholders.

The FY 2020 budget development process began with *The Superintendent's Entry Plan* which included two phases. Phase 1 was the *Listen and Learn Tour*. The tour began in July 2018 and culminated with a summary of the Superintendent's findings on October 29, 2018. *Prepare for the Future* was the second phase of the entry plan. In this phase the Superintendent utilized the collected data to identify priorities and determine strategies to address them. This phase will be ongoing; however, it established key focus areas including reading, mental health, engagement, student growth, and high school programs that provide students to be successful and productive citizens after graduation.

¹ U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2010–11 Table 98.

² Maryland State Department of Education Fact Book for the FY 2013-2014, page 7.

³ www.harfordbusiness.org

There was a town hall meeting conducted on November 27, 2018 where the community was invited to continue to speak to the Superintendent, specifically regarding the budget. In addition, questions, suggestions and comments were accepted throughout the budget development process through a variety of communication tools including a dedicated email account, budget@hcps.org.

In order to have the necessary resources to address priorities, HCPS has taken steps with the FY 2020 budget to create a more sustainable budget. The superintendent created five committees during FY 2019 to focus on this objective. The hiring freeze and spending freeze committees worked purposefully to reduce spending in FY 2019. The outsourcing and staffing committees began their work in FY 2019 but will have a long-term focus on suggesting ways the system can increase efficiency both in current processes as well as in future staffing practices. The association committee consists of the leaders of each of the five bargaining units. This committee meets and collaborates with the Superintendent on a monthly basis and helps develop the solutions for challenges in the school system.

HCPS acknowledged an initial \$35.0 million budget shortfall for FY 2020. This consisted of \$11.0 million of fund balance that was used to balance the FY 2019 budget, estimated increases of \$14.0 million in health insurance, \$8.0 million in salaries and wages, and \$2.0 million in general operating expenses. The Superintendent worked collaboratively with the Board, his leadership team, and the community to successfully create a budget that addressed this gap. That budget is presented in the following pages.

The approved FY 2020 operating budget is \$11.4 million, or 2.4%, higher than the FY 2019 final budget. It includes salary, wage, health insurance and other fixed charges increases of \$26.6 million, in addition to \$12.2 million for other budget increases which are detailed throughout the budget. These increases are offset by \$27.4 million in permanent budget reductions. These reductions include instructional position reductions, administrative position reductions at elementary, secondary and central office, healthcare savings and turnover savings.

It is important to note that the approved budget does not include any new programs. This budget has been designed to allow the system to meet its financial obligations, by reducing expenditures. These reductions are difficult, and they will create challenges in the system, but we are aligning expenditures with anticipated revenue.

The BOE approved the FY 2020 Unrestricted Operating, Restricted, Food Service and Capital budgets for \$512.2 million, \$34.0 million, \$18.3 million and \$43.7 million, respectively.

The response from months of engagement and partnership with the community shows that continuing to recognize education as a top priority will reap benefits for future generations. The success of the school system significantly impacts the quality of life of the entire community. The school system is committed to creating a budget it can sustain while setting and achieving significantly high standards and meeting the needs of all students.

Finance Section

Analyzing Questions

Please include responses to the following questions using the information provided in the Prior Year Variance Table in section IIc of the Budget Narrative in the Executive Summary.

Revenue and Expenditure Analysis

1. Did actual FY 2019 revenue meet expectations as anticipated in the Local ESSA Consolidated Strategic Plan for 2019? If not, identify the changes and the impact any changes had on the FY 2018 budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.

HCPS Response:

Yes, revenues met expectations.

2. For each assurance area, please provide a narrative discussion of the changes in expenditures and the impact of these changes on the Local ESSA Consolidated Strategic Plan.

HCPS Response:

Standards and Assessments—There were no material variances to explain.

Data Systems to Support Instruction—Contractual services for software and hardware maintenance was slightly higher than originally budgeted.

Great Teachers and Leaders—There were no material variances to explain.

Turning Around Lowest Performing Schools—There were no material variances to explain.

Mandatory Cost of Doing Business—HCPS had a health insurance call from FY2018 of \$3.8 million, which caused a negative variance in fixed charges based on the original budget.

Other Items Deemed Necessary—Saving on Non-Public placed students.

1.1A: Current Year Variance Table			
Local School System:			
Revenue Category		FY 20 Budget	
Local Appropriation		\$256,465,645	
Other Local Revenue		153,000	
State Revenue		225,820,572	
Federal Revenue	84.388: Title I - School Improvement	-	
	84.010: Title I	5,226,567	
	84.027: IDEA, Part B	8,976,334	
		-	
Other Federal Funds		5,919,947	
Other Resources/Transfers		9,599,960	
Total		\$512,162,025	
Instructions: Itemize expenditures by source (CFDA for 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			
Expenditures:	Source	Amount	FTE
Administrative Services	Unrestricted Operating Budget	513,416	7.00
Mid-Level Administration	Unrestricted Operating Budget	1,735,550	20.25
Instructional Salaries	Unrestricted Operating Budget	661,874	0.00
Textbooks & Supplies	Unrestricted Operating Budget	19,075	0.00
Other Instructional Costs	Unrestricted Operating Budget	138,685	0.00
Other Restricted Federal		450,217	0.00
Subtotal		3,518,817	27.3
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.			
Expenditures:	Source	Amount	FTE
Administrative Services	Unrestricted Operating Budget	3,161,764	30.00
Subtotal		3,161,764	30.0
Section D: Great Teachers and Leaders			
Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.			
Expenditures:	Source	Amount	FTE
Mid-Level Administration	Unrestricted Operating Budget	19,022,216	224.42
Instructional Salaries	Unrestricted Operating Budget	134,798,109	1,912.29
Textbooks & Supplies	Unrestricted Operating Budget	5,403,017	-
Other Instructional Costs	Unrestricted Operating Budget	2,098,410	-
Special Education	Unrestricted Operating Budget	32,127,077	690.78
Student Services	Unrestricted Operating Budget	1,688,354	19.96
Health Services	Unrestricted Operating Budget	3,330,543	56.40
IDEA	84.027	6,199,837	97.00
Title I	84.010	627,559	-
Other Restricted Federal		3,473,736	63.30
Other Restricted State Funds		3,388,736	72.00
Other Restricted Funds		37,891	-
Subtotal		212,195,485	3,136.2

Section E: Turning Around the Lowest Achieving Schools			
Reform Area 4: Turning around our lowest-achieving schools			
Expenditures:	Source	Amount	FTE
Mid-Level Administration	Unrestricted Operating Budget	5,622,330	66.33
Instructional Salaries	Unrestricted Operating Budget	36,324,453	515.31
Textbooks & Supplies	Unrestricted Operating Budget	1,435,950	-
Other Instructional Costs	Unrestricted Operating Budget	557,691	-
Special Education	Unrestricted Operating Budget	7,968,102	171.32
Student Services	Unrestricted Operating Budget	426,494	5.04
Health Services	Unrestricted Operating Budget	826,375	14.00
Title I		84.010 3,039,361	42.50
Other Restricted Federal		314,113	-
Other Restricted State Funds		646,509	3.00
Other Restricted Funds		10,288	-
Subtotal		57,171,666	817.5
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.			
Expenditures:	Source	Amount	FTE
Administrative Services	Unrestricted Operating Budget	7,222,260	74.20
Student Transportation	Unrestricted Operating Budget	33,720,039	186.44
Operations of Plant	Unrestricted Operating Budget	27,803,017	339.90
Maintenance of Plant	Unrestricted Operating Budget	13,938,964	113.50
Fixed Charges (1)	Unrestricted Operating Budget	129,849,346	-
Community Service	Unrestricted Operating Budget	548,005	1.60
Capital Outlay	Unrestricted Operating Budget	606,753	-
IDEA		84.027 2,531,964	-
Title I		84.010 1,407,915	-
Other Restricted Federal		1,081,828	-
Other Restricted State Funds		1,570,194	-
Other Restricted Funds		29,677	-
Subtotal		220,309,962	715.6
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
Special Education - NonPublic Placement Costs	Unrestricted Operating Budget	6,660,792	-
IDEA		84.027 244,533	-
Title I		84.010 151,732	-
Other Restricted Federal		180,053	-
Other Restricted State Funds		8,492,077	-
Other Restricted Funds		75,144	-
Subtotal		15,804,331	-
Total		512,162,025	- 4,727
Tables are not intended to be completed in accordance with GAAP. Add lines if necessary.			

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)

Local School System:		Harford			
		FY 2019 Original Budget 7/1/2018	FY 2019 Final Budget 6/30/2019	Change	% Change
Revenue					
Local Appropriation		245,815,645	245,815,645	-	0.00%
Other Local Revenue		136,900	363,700	226,800	165.67%
State Revenue		210,818,530	210,880,900	62,370	0.03%
Federal Revenue	84.010	5,537,716	5,387,329	(150,387)	-2.72%
Federal Revenue	84.027	8,888,956	8,548,695	(340,261)	-3.83%
Other Federal Funds		5,892,047	8,483,107	2,591,060	43.98%
Other Resources/Transfers		14,241,676	12,424,821	(1,816,855)	-12.76%
Total		491,331,470	491,904,197	572,727	0.12%

Change in Expenditures - Instructions: Itemize FY 2019 actual expenditures and FTE by source (CFDA for regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Assurance Area	Source	Expenditure Description	Planned Expenditure	Actual Expenditure	Planned FTE	Actual FTE
Standards and Assessments	Unrestricted	Administrative Services	589,231	582,213	7.0	7.0
Standards and Assessments	Unrestricted	Mid-Level Administration	1,867,314	1,624,689	20.3	20.3
Standards and Assessments	Unrestricted	Instructional Salaries	671,874	452,898	-	-
Standards and Assessments	Unrestricted	Textbooks & Supplies	19,325	17,730	-	-
Standards and Assessments	Unrestricted	Other Instructional Costs	93,186	27,458	-	-
Standards and Assessments	Restricted	Other Restricted Federal	107,800	646,157	0.5	0.5
Data Systems to Support Instruction	Unrestricted	Administrative Services	2,948,665	3,384,046	31.0	31.0
Great Teachers and Leaders	Unrestricted	Mid-Level Administration	19,507,694	18,920,142	242.2	242.2
Great Teachers and Leaders	Unrestricted	Instructional Salaries	131,183,866	131,035,774	1,962.2	1,963.7
Great Teachers and Leaders	Unrestricted	Textbooks & Supplies	5,365,826	4,327,450	-	-
Great Teachers and Leaders	Unrestricted	Other Instructional Costs	2,016,269	2,180,838	-	-
Great Teachers and Leaders	Unrestricted	Special Education	29,832,218	29,465,639	664.6	674.0
Great Teachers and Leaders	Unrestricted	Student Services	1,684,749	1,657,607	19.0	19.0
Great Teachers and Leaders	Unrestricted	Health Services	3,165,673	3,127,701	56.4	56.4
Great Teachers and Leaders	84.027	IDEA	6,073,605	5,904,472	103.1	101.1
Great Teachers and Leaders	84.010	Title I	733,341	646,862	-	-
Great Teachers and Leaders	Restricted	Other Restricted Federal	3,436,037	4,985,547	52.2	54.2
Great Teachers and Leaders	Restricted	Other Restricted State Funds	2,346,719	2,277,298	27.4	27.4
Great Teachers and Leaders	Restricted	Other Restricted Funds	23,990	90,072	-	-
Turning Around Lowest Performing Schools	Unrestricted	Mid-Level Administration	5,763,158	5,589,578	71.6	71.6
Turning Around Lowest Performing Schools	Unrestricted	Instructional Salaries	36,351,838	36,310,800	543.7	544.2
Turning Around Lowest Performing Schools	Unrestricted	Textbooks & Supplies	1,473,891	1,188,669	-	-
Turning Around Lowest Performing Schools	Unrestricted	Other Instructional Costs	553,831	599,035	-	-
Turning Around Lowest Performing Schools	Unrestricted	Special Education	7,948,299	7,850,631	177.1	179.6
Turning Around Lowest Performing Schools	Unrestricted	Student Services	134,780	132,609	1.5	1.5
Turning Around Lowest Performing Schools	Unrestricted	Health Services	785,642	776,218	14.0	14.0
Turning Around Lowest Performing Schools	84.010	Title I	3,246,750	3,132,848	44.5	44.5
Turning Around Lowest Performing Schools	Restricted	Other Restricted Federal	542,536	450,819	-	-
Turning Around Lowest Performing Schools	Restricted	Other Restricted State	239,192	434,467	3.0	3.0
Turning Around Lowest Performing Schools	Restricted	Other Restricted Funds	16,959	24,457	-	-
Mandatory Costs of Doing Business	Unrestricted	Administrative Services	7,199,334	5,949,552	78.2	78.2
Mandatory Costs of Doing Business	Unrestricted	Student Transportation	32,173,433	32,268,156	188.4	188.4
Mandatory Costs of Doing Business	Unrestricted	Operations of Plant	27,155,852	26,650,187	337.9	337.9
Mandatory Costs of Doing Business	Unrestricted	Maintenance of Plant	14,408,708	12,636,122	127.5	127.5
Mandatory Costs of Doing Business	Unrestricted	Fixed Charges (1)	120,617,405	126,036,234	-	-
Mandatory Costs of Doing Business	Unrestricted	Community Service	544,653	519,270	1.6	1.6
Mandatory Costs of Doing Business	Unrestricted	Capital Outlay	619,943	598,574	-	-
Mandatory Costs of Doing Business	84.027	IDEA	2,580,985	2,411,340	-	-
Mandatory Costs of Doing Business	84.010	Title I	1,409,796	1,451,221	-	-
Mandatory Costs of Doing Business	Restricted	Other Restricted Federal	1,149,051	1,552,652	-	-
Mandatory Costs of Doing Business	Restricted	Other Restricted State Funds	945,848	1,055,202	-	-
Mandatory Costs of Doing Business	Restricted	Other Restricted Funds	40,871	70,545	-	-
Other items deemed necessary by the Local BOE	Unrestricted	Special Education - NonPublic Placement	6,990,792	6,327,254	-	-
Other items deemed necessary by the Local BOE	84.027	IDEA	234,366	232,883	-	-
Other items deemed necessary by the Local BOE	84.010	Title I	147,829	156,398	-	-
Other items deemed necessary by the Local BOE	Restricted	Other Restricted Federal	236,623	258,413	-	-
Other items deemed necessary by the Local BOE	Restricted	Other Restricted State Funds	6,096,643	5,706,844	-	-
Other items deemed necessary by the Local BOE	Restricted	Other Restricted Funds	55,080	178,626	-	-
Total			491,331,470	491,904,197	4,775	4,789

**Area of Focus #1:
Academic Achievement in English
Language Arts/Literacy**

Local ESSA Consolidated Strategic Plan Reporting Requirements

Area of Focus #1: Academic Achievement in English Language Arts/Literacy

1. Based on the analysis of state and local data, identify the area of focus where the local school system did not meet the goals (areas where the local school system is performing below expectations). In the response, provide the rationale for selecting the area of focus, include the implementation of strategies and/or evidence-based interventions to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. As school systems respond to area of focus #1, refer to page 15 to guide your response to address specific student groups.

a. Description. Describe *Area of Focus #1* and how it aligns with your LSS educational equity policy. Describe the rationale for selecting the area of focus (*up to 1,000 characters*).

Academic Achievement in English Language Arts from Pre-K to 12 continues to be a goal for all students. In order to achieve the goal, students shall have increased access to early learning opportunities to read on grade level by the end of second grade, before they begin to take standardized assessments. In addition, students in grades three through twelve require additional support in order to meet this goal. Specific metrics regarding proficiency rates on the MCAP/PARCC ELA assessments is provided in *Table A*. In alignment with the HCPS equity policy, each student shall be provided with equitable access to high-quality, culturally proficient instruction, curriculum, and extracurricular opportunities in environments that are equitable, safe, and inclusive. Also, HCPS makes data informed decisions to identify and implement equitable solutions to address gaps in achievement and opportunity as well as disproportionality.

b. Analysis. To support student achievement, provide an interpretation or justification for data used to identify this need (*up to 1,000 characters*).

A review of the MCAP/PARCC ELA assessment data over time indicates a decline in scores since the 2015-16 school year. This decline, along with stakeholder feedback, determined the focus on reading. The Superintendent conducted a “Listen and Learn” tour and clearly heard the need for an updated curriculum in reading. The Superintendent and Executive Leadership Team visit schools on a regular basis and review school data with administrators to develop a plan to improve academic achievement. The state assessment data, as well as local reading data, are analyzed and discussed at school improvement meetings. In addition, schools are required to submit a reading goal on their School Performance and Achievement Plan which is reviewed by HCPS leadership staff members.

c. Identify the root cause(s) for area of focus #1 and describe how you intend to address them (up to 1,000 characters).

Clear evidence through surveys and informal conversations with stakeholders indicated that one of the root causes for academic performance was a need to revise the reading and writing curriculum as they were not fully aligned to the Maryland College and Career Ready Standards. The writing curriculum was fully implemented in all elementary schools 2017-18 after piloting in multiple schools in prior years. In the 2019-20 school year, eight schools are piloting a new reading curriculum at the elementary level. Professional development regarding the new implementation is ongoing and provided by the Office of Reading, English, and Language Arts. In addition to new curricula, the lack of funds for student devices has been another challenge. HCPS has not been funded adequately to refresh outdated student and teacher devices. In addition, HCPS has not been able to purchase new devices to yield a 1:1 ratio of students to devices. With limited funding, HCPS has been able purchase devices for a 1:1 ratio in only grades five and eight. HCPS continues to explore funding opportunities to expand this initiative to other grade levels.

Goal

Increase student academic achievement in English/reading and literacy through equitable access to high quality reading curriculum and the ability for targeted groups (EL, SE, and FARMs) to work toward graduation and access to higher education and/or lawful employment, thus being functioning and contributing citizens.

Objective 1

Increase the percentage of pre-kindergarten students demonstrating school readiness in language and literacy as measured by the Pre-Kindergarten Skills Checklist from 34.7% to 39%. Increase the percentage of kindergarten students demonstrating school readiness in language and literacy as measured by Fountas and Pinnell (F&P) from 71.4% to 76.4%. Baseline data for these two assessments is from the 2018-19 school year.

Funding Sources

- Title I, Part A
- Grants for Infants and Families, Part C of IDEA
- State Prekindergarten Expansion Grant
- Striving Readers Comprehensive Literacy Grant
- Preschool Development Grant Birth – 5 (Early Childhood Advisory Council)
- Judith P. Hoyer Early Childhood Education Center Grant
- IDEA
- Kindergarten Readiness Assessment Grant
- Title IV A
- Concentration of Poverty Grant (Community Schools)
- Local Funding

Objective 1 Priority Strategies	Timeline	Evaluation
Provide professional development for childcare providers through Maryland Excels and the Early Childhood Advisory Council.	October 2019 through March 2020	<ul style="list-style-type: none"> • The professional development for childcare providers is one requirement needed for their credentialing process. Feedback forms regarding the evaluation and quality of this professional development will be provided to participants. • Evaluate the effectiveness of the <i>LiPS</i> program through formal and informal feedback from teachers and administrators, including conducting a thorough analysis of the students participating in this pilot program. • A rubric was created to evaluate the selection of the early childhood reading screener assessment. Observations and feedback regarding the pilot program will be conducted during the second semester. The review committee will determine the assessment that will be implemented in 2020-21. • Analyze data from the Kindergarten Literacy Assessment (KLA) to determine what standards and skills students are attaining or not attaining. The equity lens will be used to identify and address existing gaps in opportunities and achievement by disability status, EL status, race/ethnicity, and socioeconomic status.
Provide full-day pre-kindergarten for Harford County’s vulnerable four-year-olds.	In 2019-20, HCPS added six full-day pre-kindergarten classrooms in three schools. This school year, HCPS will explore options to add additional full-day classrooms.	
Replicate the best practices of the Judy Center model in other identified community areas.	Best practices are shared with elementary schools throughout the school year by the Judy Center coordinator in HCPS.	
Pilot the <i>Lindamood Phoneme Sequencing Program for Reading, Spelling, and Speech (LiPS)</i> to enable students to prove the identify, number, and order of phonemes in syllables and words.	Seek approval from GCC in fall 2019. Upon approval, pilot this program in five elementary schools during the 2019-20 school year.	

Objective 1 Priority Strategies	Timeline	Evaluation
Review and select a new early childhood reading screener assessment and pilot in three schools. Implement intervention strategies for identified struggling students.	A selection review committee will select two vendors in November 2019. These two pilot programs will occur in three schools during January through April 2020. By May 2020, the review team will select one vendor for full implementation in 2020-21 to screen all kindergarten and first grade students.	<ul style="list-style-type: none"> • Analyze data from the Fountas and Pinnell (F&P) assessment to determine the percentage of students on grade level. The equity lens will be used to identify and address existing gaps in opportunities and achievement by disability status, EL status, race and ethnicity, and socioeconomic status. • Analyze data from Kindergarten Readiness Assessment (KRA). The equity lens will be used to identify and address existing gaps in opportunities and achievement by disability status, EL status, race/ethnicity, and socioeconomic status.
Ensure SPA plans address this specific goal with measurable objectives.	The ELT and CSPA teams will begin review of the SPA plans in November 2019.	<ul style="list-style-type: none"> • Feedback from SPA plans will be provided to school leaders by the ELT. • Reading classroom walkthroughs are conducted by school-based, central office leaders and content supervisors to provide feedback and data regarding the implementation of the curriculum and the teacher appraisal process.
Identify students for Tier II and Tier III reading interventions. Implement evidence-based intervention programs with identified students to address gaps in reading achievement.	2019-20	<ul style="list-style-type: none"> • The equity lens will be used to identify and address existing gaps in the data review of assessment and achievement opportunities based on race/ethnicity, socioeconomic status, and disability status. Teachers can access student group data on Performance Matters.

Objective 1 Priority Strategies	Timeline	Evaluation
Continue to provide co-teaching support and planning opportunities for general and special education teachers teaching in co-taught classrooms.	Sessions are offered to teachers at all levels and paid sessions are held in the fall and spring.	<ul style="list-style-type: none"> • Schools and central office personnel work collaboratively to appropriately place students in intervention programs and use intervention data for progress monitoring. • Continue quarterly meetings between the Office of Special Education and the Division of Curriculum, Instruction, and Assessment to collaborate on the implementation of an integrated, tiered system of supports to ensure delivery of specially designed instruction and intervention.
Utilize Transitional Supplemental Instruction for Struggling Learners to provide reading coaches and intervention materials in three targeted schools.	2019-20	
Provide access to <i>Ready Rosie</i> to optimize family engagement in reading for parents and guardians of pre-kindergarten and kindergarten students in seven targeted schools.	2019-20	
Utilize Striving Readers Literacy Coaches in four targeted elementary schools.	2019-20	
Collaborate with partners (Harford County Public Library) to implement Parent Academy sessions to provide information to families, the community, and business partnerships to increase home and community support for reading.	2019-20	

Objective 2

Increase the percentage of students reading on grade level as measured by the Reading Inventory assessment by the end of grade two from 67% in 2018-19 to 72%.

Funding Sources

- Title I Part A
- Title II
- Title III EL
- Title III Immigrant
- Title IV, Part A
- Striving Readers Comprehensive Literacy Grant
- Transitional Supplemental Instruction Grant
- Concentration of Poverty Grant
- IDEA
- McKinney Vento
- Local Funding

Objective 2 Priority Strategies	Timeline	Evaluation
Implement a new reading curriculum, Lucy Calkins <i>Units of Study</i> , in eight elementary schools. Provide professional development to involved teachers and administrators regarding this program.	2019-20	<ul style="list-style-type: none"> • Analyze data from the Reading Inventory assessment to determine the percentage of second grade students ending the year reading on or above grade level. The equity lens will be used to identify and address existing gaps in opportunities and achievement by disability status, EL status, race/ethnicity, and socioeconomic status.
Pilot the <i>Lindamood Phoneme Sequencing Program for Reading, Spelling, and Speech (LiPS)</i> to enable students to provide the identity, number, and order of phonemes in syllables and words.	Seek approval from GCC in Fall 2019. Upon approval, pilot this program in five elementary schools during the 2019-20 school year.	

Objective 2 Priority Strategies	Timeline	Evaluation
Ensure SPA plans address this specific goal with measurable objectives.	The ELT and CSPA teams will begin review of the SPA plans in November 2019.	<ul style="list-style-type: none"> • Evaluate the effectiveness of the <i>LiPS</i> program through formal and informal feedback from teachers and administrators, including conducting a thorough analysis of the students participating in this pilot program. • Feedback from SPA plans will be provided to school leaders by the ELT. • Reading classroom walkthroughs are conducted by school-based, central office leaders and content supervisors to provide feedback and data regarding the implementation of the curriculum and the teacher appraisal process. Use an equity lens by aligning inclusive pedagogy and positive behavior support with the evaluation of teachers and administrations.
Identify students for Tier II and Tier III reading interventions. Implement evidence-based intervention programs with identified students to address gaps in reading achievement.	2019-20	
Utilize Transitional Supplemental Instruction for Struggling Learners to provide reading coaches and intervention materials in three targeted schools.	2019-20	
Utilize Striving Readers Literacy Coaches in four targeted schools.	2019-20	
Continue to offer SIOP training for teachers of EL students.	2019-20	

Objective 2 Priority Strategies	Timeline	Evaluation
<p>Collaborate with partners (Harford County Public Library) to implement Parent Academy sessions to provide information to families, the community, and business partnerships to increase home and community support for reading.</p>	<p>2019-20</p>	<ul style="list-style-type: none"> • Administer a county level survey for feedback from teachers and administrators regarding the piloted curriculum in reading. • Solicit feedback from participants of SIOP trainings regarding this professional development. • The equity lens will be used to identify and address existing gaps in the data review of assessment and achievement opportunities based on race/ethnicity, socioeconomic status, disability status, etc. Teachers can access student group data on Performance Matters. • Schools and central office personnel work collaboratively to appropriately place students in intervention programs and use intervention data for progress monitoring. • Continue quarterly meetings between the Office of Special Education and the Division of Curriculum, Instruction, and Assessment to collaborate on the implementation of an integrated, tiered system of supports to ensure delivery of specially designed instruction and intervention.

Objective 3

Increase the percentage of fifth, eighth, and tenth grade students meeting or exceeding proficiency or above as measured on the MCAP/PARCC ELA assessment by 4%. These grade levels were chosen as milestone markers for the North Star Pathway. In 2017-18, 54.5% of students in grade five, 44.1% of students in grade eight, and 56.8% of students in grade ten met or exceeded proficiency on this assessment.

Funding Sources

- Title I, Part A (5th grade)
- Title II, Part A
- Title III, EL
- Title IV, Part A
- IDEA
- McKinney Vento
- Concentration of Poverty Grant
- Local Funding

Objective 3 Priority Strategies	Timeline	Evaluation
Implement a new reading curriculum, Lucy Calkins <i>Units of Study</i> , in eight elementary schools. Provide professional development to involved teachers and administrators regarding this program.	2019-2020	<ul style="list-style-type: none"> • Analyze the 2018-19 MCAP/PARCC ELA assessment data, including the reading and writing scale scores as well as sub-claim data. In addition, schools review the evidence statement analysis reports to determine standards that students did not master and determine an action plan to improve mastery of the identified standards. The equity lens will be used to identify and address existing gaps in opportunities and achievement by disability status, EL status, race and ethnicity, and socioeconomic status. • Feedback from SPA plans will be provided to school leaders by the ELT. • Reading and English classroom walkthroughs are conducted by school-based and central office leaders and content supervisors to provide feedback and data regarding the implementation of the curriculum and the teacher appraisal process. Use an equity lens by aligning inclusive pedagogy and positive behavior support with the evaluation of teachers and administrations. • Solicit feedback from participants of SIOP trainings regarding this professional development.
Pilot the Lucy Calkins <i>Units of Study</i> in Writing curriculum in two identified middle schools.	Seek approval from GCC in fall 2019. Upon approval, pilot this program in two middle schools during the 2019-20 school year.	
Ensure SPA plans address this specific goal with measurable objectives.	The ELT and CSPA teams will begin review of the SPA plans in November 2019.	
Identify students for Tier II and Tier III reading interventions. Implement evidence-based intervention programs with identified students to address gaps in reading achievement.	2019-20	
Utilize Striving Readers Literacy Coaches in two targeted middle schools and two targeted high schools.	2019-20	
Continue to offer SIOP training for teachers of EL students.	2019-20	
Collaborate with partners (Harford County Public Library) to implement Parent Academy sessions to provide information to families, the community, and business partnerships to increase home and community support for reading.	2019-20	

Objective 3 Priority Strategies	Timeline	Evaluation
		<ul style="list-style-type: none"> • The equity lens will be used to identify and address existing gaps in the data review of assessment and achievement opportunities based on race and ethnicity, socioeconomic status, disability status, and EL status. Teachers can access specific student group data on Performance Matters. • Schools and central office personnel work collaboratively to appropriately place students in intervention programs and use intervention data for progress monitoring. • Continue quarterly meetings between the Office of Special Education and the Division of Curriculum, Instruction, and Assessment to collaborate on the implementation of an integrated, tiered system of supports to ensure delivery of specially designed instruction and intervention.

Objective 4

Increase the percentage of identified fifth, eighth, and eleventh grade students meeting or exceeding proficiency in reading as measured on the Multi-State Alternative Assessment (MSAA) by 5% to 57.9%. These grade levels were chosen as milestone markers for the North Star Pathway. During the 2018-19 school year, 85 students participated in this assessment at these three grade levels for a proficiency rate of 52.9%.

Funding Sources

- Title I, Part A (5th grade)
- IDEA
- Title II, Part A
- Title III, EL
- Title IV, Part A
- Concentration of Poverty Grant
- McKinney Vento
- Striving Readers Comprehensive Literacy Grant
- Local Funding

Objective 4 Priority Strategies	Timeline	Evaluation
Implement a new reading curriculum, Lucy Calkins <i>Units of Study</i> , in eight elementary schools. Provide professional development to involved teachers and administrators regarding this program.	2019-2020	<ul style="list-style-type: none"> • Analyze data from the MSAA assessment to improve student instruction. The equity lens will be used to identify and address existing gaps in opportunities and achievement by disability status, EL status, race/ethnicity, and socioeconomic status.
Ensure SPA plans address this specific goal with measurable objectives.	The ELT and CSPA teams will begin review of the SPA plans in November 2019.	<ul style="list-style-type: none"> • Feedback from SPA plans will be provided to school leaders by the ELT.

Objective 4 Priority Strategies	Timeline	Evaluation
<p>Collaborate with partners (Harford County Public Library) to implement Parent Academy sessions to provide information to families, the community, and business partnerships to increase home and community support for reading.</p>	<p>2019-20</p>	<ul style="list-style-type: none"> • Reading and English classroom walkthroughs are conducted by school-based and central office leaders and content supervisors to provide feedback and data regarding the implementation of the curriculum and the teacher appraisal process. Use an equity lens by aligning inclusive pedagogy and positive behavior support with the evaluation of teachers and administrations. • The equity lens will be used to identify and address existing gaps in the data review of assessment and achievement opportunities based on race/ethnicity, socioeconomic status, and disability status. Teachers can access student group data on Performance Matters. • Schools and central office personnel work collaboratively to appropriately place students in intervention programs and use intervention data for progress monitoring. • Continue quarterly meetings between the Office of Special Education and the Division of Curriculum, Instruction, and Assessment to collaborate on the implementation of an integrated, tiered system of supports to ensure delivery of specially designed instruction and intervention.

Objective 5

Increase the percentage of students earning two high school credits in English 9 and English 10 by 4% to 67.6%. In 2018-19, 63.6% of students completing grade ten earned two credits in English 9 and English 10. 56.6% of students receiving free and reduced meals and 53.8% of SE students passed these two courses by the end of grade ten. Students receiving free and reduced meals had a passing rate of 77.6% during the 2018-19 school year.

Funding Sources:

- IDEA
- Title II, Part A
- Title III, EL
- Title IV, Part A
- Concentration of Poverty Grant
- McKinney Vento
- Striving Readers Comprehensive Literacy Grant
- Local Funding

Objective 5 Priority Strategies	Timeline	Evaluation
Address structural and institutional barriers that prevent equitable access to educational opportunities for all students, including students in the identified target groups.	2019-20	<ul style="list-style-type: none"> • School data will be analyzed in order to determine methods for increasing the percentage of students meeting this objective, including an analysis by the targeted student groups. • Track student progress toward graduation credit accrual mid-semester to determine who is on track to earn course credits. Use an equity lens by determining the courses offered and access/enrollment in courses by student groups. • English classroom walkthroughs are conducted by school-based, central office leaders and content supervisors to provide feedback and data regarding the implementation of the curriculum and the teacher appraisal process. • The Supervisor of Personalized Learning is reviewing additional opportunities for students to earn original or recovery high school credits online or through non-traditional means. • The equity lens will be used to identify and address existing gaps in the data review of assessment and achievement opportunities based on race and ethnicity, socioeconomic status, EL status, and disability status. Teachers can access student group data on Performance Matters. • Schools and central office personnel work collaboratively to appropriately place students in intervention programs and use intervention data for progress monitoring. • Continue quarterly meetings between the Office of Special Education and the Division of Curriculum, Instruction, and Assessment to collaborate on the implementation of an integrated, tiered system of supports to ensure delivery of specially designed instruction and intervention.
High school English credits are now being awarded to EL students enrolled at the Family Welcome Center.	Programmatic changes for EL students were made in summer 2019 and implemented this school year.	
Ensure SPA plans address this specific goal with measurable objectives.	The ELT and CSPA teams will begin review of the SPA plans in November 2019.	
Identify students for Tier II and Tier III reading interventions. Implement evidence-based intervention programs with identified students to address gaps in reading achievement.	2019-20	
Collaborate with partners (Harford County Public Library) to implement Parent Academy sessions to provide information to families, the community, and business partnerships to increase home and community support for reading.	2019-20	

**Area of Focus #2:
Readiness for Post-Secondary Success**

Local ESSA Consolidated Strategic Plan Reporting Requirements

Area of Focus #2: Readiness for Post-Secondary Success

1. Based on the analysis of State and local data, identify the area of focus where the local school system did not meet the goals (areas where the local school system is performing below expectations). In the response, provide the rationale for selecting the area of focus, include the implementation of strategies and/or evidence-based interventions to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. As school systems respond to area of focus #1, refer to page 15 to guide your response to address specific student groups.

- a. Description. Describe Area of Focus #2 and how it aligns with your LSS educational equity policy. Describe the rationale for selecting the area of focus (up to 1,000 characters).**

Post-secondary readiness continues to be a goal for secondary students. In HCPS, SE, FARMS, and EL students require additional support in order to meet this goal. Clusters of students from these subgroups are failing to meet a minimum credit requirement to advance to the next grade level. Specific metrics regarding this data are displayed in Table E. In alignment with the HCPS equity policy, each student shall be provided with equitable access to high-quality, culturally proficient instruction, curriculum, and extracurricular opportunities in environments that are equitable, safe, and inclusive.

- b. Analysis. To support student achievement, provide an interpretation or justification for data used to identify this need. (up to 1,000 characters).**

Increase equitable access to the curriculum and the ability for the targeted student groups to work toward graduation. Of these three targeted student groups from the past three school years, students receiving EL services showed the lowest percentage of earning at least six credits in their freshman year. There is also a need to improve this percentage for SE and FARMS students. It is critical that students have a successful year by earning at least six credits to minimize their risk for dropping out of school. Access to a diploma increases the probability of access to higher education and/or lawful employment, thus being a functioning and contributing citizen.

c. Identify the root cause (s) for area of focus #2 and describe how you intend to address them (up to 1,000 characters).

Prior to the 2019-20 school year, EL students at the Family Welcome Center were primarily enrolled in non-credit courses. A programmatic change occurred in summer 2019 and these students are now enrolled in credit-bearing courses. Regarding students in the targeted student groups, chronic absenteeism for these student groups has been a challenge, especially at the high school level. Additional pupil personnel workers have been hired this year to help schools improve the chronic attendance rate of students. Chronic absenteeism prevents students from being able to access the standards and curriculum. In addition to the PPW support, HCPS recently launched the Parent Academy initiative to provide information and resources to families for supporting their child's education in a multitude of ways.

Using the chart below, identify goals, objectives, and strategies and/or evidence-based interventions that will be implemented to ensure progress. In your response, include how your educational equity policy impacted the selection and use of evidence-based interventions/strategies to address the need. In addition, include timeline and funding source (s). As you consider funding source, take into consideration federal, State, and other available sources.

Goal

Increase equitable access to the curriculum and the ability for EL, SE and FARMs students to work toward graduation and access to higher education and/or lawful employment, thus being functioning and contributing citizens.

Objective 1

Increase the percentage of first-time ninth grade students earning six credits in their freshman year from 88.9% in 2018-19 to 91.4%.

Funding Sources

- **Title II, Part A**
- **Title III, EL**
- **Title IV, Part A**
- **IDEA**
- **McKinney Vento**
- **Striving Readers Comprehensive Literacy Grant**
- **P-TECH Grant**
- **Local Funding**

Objective 1 Priority Strategies	Timeline	Evaluation
Review of the master schedule by the Executive Leadership Team (ELT) for all secondary schools. Explore increased opportunities in the master schedule for students to earn six credits their freshman year.	First semester, 2019-20	<ul style="list-style-type: none"> • Monitor this metric at the end of the first semester and at the end of the school year to determine what improvements have been made. Include an analysis of this data by the aggregate level and the targeted student groups.
Restructure the learning opportunities for EL students so that students can earn high school credit in core and non-core areas beginning their freshman year while enrolled at the Family Welcome Center at Harford Technical High School.	Programming changes occurred in summer 2019 for implementation this school year. Students can now return to their comprehensive high school after attending the Family Welcome Center for one year and after achieving a level 2.0 or higher on the WIDA assessment.	<ul style="list-style-type: none"> • Track the number of classes taken by first time ninth grade students in non-traditional ways, such as online learning opportunities, for original and recovery high school credits. • Apply an equity lens by tracking student access by student groups to ensure equitable opportunities exist for students to participate in dual enrollment, Advanced Placement, International Baccalaureate, Career and Technology programs, STEM, college and career counseling, college campus visits, and other supports to prepare them for post-secondary success.
The General Curriculum Committee (GCC) approved pursuing opportunities for students to learn in personalized ways, including offering additional courses that students can complete for original credit. Provide professional development to school and district staff members regarding the vision and implementation of personalized learning.	GCC approved this concept in September 2019. Additional opportunities will be explored and implemented during the 2019-20 and subsequent school years.	<ul style="list-style-type: none"> • Provide professional learning around personalized learning and bring vision and plan to General Curriculum Committee for implementation across the system. Seek feedback from participants regarding this professional development.
Explore opportunities for students to recover credits for courses failed during the first semester.	2019-20	

Objective 1 Priority Strategies	Timeline	Evaluation
Provide supports to families and community partnerships regarding the necessity of students to earn at least six credits during their freshman year through the Parent Academy initiative, and Parent and Community Engagement Liaisons and school nights.	2019-20	<ul style="list-style-type: none"> • Evaluate the effective of strategies implemented for students with disabilities through attendance, participation, and feedback from the involved stakeholders including community and school partners. Student surveys are also completed pre- and post-graduation regarding their experiences in special education programs. • Apply an equity lens by analyzing qualitative reporting of attendance for family nights, topics for sharing, and perceived access to useful, culturally responsive resources.
Support students with disabilities through access to technical areas of trade, internships, work-based learning experiences, self-advocacy training, and dual enrollment options.	Summer Trade Academy is offered each summer for several trade areas of interest. Internships, work-based learning experiences, self-advocacy training, and evening trade academics are offered throughout the school year.	
Provide community-based instruction for students earning a certificate of attendance which ensures students have functional life skills for an independent life.	Examples of opportunities offered to students throughout the school year include trips to the grocery stores, the Maryland Vehicle Administration, public transportation, and post office visits.	

Objective 2

Decrease the chronic absenteeism rate of high school students by 2% at the aggregate level from 21.5% to 19.5%. Decrease the targeted student group rates by 3% for EL, SE, and ED students to 29%, 29.7%, and 39.6%, respectively. Baseline data is from the 2017-18 school year.

Funding Sources:

- **Title II, Part A**
- **Title III, EL**
- **Title IV, Part A**
- **IDEA**
- **McKinney Vento**
- **Local Funding**

Objective 2 Priority Strategies	Timeline	Evaluation
<p>Harford Digital Academy will work independently on the online platform, receive one-on-one instruction, group instruction, and remediation. Students can choose their own pace and place to complete 50% of the course. HDA will provide wrap around supports and the opportunity for students to be part of extracurricular activities, providing a blended approach to online learning.</p>	<p>Planning and enrolling of students will occur in 2019-20 with implementation in 2020-21.</p>	<ul style="list-style-type: none"> • Ensure students enrolling in the new Harford Digital Academy are meeting criteria for eligibility including students who are SE, ED, and EL. • Reports are available for school administrators to view an immediate list of students who are chronically absent and will potentially be chronically absent. In addition, teachers and administrators have this early warning indicator in Performance Matters.
<p>School SPA and attendance teams review list of chronically absent students as well as the list of students that are nearing the identification as being chronically absent.</p>	<p>Monthly during the 2019-20 school year.</p>	<ul style="list-style-type: none"> • Share best practices occurring in schools for improving attendance as well as identifying root causes that can be addressed. • Analyze the effectiveness of individual student attendance plans implemented during the school year.

Objective 2 Priority Strategies	Timeline	Evaluation
Utilize the resources of school counselors, social workers, community school specialists, teacher leaders, teacher specialists, administrators, and PPWs to educate students and parents regarding the importance of attendance and implement attendance plans for identified students.	2019-20	<ul style="list-style-type: none"> • Apply an equity lens by tracking student access by student groups to ensure equitable opportunities exist for students to participate in dual enrollment, Advanced Placement, International Baccalaureate, Career and Technology programs, STEM, college and career counseling, college campus visits, and other supports to prepare them for post-secondary success.
Partnership with an external agency to apply for a grant to provide a systemic family liaison to monitor EL legislation, attendance of EL students, and support the needs of EL students and families.	2019-20	<ul style="list-style-type: none"> • Evaluate the EL grant, if approved, through student metrics such as academic performance and student attendance.
Provide supports to families and community partnerships regarding the importance of student attendance through various means such as the Parent Academy initiative, Parent and Community Engagement Liaisons, and family and school nights.	2019-20	<ul style="list-style-type: none"> • Provide professional learning around personalized learning and bring vision and plan to General Curriculum Committee for implementation across the system. • Apply an equity lens by analyzing attendance for family nights, topics for sharing, and perceived access to useful, culturally responsive resources.

Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) Schools, and SIG IV Schools

Please provide responses to address schools with areas of identification

1) Comprehensive Support and Improvement (CSI) Schools.

- (a) For school systems with CSI schools, as a school system how are you supporting your schools identified for low achievement? *(up to 1,000 characters).*

N/A

- (b) How are you supporting your schools identified for low graduation rate? *(up to 1,000 characters).*

N/A

2) Targeted Support and Improvement (TSI) Schools.

- (a) For school systems with TSI schools, please list schools identified as a Targeted Support and Improvement (TSI) schools and the area of identification *(up to 1,000 characters).*

2017-18 HCPS Targeted Schools in Improvement (TSI)		
% of ESSA Points Earned < 34.4%		
School	Student Group	% of Points Earned
Darlington Elem.	Special Education	33.8%
George D. Lisby Elem.	Hispanic	29.6%
George D. Lisby Elem.	Special Education	21.5%
Magnolia Elementary	Hispanic	34.2%
Magnolia Elementary	Two or more races	31.1%
Youth's Benefit Elem.	Econ. Disadvantaged	30.9%
Edgewood High	Special Education	29%
Havre de Grace High	Special Education	33.8%

Aberdeen Middle	Econ. Disadvantaged	33.1%
Magnolia Middle	English Language	34%
Magnolia Middle	Special Education	32.6%

(b) Please summarize the local school system’s action plan to support all TSI schools based on the root cause analysis. Describe the process the local school system is using to support TSI schools *(up to 1,000 characters)*.

The CSPA team will be reviewing SPA plans for the identified TSI schools to ensure that appropriate goals, objectives, and intervention strategies are included for the identified student groups. The ELT meets regularly with school-based administrators to review data specific to their underperforming student groups. In these meetings, progress monitoring will occur.

(c) How are you supporting TSI schools by their area of identification? *(up to 1,000 characters)*.

The Executive Leadership Team and the Office of Accountability met with each identified TSI school to discuss the performance of the student groups that performed below 34.4%. A portion of these meetings was to identify the specific ESSA indicators that caused the student groups to earn the fewest points. As a result, HCPS requires that the TSI schools include goals and objectives in their SPA plan to improve the identified ESSA metrics.

3) SIG IV Schools (Baltimore City Public Schools)

(a) Please list identified schools for support and improvement (up to 1,000 characters)

N/A

Please summarize the local school system’s action plan to support these schools (up to 1, 000 characters).

N/A

Code of Maryland Regulations (COMAR) Reporting Requirements

Title 13A STATE BOARD OF EDUCATION Subtitle 01 STATE SCHOOL ADMINISTRATION

Chapter 06 Educational Equity

**Authority: Education Article, §2-205(c) and (h), Annotated Code of Maryland
.01 Purpose**

This is the place holder for the inclusion in the future for the Educational Equity regulation.

COMAR 13A.01.06 Educational Equity (*Draft regulation*)

Educational equity- means that every student has access to the opportunities, resources and educational rigor they need throughout their educational career to maximize academic success and social emotional well-being and to view each student's individual characteristics as valuable. The characteristics of each individual student include but are not limited to ability (cognitive, social emotional and physical), ethnicity, family structure, gender identity and expression, language, race, religion, sexual orientation, and socioeconomics.

COMAR 13A.04.07 Gifted and Talented Education

COMAR 13A.04.07.06 specifies that local school systems (LSSs) shall report the following in their Local ESSA Consolidated Strategic Plan. Use the chart below to provide your responses for 1, 4, 5, and 6 for the 2019-2020 school year.

<p>1) The process for identifying gifted and talented students</p> <p>Identification is ongoing throughout the elementary years and formally begins in grade two. All students in second grade are assessed using universal screeners for ability (Cognitive Ability Test [CoGAT]), academics (Reading Inventory and district mathematics benchmark assessments), and effective behaviors (Primary Talent Development). Data is collected and entered into eSchool+ and is uploaded to Performance Matters. Gifted and talented specialists at each elementary school triangulate the data and use either local norms or national norms to determine the students who qualify for services. If a student qualifies, the service that they receive will align with their area of giftedness and include but are not limited to: GT: Reading, GT: Mathematics, GT: Acceleration and/or GT: Problem-Based Affective Learning.</p>
<p>2) The number of gifted and talented students identified in each school.</p>
<p>3) The percentage of gifted and talented students identified in the local school system.</p>
<p>4) The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale.</p> <p>The John Archer school serves a population of special education students who may not qualify for GT students.</p>
<p>5) The continuum of programs and services</p> <p>Elementary students receive direct services beginning in grade three from Gifted and Talented Specialists working in tandem with classroom teachers through co-teaching and through pull-out services.</p> <p>Middle school students may accelerate in their mathematics by selecting from several accelerated courses offered at each middle school. Students tend to be cluster grouped in middle school language arts classrooms which contain differentiated pacing and texts. Middle school students also can take part in extracurricular enrichment opportunities through intramural activities.</p> <p>High School students may choose from a variety of magnet programs and must apply to be considered. Additionally, each comprehensive high school in HCPS offers honors level and AP level coursework. HCPS also has a strong partnership with Harford Community College. Many students choose to take college coursework through dual enrollment offered through Senate Bill 740.</p>

Any student may qualify for grade level or content level acceleration. The district uses a cross-disciplinary team approach and the Iowa Acceleration Scales to determine whether a student qualifies for grade level or content level acceleration.

6) Data-informed goals, targets, strategies, and timelines. Additional spaces can be added.

Goal: Initiate a formal process for identification of elementary and middle school students as GT.

Target	Strategies	Timeline
<p>100% of students in elementary schools will engage in a process to identify students to be coded as GT beginning in the 2019-20 school year.</p>	<ul style="list-style-type: none"> • Administer the CoGAT to all second grade students across the system. • Use Primary Talent Development, Reading Inventory and math benchmark assessments (all universally administered) as identification measures. • GT Specialists use local norms and/or national norms to ensure the 10% identification requirement is met. • GT Specialists provide ongoing screening in grades 3-5. 	<p>Ongoing, 2019-20</p>

Target	Strategies	Timeline
<p>100% of students in middle schools will engage in a process to identify students to be coded as GT beginning in the 2019-20 school year.</p>	<ul style="list-style-type: none"> • Acquire the MSDE Javits Award (achieved). • Purchase, train and implement the CoGAT with all sixth-grade students in February 2020. • Create a data profile for each middle school using CoGAT and academic measures. • Supervisor of Personalized Learning will meet with each School's ILT and counseling department to identify students to be coded. • Students coded at GT in eSchool+. • Explore and potentially pilot Springboard for grades 6-8 as an additional option for GT reading and language arts literacy. 	<p>Ongoing, 2019-20</p>

COMAR 13A.07.01 Comprehensive Teacher Induction and Mentoring

Comprehensive Teacher Induction Program Title 13A STATE BOARD OF EDUCATION Subtitle 07 SCHOOL PERSONNEL

.01 Scope.

This chapter applies to a comprehensive induction program for new teachers. The purpose of this regulation is to provide guidance for local school systems to establish a high-quality induction program that addresses critical professional learning needs of new teachers, improves instructional quality, and helps inductees achieve success in their initial assignments, resulting in improved student learning and higher retention in the profession.

The induction program that each local school system designs shall reflect coherence in structure and consistency in focus to ensure an integrated, seamless system of support.

Recognizing that "one-size-fits-all" induction programs do not meet the needs of new teachers, these regulations establish the components of an induction program, allowing local school systems to build on their current programs.

.04 General Requirements.

A. Each local school system shall establish and maintain a comprehensive induction program for all new teachers.

B. The comprehensive induction program shall be designed to provide participating teachers with the knowledge and skills necessary to be successful in their classrooms and schools to enable them to stay in the profession.

Local school systems shall use the Maryland Teacher Professional Development Planning Guide to develop the program, which shall include the following professional learning activities:

- (1) Before the school year begins, orientation programs for all teachers new to the local school system;
- (2) Ongoing support from a mentor, including regularly scheduled meetings during non-instructional time;
- (3) Regularly scheduled opportunities for new teachers to observe or co-teach with skilled teachers;
- (4) Follow-up discussions of the observations and co-teaching experiences;
- (5) Ongoing professional development designed to address new teacher needs and concerns; and
- (6) Ongoing formative review of new teacher performance, including classroom observations, reviews of lesson plans, and feedback based on clearly defined teaching standards and expectations.

D. The district shall consider the need for staffing to:

- (1) Plan and coordinate all induction activities;
- (2) Supervise new teacher mentors;
- (3) Communicate with principals and other school leaders about induction activities; and
- (4) Oversee the evaluation of the comprehensive induction program.

E. The comprehensive induction program may provide annual training for principals, assistant principals, and school-based professional development staff to familiarize them with the factors that contribute to teacher attrition and retention, the learning activities and schedule for induction program participants, the role of mentors and expectations for supporting mentors' work in schools, and the importance of school-level coordination of support for new teachers.

.05 Participation in the Comprehensive Induction Program.

A. All teachers new to the profession shall participate in all induction activities until they receive tenure. Veteran teachers, in their first year of teaching in the district, shall participate in all induction activities designed for veteran teachers for a minimum of 1 year.

B. To the extent practicable given staffing and fiscal concerns, local school systems shall adopt at least one of the following options for teachers during their comprehensive induction period:

(1) A reduction in the teaching schedule;

(2) A reduction in, or elimination of, responsibilities for involvement in non-instructional activities other than induction support; or

(3) Sensitivity to assignment to teaching classes that include high percentages of students with achievement, discipline, or attendance challenges.

Comprehensive Teacher Induction Program

Harford County Public Schools Comprehensive Induction Program

Harford County Public Schools provides a rich induction program designed to provide on-going support to non-tenured teachers beginning during the summer in which they are hired. While the overall goal of the program is to ensure every student in Harford County Public Schools has access to an effective teacher, other major goals are to build the instructional and classroom culture skills of new teachers, support the countywide initiatives of HCPS, and provide a risk free, welcoming culture for all staff.

Staffing and Oversight

As a comprehensive program, every content office and building administration team is involved in the support of new hires through workshops, the observation process, and job-embedded professional learning opportunities. This work is coordinated through the Office of Professional Development via the Coordinator of Leadership and Professional Development and the Coordinator of Teacher Induction. In addition, ten Instructional Coaches are deployed across multiple schools under the direction of the Professional Development Office in conjunction with Principals.

Orientation Programs

All newly hired instructional staff are invited to an optional multi-day orientation conference prior to their official start with HCPS. This year's Orientation Conference was titled the 2019 Teaching and Learning Conference and took place on August 13 and 14. This conference aims to orient new hires to HCPS culture and expectations through demonstration classrooms at each elementary grade and a wide variety of secondary content areas, work with content offices, sessions with the Office of Instructional Technology, and a range of other choice sessions to meet the diverse backgrounds and needs of new hires in HCPS.

HCPS new hires are also contracted to work an additional two days. Following the optional Teaching and Learning Conference, this year's new hires had an official start date of August 20 and worked that day and August 21 on a variety of topics to help them prepare for the opening of school. For example, new hires had an opportunity to work with master teachers and Supervisors in their grade and/or content area, receive school specific professional development at their home site, participate in Active Assailant Critical Response Training (ACRT) and work on scenarios related to professional conduct and building appropriate relationships with students.

Ongoing Professional Learning

Non-tenured teachers are provided multiple opportunities through the year for ongoing professional learning. For example, elementary teachers will be offered five supported planning sessions throughout the year to help build their content knowledge, most specifically in reading, mathematics, science, and social studies. Non-tenured special educators have unique opportunities such as a semester-long evening course on Social Emotional Development of Children. Some schools, such as Church Creek Elementary School, opt to have bi-weekly professional learning sessions for the new hires, coordinated by their assigned instructional coach. Although the opportunities vary, new hires have access to multiple before school, during school, and after school sessions geared towards growing their content knowledge and their skills in creating a positive classroom culture for all children.

Organization and Schedules for Mentor/Mentee Meetings

The ten HCPS Instructional Coaches work across thirty schools to provide individualized support to non-tenured teachers. Schools have been identified using achievement and retention data. Coaches are assigned to schools located close to each other in order to maximize their time with teachers. The focus of the instructional coaches is the individual, non-tenured teacher. Instructional coaches have been released of all other teaching or school related duties so that nearly 100% of their time can be dedicated to activities that support non-tenured teachers.

The Instructional Coaches communicate regularly with their principals to identify needs and create both short-term and long-term goals for individual teacher growth. Teacher needs drive the scheduling of time with them.

Opportunities for Observation and Co-Teaching

All newly hired instructional staff are provided at least one full day of observation of a master teacher in their grade level and/or content area. Other non-tenured teachers identified by content supervisors or principals are also eligible for a minimum of one day of observation. These observation days are carefully planned to address teacher needs, allow new teachers to see highly effective professional practice, provide a supportive environment that encourages reflection and processing, and an intentional follow up by instructional coaches to facilitate transfer of learning.

Instructional coaches provide co-teaching opportunities for newly hired instructional staff as appropriate. In addition, the Curriculum, Instruction, and Assessment Division includes a teacher specialist in every content area with the exception of physical education and health. These specialists provide co-teaching opportunities to new hires as necessary.

Monitoring of New Teacher Needs, Concerns, Ongoing Supports, and Formative Review

The partnership between schools and the Curriculum, Instruction, and Assessment Division allows the induction program to continually monitor new teacher needs and concerns, as well as provide flexible supports and follow up. Instructional coaches attend monthly Curriculum, Instruction, and Assessment meetings and are each assigned to a content office. This allows them to dialogue regularly with content supervisors about patterns of needs that they are seeing, as well as those that principals are sharing. Instructional coaches are also able to follow up with non-tenured teachers about content specific professional development that they are receiving to help facilitate their transfer of learning.

Instructional coaches formally collect Danielson-related data on each non-tenured teacher assigned to them three times throughout the year. This tool allows them to identify specific needs of individual teachers, as well as patterns of needs across grade levels, content areas, and/or schools. Reviewing this data often allows them to determine if their targeted work is having the intended impact on professional practice.

Instructional coaches also follow up with teachers after their formal observation and evaluation process. This intentional alignment with principal and content supervisor feedback allows the coaches to focus their work appropriately and help new teachers concentrate their efforts on appropriate areas.

Action Plans

Non-tenured teachers who are placed on action plans (Plans for Professional Growth, PPG) in HCPS may have an instructional coach assigned to support them. This addition of a non-evaluative support person is intended to provide teachers with highly effective instructional support in a risk-free area for attempts and improvement.

Use of Relevant and Appropriate Data

Data on the effectiveness and support of non-tenured teachers is collected in many ways throughout the school year. For example:

- A new teacher survey is sent twice each year, to collect perception data on professional learning opportunities and support provided.
- Retention data is collected throughout the year and analyzed by school, content area, date of hire, and Instructional Coach services.
- Instructional coaches collect professional practice data through a common tool three times throughout the year.
- Instructional coaches are provided the option of aligning their SMART goal to one of their caseload teacher's SLOs.
- Instructional coaches maintain evidence of growth of their teachers through an electronic notebook. Evidence includes such artifacts as student work samples, photographs of lesson implementation, lesson plans, data collection sheets, etc.

- Instructional coaches maintain logs of their work with each teacher on their caseload. These logs are reviewed periodically to analyze trends in task and time spent. Coaches also maintain their calendars through Outlook so other stakeholders can be aware of their work and efforts expended.

Training for New Mentors

New mentors (called instructional coaches in HCPS) were first provided with their own instructional coach. Paid meetings were held over the summer to help the new instructional coaches understand the role and expectations, and to prepare for their initial meetings with principals. New mentors have access to this assigned coach throughout the course of the school year and will be provided with a shadowing day opportunity to learn by watching the more veteran coach during the scope of their normal duties.

New instructional coaches also attend monthly meetings to continue to hone the skills necessary for success in this role. Topics include establishing trust, making a work plan, and measuring progress. General topics around adult learning theory and cognitive coaching are threaded throughout the monthly work, as well.

Supervision of Mentors

Instructional coaches are formally observed and evaluated each year by the Coordinator of Teacher Induction and one of the assigned building principals. The Danielson framework for teaching is used for these observations of individualized work between a coach and a teacher. The Coordinator of Induction also communicates with building principals, monitors logs and calendars, and checks in with a sampling of new hires in order to monitor the effectiveness of the program.

Training for School Administrators and School Staff as Described in Section .04E

Each year, details about the optional orientation conference and mandatory days are shared with school administrators. In addition, time is devoted during new teacher mandatory days for school administrators to work with new teachers. An individualized conversation between each Principal receiving the services of an instructional coach and the Coordinator of Teacher Induction occurred prior to deployment. In addition, ongoing conversations about retention, teacher data, and best practices around instructional coaching are held during systemic leadership meetings. Instructional coaches also use a template for regular communication with principals. They share their logs and calendars in order to encourage ongoing communication around new teacher growth, needs, and strategies to meet identified needs.

Process Used to Measure the Effectiveness of the Induction/Mentoring

The effectiveness of the induction program and the Instructional Coach program are measured in multiple ways:

- Survey given to new teachers twice per year regarding their perceptions of professional learning and coaching support
- New teacher observation/evaluation data
- Retention data
- Instructional Coach log data
- Instructional Coach observation/evaluation data
- Data collected on teacher performance using common tool
- Use of the online resources for new hires and veteran teachers interested in supporting colleagues

The result of last year's survey and data indicated several areas for celebration as well as areas to continue to grow:

Celebrations:

1. New hire performance was overwhelmingly in the Effective and Highly Effective range.
2. New hires did not make up a disproportionate amount of separations.
3. The eight 2018-2019 instructional coaches provided over half a million minutes of direct supports to new hires over that school year.
4. New hires grew in all three areas of the Danielson framework (Domains 1, 2, and 3) in which instructional coaches collected data.
5. With rare exception, new teachers in HCPS were pleased with the support they received and felt it had an impact on their practices.

Areas for Growth:

1. The online resources provided for new hires and veterans interested in supporting them were only accessed by approximately 1/3 of those able to use them. The feedback about their usefulness was neutral or indicated they were not that helpful.
2. Survey responses from teachers who did not have a formally assigned coach indicated that the level of support provided in these buildings varied widely and did not consistently address areas of new teachers such as SLO monitoring, evaluation conference preparation, or reaching diverse learners.
3. Secondary demonstration classroom visits were not consistent in their implementation or perceived effectiveness in supporting effective teacher practice.

Data regarding the scope of the mentoring program

218 First Year Teachers

147 Second Year Teachers

154 Third Year Teachers

Total = 519 Probationary Teachers

Harford County Public Schools has ten full-time instructional coaches for the 2019-2020 school year.

HCPS is providing instructional coach services to 375 of the 519 total probationary teachers. In addition to these 375 teachers, instructional coaches are also supporting long-term substitutes, veteran teachers on Plans for Professional Growth, teachers reassigned school and/or content area during the 2018-2019 budget process, and other teachers identified by principals and content supervisors across the district.

Evaluation of the Mentoring Program

The HCPS Instructional Coach program is being evaluated in multiple ways:

- A survey was sent to first year teachers with questions targeting their professional learning experiences.
- A comparison of surveys sent to teachers who had an instructional coach and to a survey sent to those who did not.
- Observation/Evaluation data from instructional coaches.
- Professional practice data collected by instructional coaches (aligned to Danielson framework).
- Analysis of the instructional coach SMART goals which are aligned to a new teacher Student Learning Objective.
- Teacher retention data with a comparison between schools that had instructional coach support and those that did not. This data must also be analyzed for complexity factors of poor teacher retention rates in certain schools.
- Formal evaluations of new teachers.



Maryland State Department of Education
Title I, Part A: Improving Basic Programs
2019-2020 Title I, Part A Application and Tools

Title I, Part A Application and Tools Release Date:
JULY 9, 2019

Federal Grant Application Submission Timeline

1st Submission to the Title I Specialists for Review:	Submission for Conditional Approval	First Submission through Local ESSA Consolidated Strategic Plan	FINAL Submission through Local ESSA Consolidated Strategic Plan
August 1- August 30, 2019	September 30, 2019	October 15, 2019	November 15, 2019

Local Educational Agency: LEA 12 – Harford County Public Schools	
Title I Coordinator: Bradley Palmer	
Telephone: 410-588-5278	Email Address: Bradley.Palmer@hcps.org

2019-2020 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 School Systems (LSSs) 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

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

2019-2020 Title I, Part A Application

ATTESTATION

The Local School System (LSS) 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 LSS 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.

<u>Bradley Palmer</u>	<u>Bradley Palmer</u>	<u>LEA 12 – Harford County PS</u>	<u>8/27/2019</u>
Title I Coordinator Name (Please Print or Type)	Title I Coordinator Signature	Local School System	Date

Application Submission Date: 8/27/2019

ATTESTATION-Section 1112

The LSS attests that this application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with the parents of children in schools served under this part.

<u>Bradley Palmer</u>	<u>Bradley Palmer</u>	<u>LEA 12 – Harford County PS</u>	<u>8/27/2019</u>
Title I Coordinator Name (Please Print or Type)	Title I Coordinator Signature	Local School System	Date

Application Submission Date: 8/27/2019

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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 LSS may also add a hyperlink as appropriate or submit documents as appendices.

REQUIRED ATTACHMENTS:

1. A written process to ensure the LSS:
 - has all teachers and paraprofessionals in Title I schools meet applicable state certification and licensure requirements.
 - coordinates certification and licensure notification between Human Resources, the Title I Office, and school administration.
 - identifies (using the previous school year data) and addresses disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. Maryland uses a gap and threshold model to identify gaps. Any gap greater than 5% or any individual category that is over 5% is considered to have disparities.
 - has a timeline to notify parents.
2. Summary of data used to determine disparities (2018-2019 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).

STAFF CREDENTIALS AND CERTIFICATIONS

Check one	Assurances	Citation	Sample of Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	1. The LSS ensures that it has a written process 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. <i>(Required Attachment)</i>	1111(g)(2)(J) 1112(c)(6)	<input type="checkbox"/> List of teachers and their certification status for each Title I school including: <ul style="list-style-type: none"> ○ Number and percentage of teachers who have certification and licensure in Title I schools for the 2019-2020 school year. <input type="checkbox"/> Copies of 2019-2020 Principal Attestations with dates and signatures for each Title I school. <i>(Optional)</i>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	2. The LSS ensures it has a written process to coordinate certification and licensure notification between Human Resources, the Title I Office and school administration. <i>(Required Attachment)</i>	1111(g)(2)(J) 1112(c)(6)	<input type="checkbox"/> Documentation supporting the implementation of the written process which may include: <input type="checkbox"/> SAN from meetings between Human Resources, the Title I Office, and school administration.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	3. The LSS ensures that all paraprofessionals working in schoolwide schools meet applicable State certification and licensure requirements.	1112(c)(6) 1112(g)(2)(J)	<input type="checkbox"/> List of paraprofessionals and their qualifications - AA degree or higher, and/or PRAXIS <input type="checkbox"/> Documentation demonstrating paraprofessional's assigned duties in Title I schools for the SY 2018-2019 may include:

<p>If no, please explain. (explain using the template found here)</p>	<p>Mark N/A if</p> <ul style="list-style-type: none"> ● there are no paraprofessionals in the schoolwide schools; ● the LSS has no schoolwide schools; ● paraprofessionals are not assigned instructional duties 		<ul style="list-style-type: none"> ○ Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers
<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> N/A</p> <p>If no, please explain. (explain using the template found here)</p>	<p>4. The LSS ensures that all paraprofessionals paid with Title I, Part A funds (in Targeted Assistance Schools) meet applicable state certification and licensure requirements.</p> <p>Not Applicable means:</p> <ul style="list-style-type: none"> ● There are no paraprofessionals paid with Title I funds in targeted assistance schools; or ● The LSS has no targeted assistance schools. 	<p>1112(c)(6)</p> <p>1112(g)(2)(J)</p>	<ul style="list-style-type: none"> □ List of paraprofessionals and their qualifications - AA degree or higher, and/or PRAXIS □ Documentation demonstrating paraprofessional’s assigned duties in TAS for the SY 2018-2019 may include: <ul style="list-style-type: none"> ○ Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers
<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> N/A</p>	<p>5. The LSS ensures it has a written process to identify and address any disparities that result in low-income and</p>	<p>1111(g)(1)(B)</p> <p>1112(b)(2)</p>	<ul style="list-style-type: none"> □ Documentation supporting the implementation of the procedures (from 2018-2019 SY) for identifying and, if applicable, addressing disparities. (e.g.

	<p>minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. (Required Attachment)</p>		<p>race; poverty data; teacher evaluation data (ineffective-inexperienced); out-of-field teachers)</p> <ul style="list-style-type: none"> ❑ SAN documenting processes for identifying and addressing disparities are implemented. ❑ Documentation from human capital, certification, or other LSS offices showing disparity data, teacher placement, etc.
<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> N/A</p>	<p>6.The LSS ensures it has a written process that includes timelines/dates used to annually notify parents about:</p> <p style="padding-left: 40px;">a. that they may request information regarding professional qualifications of their child’s teacher and of paraprofessionals who provide instructional services to their children.</p> <p style="padding-left: 40px;">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</p>	<p>1112(e)(1)(A)(i)(I-III)</p> <p>1112(e)(1)(B)(ii)</p>	<ul style="list-style-type: none"> ❑ Documentation supporting the implementation of the written process. ❑ Multiple dated communications at the beginning of the school year which may include: <ul style="list-style-type: none"> ○ 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.) ❑ Copies of requests for information from parents on teacher and /or paraprofessional qualifications, if applicable. ❑ Evidence that parents have been provided information on the level of achievement and academic growth of their students. ❑ A dated written notice to parents 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.

	<p>timely notice has been provided to parents.</p> <p>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.</p> <p><i>(Required Attachment)</i></p>	<p>1112(e)(1)(B)(i)</p>	<p><input type="checkbox"/> Copies of the timely responses provided to parents, if applicable.</p>
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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 LSS may also add a hyperlink as appropriate or submit documents as appendices.

REQUIRED ATTACHMENT:

1. The LSS must include a written process for developing, implementing, and monitoring requirements in all schoolwide schools.
2. An agreement, such as an MOU, between the LSS 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.
4. Written Process for how the LSS supports efforts to reduce to overuse of discipline practices that remove students from the classroom.
5. Written process for how the LSS supports programs that coordinate and integrate (A) CTE content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit.

NOTE TO LSS:

Prior to the LSS 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.

Consolidating Funds in a schoolwide program

Is the LSS consolidating funds? Yes No

If Yes, continue below.

(Check one):

Federal funds

Federal, State, local funds.

SCHOOLWIDE PROGRAMS

Check one	Assurances	Citation	Sample Evidence of Implementation
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A	1. The LSS ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order that the LSS 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		

	<p>school are from such families.</p> <p>i. Describe how the LSS will assist schools in consolidating funds for schoolwide programs.</p> <p>ii. If the LSS is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.</p>		
	<p><i>Funds are not consolidated. The Title I Office and the Office of Finance work closely to ensure all funds for Title I schools are effectively appropriated with on-going frequent contact, as per the MOA for Title I Financial Management, between both departments. This contact occurs on an at least weekly basis through personal contacts, phone calls, or emails to ensure all funds are being spent correctly. Title I schools utilize these funds for additional staff, intervention programs and supplies/materials/ equipment which support Title I student achievement.</i></p> <p><i>(See Required Attachments B.1 – MOA Title I Finance Management)</i></p>		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>2. The LSS ensures the implementation of a schoolwide program includes the following four components:</p> <p><input type="checkbox"/> Comprehensive Needs</p>		<p><input type="checkbox"/> Sample copies of Schoolwide Plans</p> <p><input type="checkbox"/> A written process for the annual review of schoolwide plans for the 4 components.</p> <p><input type="checkbox"/> Documentation demonstrating how findings for the LSS annual review process are addressed at the school level. (samples)</p>

	<p>Assessment</p> <ul style="list-style-type: none"> ❑ Schoolwide Reform Strategies* ❑ Parent, Family and Stakeholder Engagement ❑ If applicable Coordination and Integration of Federal, State, and Local services and programs. <p>*MSDE’s Title I Office strongly encourages LSSs 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. (Level 4)</p> <p>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</p>	<p>1114(b)(6)</p> <p>1114(b)(2)(7)(i-iii)(I-V)</p> <p>1114(b)(2)</p> <p>1114(b)(5)</p>	<p>Comprehensive Needs Assessment may include:</p> <ul style="list-style-type: none"> ❑ Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement. ❑ As needed, evidence of interviews, focus groups, or surveys. ❑ Tools or processes to identify the strengths and needs of students, teachers, school and community. ❑ Examples of how the data is being used by the 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. <p>Schoolwide Reform Strategies:</p> <ul style="list-style-type: none"> ❑ 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.
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	<p>will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LSSs, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention. (<i>Non-Regulatory Guidance: NRG: Using Evidence to Strengthen Education Investments</i> (September 16, 2016)</p> <p>Schoolwide Program Non-Regulatory Guidance</p> <p>MSDE Schoolwide Guidance</p> <p>MSDE Schoolwide Checklist</p> <p>Early Learning in ESSA Non-Regulatory Guidance</p>		<p>Parent, Family and Stakeholder Engagement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of the involvement of teachers, principals, and other school staff in the development of the Schoolwide plan may include: <ul style="list-style-type: none"> <input type="checkbox"/> SAN from School Improvement meetings <input type="checkbox"/> Written communication, including email, letters, newsletters, website <input type="checkbox"/> Surveys and survey data <input type="checkbox"/> <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i> <p>If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SAN from meeting involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, etc.) <input type="checkbox"/> If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the Schoolwide plan
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>3. The LSS ensures all schoolwide plans and its implementation is regularly monitored and revised as necessary based on student needs.</p>	<p>1114(b)(3)</p>	<p>Evidence of implementation of the LSS Monitoring Plan may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SAN from program monitoring <input type="checkbox"/> LSS monitoring schedule <input type="checkbox"/> Program monitoring reports <input type="checkbox"/> Email communication
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>4. The LSS ensures it has a process for making the Schoolwide plan</p>	<p>1114(b)(4)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Schoolwide Plan on school website; handbooks, etc. <input type="checkbox"/> Samples of plans available for public

	available to the LSS, parents, and the public.		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	5. The LSS ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable.	1114 (b)(7)(A)(iii)(V)	<input type="checkbox"/> SAN from collaboration meetings regarding transitions <input type="checkbox"/> Timelines with evidence of implementation <input type="checkbox"/> Documentation of articulation meetings if applicable.

C. TARGETED ASSISTANCE SCHOOLS *

**If an LSS 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 LSS may also add a hyperlink as appropriate or submit documents as appendices.

REQUIRED ATTACHMENTS:

The LSS 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 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 LSS and Head Start programs and other early childhood programs, as feasible. (Section 1119(a))
3. If applicable, a Letter of Intent to MSDE Title I Director for schoolwide planning process for Targeted Assistance Program transitioning to Schoolwide Program.

All are N/A, Harford County Public Schools will not have any Targeted Assistance Schools during the 2019-2020 School Year.

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.

TARGETED ASSISTANCE SCHOOLS

Check one	Assurances	Citation	Sample Evidence of Implementation				
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA <input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA	<p>1a. The LSS has a school that is transitioning from a Title I targeted assistance in 2018–2019 to a schoolwide program in 2019-2020.</p> <p>1b. The LSS submitted a waiver to operate a schoolwide program in a school with less than 40 percent poverty.</p> <p>List Title I school(s) and School ID number below OR attach a list on REQUIRED ATTACHMENT template:</p> <table border="1" data-bbox="464 1195 1001 1325"> <tr> <td data-bbox="464 1195 684 1279">Title I School(s)</td> <td data-bbox="684 1195 1001 1279">School ID Number</td> </tr> <tr> <td data-bbox="464 1279 684 1325"></td> <td data-bbox="684 1279 1001 1325"></td> </tr> </table>	Title I School(s)	School ID Number			<p>1114(a)(1)(B)</p>	<input type="checkbox"/> SAN documents for the following evidence of planning and technical assistance: <ul style="list-style-type: none"> ○ Initial planning meeting agenda and list of participants; ○ Whole-school orientation including agenda and signed roster of participants. ○ Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents.) ○ Meeting dates ○ Plan approval process. <input type="checkbox"/> A Letter of Intent to transition from TAS to SW, if applicable. <input type="checkbox"/> A letter approving transition from TAS to SW, if applicable.
Title I School(s)	School ID Number						
<input type="checkbox"/> Yes	<p>2. The LSS ensures it has a written</p>	<p>1115(c)(1)(B)</p>	<p>Developing/Implementing:</p>				

<input checked="" type="checkbox"/> NA	<p>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)</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Weighted selection criteria <ul style="list-style-type: none"> <input type="checkbox"/> Data sources for multiple selection criteria (by school) <input type="checkbox"/> Master ranking (all students ranked showing most needy students served by grade and subject area) <input type="checkbox"/> Targeted Assistance teachers and para schedules with matching student roster <ul style="list-style-type: none"> <input type="checkbox"/> Service delivery model <input type="checkbox"/> Description of how services will be delivered to targeted assistance students at each school. (push-in/pull-out) <input type="checkbox"/> Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1 in a small group setting <input type="checkbox"/> School master schedules <input type="checkbox"/> Exit criteria by school <p>LSS School Monitoring:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of implementation of the LSS Monitoring Plan may include: <ul style="list-style-type: none"> <input type="checkbox"/> SAN from program monitoring <input type="checkbox"/> Program monitoring reports <input type="checkbox"/> Email communication <input type="checkbox"/> LSS Schedules with dates for regular review for each Title I Targeted Assistance school.
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A	<p>3. The LSS ensures the implementation of a Targeted Assistance program includes the following seven components: Targeted Assistance School Checklist</p>	<p>1115(b)(2)(A-G)</p>	<p>Program’s resources to help eligible children meet the state’s challenging academic standards may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Programs, activities, and academic courses necessary to provide a well-rounded education.

	<p>A. Use program’s resources to help eligible children meet the state’s challenging academic standards;</p> <p>B. Use methods and instructional strategies to strengthen the academic program of the school;</p> <p>C. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs;</p> <p>D. Provide Professional Development;</p> <p>E. Strategies to increase the involvement of parents of eligible children;</p> <p>F. If appropriate and applicable, coordinate with Federal, State, and local programs;</p> <p>G. Each Title I Targeted Assistance School will provide the LSS assurances that it will:</p> <ul style="list-style-type: none"> (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 		<p>Methods and instructional strategies to strengthen the academic program of the school may include:</p> <ul style="list-style-type: none"> ❑ expanded learning time, before- and after-school, and summer programs and opportunities ❑ a schoolwide tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). <p>Coordination with the regular education program may include:</p> <ul style="list-style-type: none"> ❑ SAN from collaboration meetings <ul style="list-style-type: none"> ○ Timelines with evidence of implementation ❑ Documentation of articulation between regular education program and Title I <p>Professional Development:</p> <ul style="list-style-type: none"> ❑ Data sources demonstrating the need for identified professional development ❑ SANE documents from professional development ❑ Professional development schedules, plans, and/or calendars ❑ See Parent and Family Engagement Section
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	to meet the challenging State academic standards.		<p>Strategies to increase the involvement of parents of eligible children:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i> <p>Coordinate with Federal, State, and local programs; if applicable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of coordination with Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, etc.)
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A	4. The LSS 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.	1115 (b)(2)(G)(iii)	<ul style="list-style-type: none"> <input type="checkbox"/> LSS schedules with dates for regular review for each Title I Targeted Assistance school. <input type="checkbox"/> SAN documentation of data review meetings <input type="checkbox"/> Documentation of program adjustments based on data review and progress monitoring <input type="checkbox"/> 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](#) [Update Link](#)
[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 LSS may also add a hyperlink as appropriate or submit documents as appendices.

REQUIRED ATTACHMENTS:

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

1. A written process to ensure that the LSS 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. LSS’s 2019-2020 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 LSS’s Parent and Family Engagement Policy/Plan.
4. A list of all Title I school’s individual parent and family engagement allocations.

NOTE TO LSS: Prior to the LSS 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.

PARENT AND FAMILY ENGAGEMENT

Check one	Assurances	Citation	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes	1: Parent and Family Engagement Policy/Plan (LSS and School-level) &	1116(a)(2) 1116b)	LSS and School’s Parent and Family Engagement Plans and School-Parent Compact:

<input type="checkbox"/> N/A	<p>School –Parent Compact The LSS ensures it has a written process to develop jointly with, agree on with, and distribute to parents and family members of participating children, a written:</p> <ul style="list-style-type: none"> <input type="checkbox"/> LSS Title I Parent and Family Engagement Policy/Plan (<i>Required Attachment</i>) <input type="checkbox"/> School-Level Title I Parent and Family Engagement policy/plan; <input type="checkbox"/> School-Parent compact that meets statutory requirements. 	<p>1116(c) 1116(d)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of input from parents/families <ul style="list-style-type: none"> <input type="checkbox"/> SANE from parent meetings <input type="checkbox"/> Announcements/Fliers <input type="checkbox"/> Parents feedback <input type="checkbox"/> Translated documents <input type="checkbox"/> Receipts for accommodations/ interpreters <input type="checkbox"/> LSS and School’s Parent and Family Engagement Plan and School-Parent Compact is distributed and are available for parents and community: <ul style="list-style-type: none"> <input type="checkbox"/> District/school website <input type="checkbox"/> Student handbook <input type="checkbox"/> School newsletters <input type="checkbox"/> Plans and compact sent home via back pack/ orientation packet <input type="checkbox"/> Evidence that the LSS provides coordination, technical assistance, and other support to school.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>2: The LSS must plan and implement outreach (programs and activities) with meaningful consultation with parents of participating children.</p>	<p>1116(a)(1)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of parent and family input in the decisions regarding the LSS plan and implementation of outreach to TI families: <ul style="list-style-type: none"> <input type="checkbox"/> SANE <input type="checkbox"/> Parents Feedback <input type="checkbox"/> Evidence of LSS outreach/activities <ul style="list-style-type: none"> <input type="checkbox"/> Announcements/Fliers <input type="checkbox"/> Translated documents <input type="checkbox"/> Receipts for accommodations/ interpreters
<input checked="" type="checkbox"/> Yes	<p>3. Parent & Family Engagement</p>	<p>1116(a)(2)(D-E)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Communication/outreach regarding

<input type="checkbox"/> N/A	<p style="text-align: center;">Annual Evaluation</p> <p>The LSS ensures that it conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the LSS’s parent and family engagement policy/plan and uses evaluation findings to design evidence-based strategies for more effective parental involvement and plan revisions. <i>(Required Attachment)</i> MSDE Parent and Family Engagement Guidance: Barriers</p>		<p>evaluation/survey of LSS Parent and Family Engagement Plan</p> <ul style="list-style-type: none"> <input type="checkbox"/> Results of data/feedback <input type="checkbox"/> Revisions to policy/plan are made, as needed, based on evaluation <input type="checkbox"/> SAN with meeting notes, if applicable <input type="checkbox"/> Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>4. Parent and Family Engagement Reservation (Funds):</p> <ul style="list-style-type: none"> ● The LSS 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. 	<p>1116(a)(3)(A) 1116(a)(3)(B)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of parent and family input in the decisions regarding parent and family engagement reservation: <ul style="list-style-type: none"> ○ SANE ○ Announcements/Fliers ○ Parents Feedback ○ Translated documents ○ Receipts for accommodations/ interpreters
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>5. Building Capacity for Involvement</p> <p>The LSS ensures that the Title I Office and all Title I schools build capacity of parent/family, community and school personnel for effective involvement of</p>	<p>1116(e)(1-6)</p>	<p>LSS and School Level Documentation may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SANE from LSS technical assistance to schools <input type="checkbox"/> SANE from building capacity for district and school-level (See Parent and Family Engagement Checklist under Building Capacity requirements)

	parents and family members in improving student academic achievement.		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	6. The LSS 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.	1116(f)	<input type="checkbox"/> Translated documents/ announcements/ fliers <input type="checkbox"/> Receipts for accommodations/ interpreters (Same documentations are applicable to meet requirements under EL Assurance #2)
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	7. The LSS ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools. <i>(Required Attachment)</i>	1116(a)(2)(B) 1116(e)(1-14)	<input type="checkbox"/> Evidence of LSS monitoring processes of Parent and Family Engagement requirements: <ul style="list-style-type: none"> ○ SANE from technical assistance and training

E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

Equitable Services Requirements under ESSA: Non-Regulatory Guidance-New Guidance Pending
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 LSS may also add a hyperlink as appropriate or submit documents as appendices.

REQUIRED ATTACHMENTS:

The LSS 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

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

PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

Check one	Assurances	Citation	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>1. Delivery of Services The LSS ensures it (select one of the following):</p> <ul style="list-style-type: none"> • Provides services directly to the eligible private school students? <p><input checked="" type="checkbox"/> Enters into a third party contract to provide services to eligible private school students?</p> <p><input checked="" type="checkbox"/> Enters into a formal agreement (MOUs) with other LSS(s) to provide services to private school students? Please identify LSSs involved. <u>Cecil County PS</u> <u>Baltimore County PS</u> <u>Baltimore City PS</u></p> <ul style="list-style-type: none"> • Provide the date(s) services will begin. <u>September 3, 2019</u> 		<ul style="list-style-type: none"> <input type="checkbox"/> Copies of contracts or agreements with individuals under contract with the LSS (hourly employees), if applicable <input type="checkbox"/> Payroll lists for Title I staff providing Title I services to participating private school children <input type="checkbox"/> Third party vendor documentation that the LSS has transferred Title I funds to another LSS, if applicable <input type="checkbox"/> If applicable, formal agreement (MOU) with other LSS to provide services to private school students.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>2. Invitation to Private School Officials The LSS ensures it has a written process for inviting private schools to participate in the Title I, Part A program. <i>(Required Attachment #1a)</i></p>	1117(a)(1)(A) 1117(b)(1)(b)(5)	<ul style="list-style-type: none"> <input type="checkbox"/> Approved list of private schools and approved church exempt schools <input type="checkbox"/> Letters to private school officials <ul style="list-style-type: none"> ○ If applicable, other forms of outreach may include: emails,

			<p>phone logs, certified mail receipts, etc.)</p> <ul style="list-style-type: none"> ❑ 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)
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>3. Ongoing Consultation The LSS 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 LSS ensures that services to private school students start at the beginning of the school year. <i>(Required Attachment #1a)</i></p>	1117 (b)(1-5)	<ul style="list-style-type: none"> ❑ Evidence Consultation Topics are addressed: <ul style="list-style-type: none"> ○ SANE documentation including topic specific agendas; emails, notes from phone calls. ❑ If applicable, the LSS should have a signed letter from the private school designee if the official is representing a consortium of private schools.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>4. Equitable Services to Students The LSS ensures it provides services to private schools’ students in an equitable manner based on the needs of the participating private school.</p>	1117(a)(1)(A) 8501(c)	<ul style="list-style-type: none"> ❑ List of participating private school children ❑ Multiple selection criteria used to select for services
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>5. Teachers and Families Participation The LSS ensures that families, and, if applicable, teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116.</p>	1117 (a)(1)(B)	<ul style="list-style-type: none"> ❑ Evidence of professional development for teachers, if applicable: <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of professional development activities provided or scheduled to be provided to the classroom teachers

			<ul style="list-style-type: none"> ○ Purchase orders, invoices, agendas, sign-in sheets for costs related to professional development activities for Title I funded staff that show that these costs are charged to administration. □ Evidence of family engagement activities: <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of family engagement activities scheduled or to be scheduled for families of participating students. ○ Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	6. Dispute Resolution The LSS 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)	<input type="checkbox"/> Copy of dispute resolution process <input type="checkbox"/> If applicable, copy of communication and/or SANE between LSS, MSDE, and/or private school official working toward resolution <input type="checkbox"/> If applicable, evidence of resolving disagreements
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	7. Supervision and Evaluation The LSS ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students. <i>(Required Attachment #1b & c)</i>	1117(b)(1) 1117 (d)(1)	Evidence LSS Supervises: LSS Program Oversight <ul style="list-style-type: none"> □ Schedules of Title I staff □ Timeline/schedules for monitoring visits □ LSS written process and procedures for monitoring private schools □ Monitoring feedback may include letters, emails, reports or notes to Title I

		<p>staff providing services or private school officials on student progress</p> <ul style="list-style-type: none"> ❑ Sample lesson plans and student work ❑ Consultation between LSS and third party vendor, if applicable <p>Qualifications of staff providing services:</p> <ul style="list-style-type: none"> ❑ Teachers providing services meet state certification and licensure requirements ❑ Paraprofessionals providing instructional support are under direct supervision of teacher that meets state certification and licensure. <p><i>(May not apply to LSSs that use a third party provider, unless the LSS has required the third party provider/contractor to employ teachers that meet state certification and licensure requirements and qualified paraprofessionals.)</i></p> <p>Fiscal Oversight:</p> <ul style="list-style-type: none"> ❑ Title I property labels, if applicable ❑ Inventory list, if applicable <p>Evidence of Evaluation may include:</p> <ul style="list-style-type: none"> ❑ Progress reports/EOY reports on effectiveness of services ❑ SANE documenting modification to program, if applicable.
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F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH
Education for Homeless Children and Youth Program: Non-Regulatory Guidance
MSDE Homeless 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 LSS 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 LSS calculated the excess costs of providing transportation to homeless students;
 - b. the calculations that the LSS used to arrive at the figure on this section.
4. Per COMAR 13A.05.09.03- Provide a list of all currently active shelter sites in the county that serve homeless children and families.

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.

EDUCATION FOR HOMELESS CHILDREN AND YOUTH			
Check one	Assurances	Citation	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>1. The LSS ensures that Title I funds provide educationally related support services in a coordinated effort in the LSS, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.</p> <p><i>(Required Attachment)</i></p>	1113(c)(3)(A)(i)	<input type="checkbox"/> Email or written communication regarding the needs of homeless students and families <input type="checkbox"/> Consultation Meetings with the LSS homeless education coordinator/liaison and Title I Office (SAN) <ul style="list-style-type: none"> <input type="checkbox"/> copy of needs assessment used <input type="checkbox"/> copy of homeless enrollment data <input type="checkbox"/> copy of support services data
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>2. The LSS 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.</p>	1113(c)(3)(A)(c)(i)	<input type="checkbox"/> Collaboration meetings to determine the reservation (SAN) <ul style="list-style-type: none"> <input type="checkbox"/> Funds used for full or part of the homeless education liaison or additional staff <input type="checkbox"/> Funds used for excess transportation <input type="checkbox"/> Funds used for instruction and support services <input type="checkbox"/> Written/email communication with LSS homeless education coordinator/liaison) of agreed reservation set-aside for allowable activities.

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 LSS 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 LSS 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

SUPPORT FOR FOSTER CARE STUDENTS

Check one	Assurances	Citation	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	1. The LSS 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)	<input type="checkbox"/> Collaboration with the child welfare agency, inclusive of the LSS foster care point of contact and the local education agency. (SAN) <input type="checkbox"/> Copy of signed and dated MOU/MOA (transportation, best interest, school of origin) <input type="checkbox"/> 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 LSS 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.

ENGLISH LEARNERS

Check one	Assurances	Citations	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	1. The LSS ensures that Title I supports a coordinated effort to inform parents about the ESOL Program placement through sending the Parent Notification Letter.	1112(e)(3)	<input type="checkbox"/> Dated copy of completed English and/or translated version of parent notification letter with parent signature.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	2. The LSS ensures that Title I supports collaboration with federal, state, and local programs to develop intentional practices to	1116(e)(4) 1116(f)	<input type="checkbox"/> Documentation that shows intentional practices have been implemented which <u>may include</u>: <input type="checkbox"/> Copy of communication log

	implement effective outreach to parents of ELs regarding their education.		<input type="checkbox"/> Copy of interpreter receipt <input type="checkbox"/> Translated documents or flyers <input type="checkbox"/> If applicable, translated school improvement team invitation letter/flyer sent to parents of ELs and sign-in sheet.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	3. The LSS has a written process for sharing the number and percentage of English learners achieving English language proficiency.	(1111(h)(2))	<input type="checkbox"/> Documentation supporting the implementation of the written process. <input type="checkbox"/> Sample LSS'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 LSS 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 LSS, 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.
4. Supplement not Supplant Methodology

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.

FISCAL REQUIREMENTS		
REQUIREMENTS	Citation	Sample Evidence of Implementation
<p>Requirement 1- Equitable Services Table 7-8 An LSS must reserve off the top of the LSS’s Title I, Part A allocation the proportional share of funds for Title I services to eligible private school students</p>	<p>1117(a)(4)(A) New Guidance Pending</p>	<p><input type="checkbox"/> Evidence of Equitable Services Expenditures to show Proportional Share</p> <ul style="list-style-type: none"> ○ Transaction level reports ○ Salary/wages information ○ Materials, instructional supplies ○ Invoices ○ MOUs

<p>based on consultation with private school officials. This includes costs associated with instructional support, family engagement, administrative costs, professional development, etc.</p>		<ul style="list-style-type: none"> □ Records of expenditures, i.e., inventory, Invoices for materials, purchase orders, instructional supplies <ul style="list-style-type: none"> ○ Transaction level reports
<p>Requirement 2- Parent and Family Engagement- Table 7-9.1 LSS must reserve at a minimum, 1% of its allocation (after Equitable Services is deducted from the total 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.</p>	<p>1116 (a)(3)(A) 1116(a)(3)(C)</p>	<ul style="list-style-type: none"> □ Evidence of Parent and Family Engagement Expenditures <ul style="list-style-type: none"> ○ Procedures for allocation of 90% to schools ○ School/LSS reservations are in the LSS budget and line items can be followed from the budget ○ LSS Transaction Level Reports of Expenditures ○ Invoices, contracts, etc.
<p>Requirement 3 - N&D Reservation Table 7-9.1 LSSs are required to reserve Title I funds if N& D programs exist in the LSS. Title I funds support a coordinated effort in the LSS, 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.</p>	<p>1113(c)(3)(A)(ii) 1113(c)(3)(A)(iii)</p>	<ul style="list-style-type: none"> □ Evidence of N&D Expenditures <ul style="list-style-type: none"> ○ LSS reservations are in the LSS budget and line items can be followed from the budget ○ LSS Transaction Level Reports of Expenditures ○ Invoices, contracts, etc. ○ Memorandum of Understanding (MOU)

<p>Requirement 4 - Homeless Children and Youth Table 7-9.1 Funds are reserved to provide support to children experiencing homelessness. The LSS has a plan for the use of the funds.</p>	<p>1113(c)(3)(A)(i)</p>	<p><input type="checkbox"/> Evidence of Homeless Children and Youth Expenditures</p> <p>Reservation:</p> <ul style="list-style-type: none"> ○ LSS reservations are in the LSS budget and line items can be followed from the budget ○ LSS Transaction Level Reports of Expenditures ○ Invoices, contracts, etc. <p>Instructional/Educational Support (If Applicable) – Costs associated with:</p> <ul style="list-style-type: none"> ○ 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. <p>Homeless Liaison (If applicable):</p> <ul style="list-style-type: none"> ○ Cost associated with Homeless Education Coordinator/ Liaison position. ○ Reservation is in the budget. ○ Job description ○ Schedules (note who monitors/oversight)
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		<p>Transportation (If applicable):</p> <ul style="list-style-type: none"> ○ Cost associated with Homeless Education Transportation ○ Reservation is in the budget ○ LSS calculation of excess cost for providing transportation ○ Invoices/payment schedule for transportation
<p>Requirement 5- Districtwide Title I Instructional Programs Table 7-9 .2 LSSs may reserve funds for Districtwide instructional programs for Title I schools.</p>	34 CFR Part 200.77	<p>Expenditures</p> <ul style="list-style-type: none"> ○ LSS reservations are in the LSS budget and line items can be followed from the budget ○ LSS Transaction Level Reports of Expenditures ○ Invoices, contracts, etc.
<p>Requirement 6 - Districtwide Professional Development Table 7-9.2 LSSs 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 School System program provides for all schools.</p>	34 CFR Part 200.77	<p>Evidence of districtwide professional development Expenditures, if applicable:</p> <ul style="list-style-type: none"> ○ LSS reservations are in the LSS budget and line items can be followed from the budget ○ LSS Transaction Level Reports of Expenditures ○ Invoices, contracts, etc.
<p>Requirement 7- Administration Table 7-9.3: LSS 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.</p>	34 CFR Part 200.77	<p>Evidence of Administration Expenditures, if applicable:</p> <ul style="list-style-type: none"> ○ LSS reservations are in the LSS budget and line items can be followed from the budget ○ LSS Transaction Level Reports of Expenditures ○ Invoices, contracts, etc. ○ Indirect costs at the approved yearly rate. ○ Travel, Office Supplies, and technology for Title I

		<ul style="list-style-type: none"> ○ Job Descriptions for Administrative Office/Personnel showing alignment of assigned duties to budget
Requirement 8 - Support for Title I TSI Schools Table 7-9.4	LAW Reference Link for School Improvement Resource Hub https://www.marylandresourcehub.com/ https://www.marylandresourcehub.com/csi-tsi-schools	<ul style="list-style-type: none"> □ Needs Assessment □ Root Cause Analysis (recommended) □ Intervention Plan (includes action plan and use of evidence-based strategies) □ Evidence of Stakeholder involvement □ Written process for determining allocation of funds □ Documentation for monitoring, evaluation of academic progress for identified student groups , and timelines
Requirement 9 - Carryover Estimate Table 7-9.4	1127 1117(a)(4)(B)	<ul style="list-style-type: none"> □ LSS 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
Requirement 10-Audits The SEA ensures that the State and the LSSs are audited annually, if required, and that all corrective actions required through this process are fully implemented.	Uniform Grant Guidance (UGG) 200.501(b)	<ul style="list-style-type: none"> □ Single audits are conducted annually □ Copies of single audit reports (2 most recent) and Corrective Action (when applicable) □ LSS response to findings □ MSDE follow-up reviews of findings □ All required corrective actions from the audit findings are fully implemented within the agreed timeline. □ Independent auditor’s report shows that the LSS has corrected all actions required.
Requirement 11- Rank Order	1113(a)(3)(A)	<ul style="list-style-type: none"> □ Local finance budget reports match amounts reported in the approved Allocation Worksheet.

<p>The LSS ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low income families who reside in an eligible school attendance area. Allocation to each eligible school is based on PPA.</p>	<p>34 CFR Part 200, 200.77-200.78 Code of Federal Regulations (CFR)</p>	<ul style="list-style-type: none"> ❑ If applicable, Charter Schools are included in the ranking ❑ If applicable, Skipped Schools have been approved by MSDE. LSS is providing and can document that skipped schools are receiving supplemental funds from other State or local resources that is at least equal to the PPA of the school that is below them in rank order. ❑ If applicable, Continuing Eligibility schools meet the statutory definition.
<p>Requirement 12 - Supplement not Supplant</p> <p>1. The LSS ensures that it uses federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds and provides a written methodology to demonstrate compliance.</p> <p><i>(Required Attachment)</i></p>	<p>1118(b)</p> <p>New Guidance just released</p>	<ul style="list-style-type: none"> ❑ Allocation Amount and Expenditures. ❑ Semi-annual certification (district, schoolwide, and targeted assistance). ❑ Time and effort for split funded staff (district, schoolwide, and targeted assistance) if applicable, to include: <ul style="list-style-type: none"> ○ Job descriptions ○ Time and effort reporting ○ Personnel Activity Reports (PARs) ○ Written procedures to review Time and Effort ❑ LSS Internal Controls and Written Procedures ❑ LSS Transaction Level Reports of Expenditures ❑ Most current, dated copy of the district's supplement, not supplant policy and procedures document. ❑ The approved methodology and supporting narrative provided with the Title I, Part A Application for the applicable school year. ❑ List of Title I schools and non-title I schools inclusive of the distribution method used by the local school system for the applicable school year.

Requirement 13 - Comparability	1118(c)(1)(A) 1118(c)(1)(C)	LSS provided required documentation with the Comparability report on or before December 1, 2019.
<p>Requirement 14 - Equipment and Related Property</p> <p>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.</p> <p>EDGAR 34 CFR 80.32, UGG §200.314 Education Department General Administrative Regulations (EDGAR)</p> <p>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</p>	<p>EDGAR 34 CFR 80.32, UGG §200.314</p>	<ul style="list-style-type: none"> <input type="checkbox"/> LSS Inventory <input type="checkbox"/> Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment <input type="checkbox"/> Annual physical inventory of Title I equipment <input type="checkbox"/> Lease agreements <input type="checkbox"/> Expenditure Reports <input type="checkbox"/> LSS Transaction Level Reports of Expenditures

<p>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.</p>		
<p>Requirement 15- Use of Technology Devices Sub-grantees must adequately safeguard all assets and must ensure that they are used solely for authorized purposes</p>	<p>34 C.F.R. § 80.20 (added in SY 2015-2016)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of acceptable use policy for staff and students stipulating constraints and practices of the user. <input type="checkbox"/> Documentation that the LSS has implemented their procedures for monitoring and enforcement of their acceptable use policies. <input type="checkbox"/> Staff Training (SANE) <input type="checkbox"/> Corrective Actions, if applicable

REQUIRED ATTACHMENTS

(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 LSS may also add hyperlink as appropriate or submit documents as appendices.

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A. STAFF CREDENTIALS AND CERTIFICATIONS

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REQUIRED ATTACHMENTS:

1. A written process to ensure the LSS:

- 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.

(See Required Attachments A.1 – Credentials and Certification Internal Controls with Flowchart)

2. Summary of data used to determine disparities (2018-2019 SY).

(See Required Attachments A.2 – Summary of data used to determine disparities)

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)

- Jake Little, Coordinator of Compensatory Education
- Thomas Webber, Assistant Supervisor of Compensatory Education
- Benjamin Richardson, Senior Manager Human Resources
- Aretha Young, Certification Services Team Leader, Human Resources
- Christine Langrehr, Principal, George D. Lisby Elementary School at Hillsdale
- Christina Douglas, Principal, Hall's Cross Roads Elementary School
- Ronald Wooden, Principal, Havre de Grace Elementary School
- Audrey Vohs, Principal, Magnolia Elementary School
- Tammy Bosley, Principal, William Paca/Old Post Road Elementary School
- Cynthia Womack, Principal, Edgewood Elementary School
- Tara Dedeaux, Principal, Bakerfield Elementary School
- Gregory Lane, Principal, Deerfield Elementary School

B. SCHOOLWIDE PROGRAMS

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REQUIRED ATTACHMENT:

1. The LSS must include a written process for developing, implementing, and monitoring requirements in all schoolwide schools.
(See Required Attachments B.2 – Schoolwide Internal Controls)
2. An agreement, such as an MOU, between the LSS and Head Start programs and other early childhood programs, as feasible.
(See Required Attachments B.3 – MOA LEA and Head Start)
3. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty. – N/A
4. **Written Process for how the LSS supports efforts to reduce to overuse of discipline practices that remove students from the classroom.**
(See Required Attachments B.4 – HCPS Student Discipline Procedure and Policy)
(See Required Attachments B.5 – HCPS Disproportionality Action Plan)
5. **Written process for how the LSS supports programs that coordinate and integrate (A) CTE content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit. – 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 Section 1114.

- Renee Villareal, Executive Director of Elementary Programs
- Bernard Hennigan, Executive Director of Student Services
- Jacob Little, Coordinator of Compensatory Education
- Thomas Webber, Assistant Supervisor of Compensatory Education
- Christine Langrehr, Principal, George D. Lisby Elementary School at Hillsdale
- Christina Douglas, Principal, Hall’s Cross Roads Elementary School
- Ron Wooden, Principal, Havre de Grace Elementary School
- Audrey Vohs, Principal, Magnolia Elementary School
- Tammy Bosley, Principal, William Paca/Old Post Road Elementary School
- Tara Dedeaux, Principal, Bakerfield Elementary School
- Cynthia Womack, Principal, Edgewood Elementary School
- Gregory Lane, Principal, Deerfield Elementary School
- Holly Wiggett, Title I Teacher Specialist, George D. Lisby Elementary School at Hillsdale
- Melissa Stout, Title I Teacher Specialist, Hall’s Cross Roads Elementary School
- Kristin Schaub, Title I Teacher Specialist, Havre de Grace Elementary School
- Tara Sample, Title I Teacher Specialist, Magnolia Elementary School
- April Kenney, Title I Teacher Specialist, William Paca/Old Post Road Elementary School
- Caitlin Sieracki, Title I Teacher Specialist, Edgewood Elementary School
- Chelsea Davies, Title I Teacher Specialist, Bakerfield Elementary School
- Meredith Heldt, Title I Teacher Specialist, Deerfield Elementary School

C. TARGETED ASSISTANCE SCHOOLS

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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 LSS and Head Start programs and other early childhood programs, as feasible. (Section 1119(b))
3. If applicable, a **Letter of Intent** to MSDE Title I Director for schoolwide planning process for Targeted Assistance Program transitioning to Schoolwide Program.
4. If applicable, the approval letter from the MSDE Title I Director for schoolwide planning process for Targeted Assistance Program transitioning to Schoolwide Program.

All are N/A, Harford County Public Schools will not have any Targeted Assistance Schools during the 2019-2020 School Year.

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.

N/A

D. PARENT AND FAMILY ENGAGEMENT

[Return to application](#)

REQUIRED ATTACHMENTS:

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

1. A written process to ensure that the LSS 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.

(See Required Attachments D.1 – FY'20 Parent and Family Engagement Internal Controls)

2. LSS's 2019-2020 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families.

(See Required Attachments D.2 – FY'20 Parent and Family Engagement Plan)

3. Annual evaluation of the content and effectiveness of the LSS's Parent and Family Engagement Policy/Plan.

(See Required Attachments D.3 – FY'20 Parent and Family Engagement Surveys)

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

(See Required Attachments D.4 – FY'20 Parent Involvement Allocation Calculation)

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.

- Jacob Little, Coordinator of Compensatory Education
- Thomas Webber, Assistant Supervisor of Compensatory Education

Title I principals monitor parent involvement along with Title I Teacher Specialists.

- Christine Langrehr, Principal, George D. Lisby Elementary School at Hillsdale
- Christina Douglas, Principal, Hall's Cross Roads Elementary School
- Ron Wooden, Principal, Havre de Grace Elementary School
- Audrey Vohs, Principal, Magnolia Elementary School
- Tammy Bosley, Principal, William Paca/Old Post Road Elementary School
- Tara Dedeaux, Principal, Bakerfield Elementary School
- Cynthia Womack, Principal, Edgewood Elementary School
- Gregory Lane, Principal, Deerfield Elementary School
- Holly Wiggett, Title I Teacher Specialist, George D. Lisby Elementary School
- Melissa Stout, Title I Teacher Specialist, Hall's Cross Roads Elementary School
- Kristin Schaub, Title I Teacher Specialist, Havre de Grace Elementary School
- Tara Sample, Title I Teacher Specialist, Magnolia Elementary School
- April Kenney, Title I Teacher Specialist, William Paca/Old Post Road Elementary School
- Chelsea Davies, Title I Teacher Specialist, Bakerfield Elementary School
- Caitlin Sieracki, Title I Teacher Specialist, Edgewood Elementary School
- Meredith Heldt, Title I Teacher Specialist, Deerfield Elementary School

E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

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REQUIRED ATTACHMENTS:

The LSS 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

(See Required Attachments E.1 – Equitable Services Internal Controls)

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.

- Thomas Webber, Assistant Supervisor of Compensatory Education

The Supervisor and Assistant Supervisor of Title I are the only two HCPS-based personnel involved with the administration of the equitable services program in HCPS. HCPS Title I Office enters into a third-party contract (Catapult Learning) to provide services to eligible private school students.

F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

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REQUIRED ATTACHMENTS:

The LSS 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. *(See Required Attachments F.1 – Homeless Services Internal Controls)*
2. If applicable, job description of homeless liaison position.
N/A
3. If applicable, - N/A
 - a. a description of how the LSS calculated the excess costs of providing transportation to homeless students;
 - b. The calculations that the LSS used to arrive at the figure on this section.
4. **Per COMAR 13A.05.09.03-, provide a current list of all currently active shelters in the county serving children and families. This can be provided by the Homeless Liaison for the LSS.**
(See Required Attachments F.2 – Shelter Housing for Children and Youth Tracking)

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.

- Bernard Hennigan, HCPS Executive Director of Student Services
- Buzz Williams, HCPS Student Services Supervisor, (McKinney Vento Liaison)
- Evonne Boroski, HCPS Pupil Personnel Worker, Aberdeen Office
- Robin Walker, HCPS Pupil Personnel Worker, Bel Air Office
- Craig Malone, HCPS Pupil Personnel Worker, Edgewood Office
- Gregory Smith, HCPS Pupil Personnel Worker, Fallston Office
- Mariah Bachman, HCPS Pupil Personnel Worker, Havre de Grace Office
- Vicki Antal, HCPS Pupil Personnel Worker, Magnolia Office
- Heather CanepaBowlin, HCPS Pupil Personnel Worker, North Harford Office
- Pam Smith, HCPS Pupil Personnel Worker, Patterson Mill Office
- Maureen Baxter, HCPS Pupil Personnel Worker, Southampton Office

G. SUPPORT FOR FOSTER CARE STUDENTS

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REQUIRED ATTACHMENTS:

The LSS 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 LSS 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))

(See Required Attachments G.1 – Foster Care Interagency Agreement MOA)

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.

- Thomas Webber, HCPS Assistant Supervisor of Compensatory Education
- Representatives, Harford County Department of Social Services
- Bernard Hennigan, HCPS Executive Director of student Services, (Foster Care Liaison)
- Buzz Williams, HCPS Student Services Supervisor, (McKinney Vento Liaison)
- Jay Staab, Director of Finance, Business Services
- Cathy Bendis, HCPS Director of Transportation

H. ENGLISH LEARNERS

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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.

- Jacob Little, Coordinator of Compensatory Education
- Thomas Webber, Assistant Supervisor of Compensatory Education
- Chandra Krantz, Supervisor of English Language Learners and World Languages
- Juraj Duracka, Curriculum Specialist
- Christine Langrehr, Principal, George D. Lisby Elementary School at Hillsdale
- Christina Douglas, Principal, Hall's Cross Roads Elementary School
- Ron Wooden, Principal, Havre de Grace Elementary School
- Audrey Vohs, Principal, Magnolia Elementary School
- Tammy Bosley, Principal, William Paca/Old Post Road Elementary School
- Tara Dedeaux, Principal, Bakerfield Elementary School
- Cynthia Womack, Principal, Edgewood Elementary School
- Gregory Lane, Principal, Deerfield Elementary School
- Holly Wiggett, Title I Teacher Specialist, George D. Lisby Elementary School
- Melissa Stout, Title I Teacher Specialist, Hall's Cross Roads Elementary School
- Kristin Schaub, Title I Teacher Specialist, Havre de Grace Elementary School
- Tara Sample, Title I Teacher Specialist, Magnolia Elementary School
- April Kenney, Title I Teacher Specialist, William Paca/Old Post Road Elementary School
- Chelsea Davies, Title I Teacher Specialist, Bakerfield Elementary School
- Caitlin Sieracki, Title I Teacher Specialist, Edgewood Elementary School
- Meredith Heldt, Title I Teacher Specialist, Deerfield Elementary School

I. FISCAL

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REQUIRED ATTACHMENTS:

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

1. If applicable, Skipped School Approval Letter
(See Required Attachments I.1 – MSDE Skipped School Approval Letter Signed)
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. N/A
3. N&D: If applicable, include a description of how Title I funds support a coordinated effort in the LSS, 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. N/A
4. A written process that includes how the LSS:
 - uses Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
 - provides the methodology used along with a supporting narrative that demonstrates and explains how the methodology is used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.

(See Required Attachments I.2 – HCPS SNS Procedures Document for Federally Funded Programs)

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.

- Jacob Little, Coordinator of Compensatory Education
- Thomas Webber, Assistant Supervisor of Compensatory Education
- Jay Staab, Director of Finance, Business Services
- Jennifer Birkelien, Grants Accountant, Business Services
- Christine Langrehr, Principal, George D. Lisby Elementary School at Hillsdale
- Christina Douglas, Principal, Hall's Cross Roads Elementary School
- Ron Wooden, Principal, Havre de Grace Elementary School
- Audrey Vohs, Principal, Magnolia Elementary School
- Tammy Bosley, Principal, William Paca/Old Post Road Elementary School
- Tara Dedeaux, Principal, Bakerfield Elementary School
- Cynthia Womack, Principal, Edgewood Elementary School
- Gregory Lane, Principal, Deerfield Elementary School

2019-2020 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 30, 2019.

- *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.*

LEA 12 - Harford County Public School Local School System
 Same as Application Submission Date on p 3.
 Submission Date **Note: 1/2 day Pre-K equals .5 FTE**

Notations:		D	E	F	G	H	I	J	K	L	M	N	O	P	Q
N, S, C, CSI or TSI	SW or TAS	MSDE Sch ID #	Public School Name (Must rank order by Percent of Poverty highest to lowest, include Skipped Schools)	Specific Numeric Grade Span (public)	CEP* School (Y or N)	Public School Enrollment (as of 9/30/18)	Number of Low Income- Public School Children (as of 10/31/18)	Number of Direct Certification Children for NSLP in CEP Schools (10/31/18)	CEP Direct Certification count multiplied by the 1.6 multiplier ¹	FTE Low Income Public School Children used to Allocate Title I Funds ²	Percent of Poverty for Title I Allocations (I/H=M)	Number of Low- Income Private School Children Residing in this School's Attendance Area.	FTE Low Income Private School Children Residing in this School's Attendance Area.	Per Pupil Allocation (PPA)	Public School Allocation (L x P = Q)
1	S	120292	CENTER FOR EDUCATIONAL OPPORTU	7-12	N	69	60	N/A	N/A	0.0	86.96%	0	0	\$1,548.40	\$0.00
2	TSI	SW 120131	MAGNOLIA ES	PREK-5	N	568	490	N/A	N/A	490.0	86.27%	1	1	\$1,548.29	\$758,662.10
3		SW 120230	HALLS CROSS ROADS ES	PREK-5	N	502	397	N/A	N/A	371.0	79.08%	2	2	\$1,540.24	\$571,429.04
4		SW 120120	DEERFIELD ELEMENTARY	PREK-5	N	765	557	N/A	N/A	557.0	72.81%	3	3	\$1,540.23	\$857,908.11
5	TSI	SW 120211	GEORGE D LISBY ELEM AT HILLSDALE	PREK-5	N	406	291	N/A	N/A	276.5	71.67%	5	5	\$1,540.22	\$425,870.83
6		SW 120140	WM PACA/OLD POST RD ELEM	PREK-5	N	803	570	N/A	N/A	570.0	70.98%	3	3	\$1,499.60	\$854,772.00
		SW 120212	BAKERFIELD ELEMENTARY	PREK-5	N	427	289	N/A	N/A	270.0	67.68%	3	3	\$1,499.59	\$404,889.30
7		SW 120115	EDGEWOOD ELEMENTARY	PREK-5	N	381	252	N/A	N/A	230.5	66.14%	1	1	\$1,499.58	\$345,653.19
8		SW 120632	HAVRE DE GRACE ELEMENTARY* Grant	PREK-5	N	512	291	N/A	N/A	283.5	56.84%	7	7	\$198.90	\$56,388.15
						Total	3197.0	0.0	0.0	3048.5		25.0	25.0		\$4,275,572.72

*Community Eligibility Provision

¹ The 1.6 multiplier applies to a Community Eligibility school.

² For a CEP school, the Column I figure is equal to the lesser of (a) column K or (b) column H. In other words, the count cannot exceed the school's total enrollment.

Title I Schools in SY 2018-2019 removed from Title I in SY 2019-2020

MSDE School ID #	Official Public School Name	Status Last Year SW or TAS	Reason for Removal from the Title I List
N/A	None		

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

A Local School System must use the same measure of poverty for:

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

PUBLIC SCHOOLS:

CHECK the data source(s) listed below that the school system is using to determine eligible Title I schools. The data source(s) must be applied uniformly to all schools across the school system. A child who might be included in more than one data source may be counted only once in arriving at a total count. The data source(s) must be maintained in the applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit – if there was one. **The LSS must only check one method** unless an LSS is using Community Eligibility Provision (CEP) or Explicit Authority (see G below).

- ___ A. Free Lunch
- X B. Free and Reduced Lunch
- ___ C. Temporary Assistance for Needy Families (TANF)
- ___ D. Census Poor (Children ages 5-17 based on 2010 Census Data)
- ___ E. Children eligible to receive medical assistance under the Medicaid program
- ___ F. Community Eligibility Provision(CEP)
- ___ G. NEW as of 17-18: Explicit Authority to Use Feeder Patterns to Determine the Poverty Percentages of Secondary Schools (ESEA sections 1113(a)(5)(B) and (C))

PRIVATE SCHOOLS:

A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. According to Title I Guidance B-4, if available, an LSS should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data. CHECK (all that apply) the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)

- X A. Use FARMS to identify low-income students
- ___ B. Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify.
- ___ C. Extrapolate data from the survey based on a representative sample if complete actual data are unavailable
- ___ D. Use comparable poverty data from a different source, such as scholarship applications
- ___ E. Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area (proportionality)
- ___ F. Community Eligibility Provision (CEP)

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

Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I, Part A. The following points summarize these requirements:

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.
2. After schools have been ranked by poverty, the school system must serve schools above 75% poverty in rank order of poverty, including middle and high schools.

Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)) Then continue on with the district-wide ranking or rank remaining schools by grade span groupings.
3. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average or (b) the district-wide grade span poverty averages for the respective grade span groupings.
- 4.

CHECK below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.

- ___ **Percentages** -- schools at or above the district-wide average must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**
- X **Grade span grouping/district-wide percentage**-- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**
- ___ **35% rule** -- all schools at or above 35% are eligible for services. Schools must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above 35%. **Complete Tables 7-3.**
- ___ **Grade-span grouping/35% rule**-- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**
- ___ **Special Rule:** Feeder pattern for **secondary schools**. Using this method, a school system may project the number of low-income children in a **secondary school** based on the average poverty rate of the elementary school attendance areas that feed into the school. (ESEA section 1113 (a)(5)(B)). **Complete Tables 7-3 and 7-4.**
- ___ **New Exception as of 2017-2018:** An LEA may serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)). **Complete Tables 7-6.2.**
- ___ **District-wide and school percentage below 35% rule**-- District-wide percentage is below 35% then any school above 35% are eligible for services. Schools must be served in rank order of poverty, **but not below district-wide percentage.** Title I, Part A funds may run out before serving all schools above 35%. (ESEA section 1113 (c)(2)(A)). **Complete Tables 7-3 and 7-5.**

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

Note also re:

Feeder Patterns in Maryland:

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

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

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

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

The LSS may rank schools using the district wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, CALCULATE the district-wide average of low-income children below. Use the official number of students approved for FARM as of October 31, 2017 to complete this table along with the September 30, 2017 enrollment data.

Points of Clarification:
***Pre-K Students are counted as ONE child**

<u>11,359.00</u>	/	<u>37,826.00</u>	=	<u>30.03%</u>
Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2018)		Total LSS Student Enrollment (September 30, 2018)		District Wide Average (percentaged) of Low-Income Children

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

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

DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS

Grade Span	Total Grade Span Enrollment of Low Income Students	/	Total Grade Span Enrollment	District-wide grade span poverty average
Write Grade Span in Spaces Below				
Elementary (PreK-5)	5857	/	17741	33.01%
Middle (6-8)	2617	/	8771	29.84%
High (9-12)	2885	/	11314	25.50%

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

<u>N/A</u>	/	<u>N/A</u>	=	<u>N/A</u>
Local Educational Agency Title I, Part A Allocation (Taken from Table 7-9) (Should match # on C-1-25)		Total Number of Low-Income Public and Private School Students (Taken from Allocation Worksheet)		Per Pupil Amount

Table 7-6.1 CONTINUED ELIGIBILITY

Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year. LIST below any school(s) that the school system will serve for one additional year.

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

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

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

Ranking High Schools - ESEA Exceptions to the Ranking Requirement

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

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

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

Table 7-7 TITLE I SKIPPED SCHOOLS

LSSs must have prior approval from the State Title I Director to skip schools. Request must be in writing prior to the first submission of Title I Application.

Follow the directions in the Skipped School Addendum.

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

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

Number of Skipped Schools:	1	<p>Note: The completed 2019-2020 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet must be submitted with the Title I Application. LSS must submit a copy of the approved request letter.</p>
-----------------------------------	---	--

Section 1113(b)(1)(D) of ESEA includes a “skipping provision” that permits the school system not to serve an eligible Title I school that has a high percentage of low-income students if the school meets all three of the following conditions:

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

[Click on](#)

[ICON below for for Skipped School Addendum word document :](#)



Document

Title I Skipped Schools' Addendum

SY 2019-2020



School System: LEA 12 – Harford County Public School

Signature/ Date: *Brad Palmer* 8/14/2019

Title I Coordinator: Brad Palmer

Fiscal Representative: Jennifer Birkelien

Section 1113(b)(1)(D) of ESEA includes a “skipping provision” that permits the school system not to serve an eligible Title I school that has a high percentage of low-income students if the school meets all three of the following conditions:

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

This addendum should be submitted according to the established MSDE timelines for the Title I Application and the Master Plan update. Please contact your MSDE specialist if you have specific questions regarding this addendum.

LEAs are reminded they must notify MSDE and receive written approval before planning to skip Title I eligible schools within a district's ranking scheme.

Proof of comparability must be submitted to MSDE with the Comparability Report and the LEA must ensure the schools will be comparable on this addendum. (The skipped schools must be treated as Title I schools when running comparability report).

The Title I Skipped Schools Excel worksheet must be completed and submitted to MSDE with this addendum. The allocation worksheet requires the LEA to identify each skipped school's code. See table below:

Code	School Type	Description
1	Regular School (State school codes 12, 13, 15, 16)	A public elementary/secondary school that does NOT focus primarily on vocational, special or alternative education, although it may provide these programs in addition to a regular curriculum.
20	Vocational Education School	A school that focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for vocational, technical or professional occupations.
30	Special Education School	A public elementary/secondary school that focuses primarily on serving the needs of students with disabilities.
40	Alternative Education School	A public elementary/secondary school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education; serves as an adjunct to a regular school; and falls outside the categories of regular, special education, or vocational education.

Section A: Code 1 (12, 13, 15, and 16 Schools) - Regular Schools

1. Provide a full description (in narrative form) of the Title I- like services in each Code 1 school. The descriptions must be submitted to MSDE with this addendum. These services must be targeted to specific students or used to provide instructional reform throughout the school. (Note: Title I-like means the schools must meet the requirements of Section 1114 or 1115).

2. Attach documentation in which additional State or local funding was approved for Code 1 schools. (Note: Additional funding for these schools that are skipped must appear as separate fund codes that can be tracked to each skipped school).

Section B: Code 20, Code 30, and Code 40 Schools

1. Describe the process used to calculate the additional State and local funds to derive the PPA reported on the Skipped School Allocation Worksheet for schools identified as Code 20, Code 30 and Code 40.

Skipped School Addendum – Harford County Public Schools (HCPS) July 2019

Skipped School: Center for Educational Opportunity (CEO)

MSDE School Code: 40 - Alternative School

Title I Skipped Schools' Addendum: Section B, Code 40

Background

A written "Approval Request" was sent to Paula M. Harris M.Ed., Director of MSDE Title I and School Improvement on February 5, 2019 by Brad Palmer, HCPS Supervisor of Title I requesting Title I "skipped school" status for the Center for Educational Opportunity (CEO) within HCPS for the 2019-2020 school-year. Approval was granted by Ms. Harris in a letter dated February 22, 2019. HCPS is prepared to include the CEO in the Fall 2019 Comparability Report as a Title I school.

Skipped School Requirements – Section B

Describe the process used to calculate the additional State and local funds to derive the PPA reported on the Skipped School Allocation Worksheet for schools identified as Code 20, Code 30 and Code 40.

Title I Skipped Schools' Addendum for SY 2019-2020
 Maryland State Department of Education

For FY '20, the following table was used to allocate Title I funds and determine each school's PPA, including the CEO, in the FY '20 Attachment 7:

PUBLIC School Name HARFORD COUNTY PUBLIC SCHOOLS	Public School Grade Span	10/31/2018	Total Enrollment 9/30/2018	Students	Total	Per Pupil Allocation (PPA)	Public School Allocation
		Percent of Poverty		Low Income	Low Income		
				10/31/2018	10/31/2018		
CEO	7 - 12	86.96%	69	60	60.0	\$1548.40	\$92,904.00
MAGNOLIA ELEMENTARY	PREK-5	86.27%	568	490	490.0	\$1,548.29	\$758,662.10
HALLS CROSS ROADS ELEMENTARY	PREK-5	79.08%	502	397	371.0	\$1,540.24	\$571,429.04
DEERFIELD ELEMENTARY	PREK-5	72.81%	765	557	557.0	\$1,540.23	\$857,908.11
GEORGE D LISBY ELEM AT HILLSDALE	PREK-5	71.67%	406	291	276.5	\$1,540.22	\$425,870.83
WM PACA/OLD POST RD ELEM	PREK-5	70.98%	803	570	570.0	\$1,499.60	\$854,772.00
BAKERFIELD ELEMENTARY	PREK-5	67.68%	427	289	270.0	\$1,499.59	\$404,889.30
EDGEWOOD	PREK-5	66.14%	381	252	230.5	\$1,499.58	\$345,653.19
HAVRE DE GRACE ELEMENTARY*	PREK-5	56.84%	512	291	283.5	\$198.90	\$56,388.15

The CEO, if included as a Title I school, would receive a PPA total amount of \$92,904.00. As a "skipped school", HCPS will meet or exceed will provide supplemental local funds to the CEO for the 2019-2020 school-year that would exceed the actual PPA funding that would be provided through Title I PPA funding. The supplemental local funds provided to the CEO are exclusively dedicated to support after-school academic support programs. Total HCPS budget for supplemental local funds for the CEO for the 2019-2020 SY totals \$125,507.86 (see the HCPS Budget Report on the following page). The total HCPS budgeted amount for supplemental funds to the CEO exceeds the PPA amount that the CEO would have received as an eligible Title I school. Monthly updates to the financial report will be made by the HCPS Office of Finance and the HCPS Office of Title I.

Title I Skipped Schools' Addendum for SY 2019-2020
 Maryland State Department of Education

BOARD OF EDUCATION OF HARFORD COUNTY
 FUND BUDGET REPORT FOR 2019-2020
 FOR THE PERIOD BEGINNING July 1, 2019

CENTER FOR EDUCATIONAL OPPORTUNITY - Twilight Program
 SUPPLEMENTAL LOCAL FUNDING

ACCOUNT NUMBER	BUDGETED ACCOUNT NAME	BUDGETED AMOUNT	EXPENDITURES	ENCUMBERANCES/ COMMITMENTS	BALANCE
51170	SALARIES - OTHER	\$74,235.00	\$0.00	\$0.00	\$74,235.00
54685	FICA/WORKERS COMP	\$6,272.86	\$0.00	\$0.00	\$6,272.86
52286	TRANSPORTATION	\$45,000.00	\$0.00	\$0.00	\$45,000.00
	TOTAL	\$125,507.86	\$0.00	\$0.00	\$125,507.86

Skipped School FY20 Allocation Worksheet (Compensatory Funds only--No Federal Funds)

LEA 12 - Harford County Public Schools

Local School System

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

Notations	D	E	F	G	H	I	J	K	L
Code as 1,2,3, or 4	MSDE Sch ID #	Skipped Public School Name (Must rank order by Percent of Poverty highest to lowest)	Specific Numeric Grade Span (public)	Percent of Poverty (I/H=G)	Public School Enrollment (as of 9/30/18)	Number of Low Income- Public School Children (as of 10/31/18)	FTE Low Income Public School Children (10/31/18)	Per Pupil Allocation (PPA)	Local/State Allocation to Skipped Public Schools (J x K=L)
1	4	120292 Center of Educational Opportunity	7-12	86.96%	69	60	60.0	\$1,548.40	\$92,904.00
		Total				60	60.0		\$92,904.00

Table 7-7 Skipped

Table 7-8 EQUITABLE SERVICES

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

1.a: Determining Proportional Share for Equitable Services				
25	/	3,222	=	0.007759156
Total # of private school children from low income families including those going to schools in other LSSs residing in Title I School attendance area. (Use the total number report in Title I Allocation Worksheet Column N)		Total # of public school children from low-income families in Title I public School plus private school children from low-income families. (Use the total numbers reported in the Title I Allocation Worksheet Column I + N)		Proportion of reservation
0.007759191***	x	5,390,188.00	=	41,823.50
Proportion of reservation *** 25 Private School students generated funds for the 2019-2020 school year. In order to ensure all line items within equitable services divide correctly into full cents, HCPS Title I office intended to give more (19 cents) than the minimum required.		Total Title I Allocation Use # from Table 7-9.1, 1st line)		Proportional Share for Equitable Services
1.b: Determining Parental and Family Engagement Reservation				
41,823.50	x	1.100458%	=	460.25
Total Proportional Share for Equitable Services (Table 7-8, line 1a)		For Parent Involvement		Proportional share available to parents of private school participants
1.c: Remaining for Instruction, Professional Development and Administration				
41,823.50	-	460.25	=	41,363.25
Total Proportional Share for Equitable Services (Table 7-8, line 1a)		Proportional share available to parents of private school participants		Proportional share for instruction, Professional Development, administration and/or other allowable services

1.d: If using funds for PD, subtract amount for agreed upon PD				
41,363.25	-	500	=	40,863.25
Remaining for instruction, Professional Development and Administration (Table 7-8, line 1c)		Agreed amount of Professional Development (determined during consultation)		Proportional share remaining for instruction and administration
1.e: If using funds for administration, subtract amount for agreed upon administration				
40,863.25	-	6810.25	=	34,053.00
Remaining for instruction and administration		Agreed amount of Administration (determined during consultation)		Proportional share remaining for equitable services instruction

1.f: Determine Final PPA amount for all Private Schools (This includes all services, e.g. instructional, counseling, mentoring, etc.)						
<table border="1" style="margin: auto;"> <tr> <td style="text-align: center;">Points of Clarification</td> </tr> <tr> <td style="text-align: center;">This information is needed to provide exchange of funds for students who may be attending private schools in neighboring districts</td> </tr> </table>					Points of Clarification	This information is needed to provide exchange of funds for students who may be attending private schools in neighboring districts
Points of Clarification						
This information is needed to provide exchange of funds for students who may be attending private schools in neighboring districts						
34,053.00	/	25	=	\$ 1,362.12		
Remaining proportional share for instruction (Table 7-8, line 1e)		Number of private school students. (Use the total number reported in the Title I Allocation Worksheet, Column N)		PPA Allocation for eligible private school students		

	DETAILED BUDGET DESCRIPTION	Calculation	Total
Parent & Family Engagement	Parent & Family Engagement Instruction Activities & Workshops,	\$18.41 / student x 25 students	\$460.25
Professional Development	Professional Development (PD) Workshops & PD Materials	\$20.00 / student x 25 students	\$500.00

Administration	3rd Party Provider Admin Fees - HCPS Title I Office enters into a third-party contract (Catapult Learning) to provide services to eligible private school students. Based upon our contract with Catapult, Admin Fees include; "Costs the CONTRACTOR incurs to administer the program, including, but not limited to, salaries and fringe benefits of the Director, assistants, supervisors, and support staff, special capital expenses, rent and utilities, office equipment and supplies, postage and mailings, telephone, travel, professional development for Title I teachers and supervisors who are employees of the CONTRACTOR, and the CONTRACTOR fee (profit)."		
	3rd Party Provider Admin Fees	\$272.41 x 25 students	\$6,810.25
Instructional	Per Pupil Allocation - HCPS Title I Office enters into a third-party contract (Catapult Learning) to provide services to eligible private school students. Based upon our contract with Catapult, Per Pupil Allocation includes; <ul style="list-style-type: none"> Teachers' salaries, including fringe benefits. Instructional materials, including such items as books, for student use, workbooks, and supplies. Services will begin at the start of the school year and will take place two times per week for 45 minutes per session. Services will continue until near the end of the school year based upon available funding.		
	St. Joan of Arc School - 8 Students (0 – MAES, 2 – HXES, 1 – DFES, 2 – GLES, 0 – WPES, 0 – BFES, 0 – EDES, 3 – HDES)	8 students x \$1,362.12 PPA	\$10,896.96
	Trinity Lutheran - 6 Students (1 – MAES, 0 – HXES, 0 – DFES, 0 – GLES, 2 – WPES, 2 – BFES, 1 – EDES, 0 – HDES)	6 students x \$1,362.12 PPA	\$8,172.72
	Bethel Christian Academy- 4 Students (0 – MAES, 0 – HXES, 0 – DFES, 2 – GLES, 0 – WPES, 1 – BFES, 0 – EDES, 1 – HDES)	4 students x \$1,362.12 PPA	\$5,448.48
	Baltimore County Private Schools – 1 Student (0 – MAES, 0 – HXES, 1 – DFES, 0 – GLES, 0 – WPES, 0 – BFES, 0 – EDES, 0 – HDES)	1 students x \$1,362.12 PPA	\$1,362.12
	Baltimore City Private Schools – 3 Student (0 – MAES, 0 – HXES, 1 – DFES, 1 – GLES, 1 – WPES, 0 – BFES, 0 – EDES, 0 – HDES)	3 students x \$1,362.12 PPA	\$4,086.36
	Cecil County Private Schools – 3 Students (0 – MAES, 0 – HXES, 0 – DFES, 0 – GLES, 0 – WPES, 0 – BFES, 0 – EDES, 3 – HDES)	3 students x \$1,362.12 PPA	\$4,086.36
	Total Equitable Share		

Table 7-9 LSS RESERVATIONS FROM TITLE I ALLOCATION

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

LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a brief, budget description that explains how the reserved Title I funds will be used to support each activity. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.**

		Allocation - Proportional Share			
		Total Reservations	Detailed Budget Description	Calculation	Total
<p>Total Title I 2019-2020 Allocation taken from the C-1-25 minus the Proportional Share for Equitable Services (e.g 10,500,000-500,000= 10,000,000).</p>		\$ 5,390,188	<p>Parent and Family Engagement Minimum Calculation at 1%. This is the minimum reservation and can be higher.</p>	\$ 53,901.88	
			<p>Minimum of 90% of 1% that must go to Schools</p>	\$ 48,511.69	
2	<p>Parent and Family Engagement- not less than 1% of its allocation (Sec. 1116 (a)(3)(A)) of ESEA. Not less than 90% of the 1% shall be distributed to schools with priority given to high-needs schools (Sec. 1116(a)(3)(C) of ESEA. Parent input is required for expenditure Title I Parent and Family Engagement Spending Plan</p>	\$57,494.65	<p>LEA 12 - HCPS - Provides 100% of 1.066654% of Parent and Family Engagement Funds to the Schools.</p>		
			Magnolia ES (86.27%)	490.0 students x \$20.75 PPA	\$10,167.50
			Hall's Cross Roads ES (79.08%)	371.0 students x \$19.72 PPA	\$7,316.12
			Deerfield ES (72.81%)	357.0 students x \$19.51 PPA	\$10,867.07
			G. Lisby ES @ Hillsdale (71.67%)	276.5 students x \$19.30 PPA	\$5,336.45
			William Paca / Old Post Road ES (70.98%)	370.0 students x \$19.09 PPA	\$10,881.30
			Bakerfield ES (67.68%)	270.0 students x \$18.88 PPA	\$5,097.60
			Edgewood ES (66.14%)	230.5 students x \$18.86 PPA	\$4,347.23
			Havre de Grace ES (56.84%)	283.5 students x \$12.28 PPA	\$3,481.38
3	<p>Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA</p> <p>Must reserve funds if N & D programs exist.</p> <p>Note: Required Attachment- Include a description of how Title I funds support a coordinated effort in the LSS, 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.</p>	\$0			
4a	<p>Required: Education for Homeless Children and Youth</p> <p>Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program. March 2017, M1-M10.</p> <p>Note: Required Attachment- Please include a description of how Title I funds provide educationally related support services as a coordinated effort in the LSS, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless</p>	\$5,000	<p>In consultation with HCPS Pupil Services Office and HCPS Title I Office services are coordinated for homeless children through communication of:</p> <p>1) Identifying student needs;</p> <p>2) Discussion of allowable expenses; and</p> <p>3) Defining appropriate expenditures (McKinney Vento/Title I). HCPS Pupil Services Office allocates McKinney Vento funds for use of transportation expenses and supplies/materials for homeless children.</p> <p>HCPS Title I Office allocates Title I funds for:</p>		
			Supplies and Materials		\$2,500.00
			School Uniforms		\$2,500.00
4b	<p>Optional: Cost associated with Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento). Required Attachment if Applicable- Include a job description.</p>	\$0			
4c	<p>Optional: Transportation Cost to and from school of origin (above what the LSS would have otherwise provided to transport the student to his or her assigned school). Required Attachment if Applicable- Include 1) description of how the LSS</p>	\$0			
Total Mandatory Set Asides		\$62,494.65			

Table 7-9 LSS RESERVATIONS FROM TITLE I ALLOCATION

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

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

LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA . Provide a brief budget description that explains how the reserved Title I funds will be used to support each activity. All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.

Total Reservation		\$ 5,390,188 Taken from the C-1-25			
		Total Reservations	DETAILED BUDGET DESCRIPTION	Calculation	Total
5	District-wide Title I Instructional Program(s)	\$207,421.17	Special Programs (Salary / Fixed)		
			Support of Summer School Programs - Salary		\$74,000.00
			Support of Summer School Programs - Fixed		\$6,253.00
			Early Intervention Specialist - Salary		\$82,798.00
			Early Intervention Specialist - Fixed		\$41,870.17
			Special Programs - Supplies		
			Title I School Readiness Early Intervention Program - Supplies		\$500.00
			Special Programs - Other		
			Title I School Readiness Early Intervention Program Mileage - Other		\$2,000.00
			6	District-wide Professional Development 34 CFR Sec. 200.60 Sec. 9101 (34) of ESEA	\$81,971.30
Central Support Professional Development - Salary		\$74,000.00			
Central Support Professional Development - Fixed		\$6,253.00			
New Teacher Training - Salary		\$1,200.00			
New Teacher Training - Fixed		\$101.40			
Parent Involvement Event / Teacher Training - Salary		\$200.00			
Parent Involvement Event / Teacher Training - Fixed		\$16.90			
Staff Development (Supplies)					
New Teacher Training - Supplies		\$200.00			
Total Districtwide Set Asides		\$289,392.47			

Table 7-9 LSS RESERVATIONS FROM TITLE I ALLOCATION				
Before allocating funds to schools, a school system MUST reserve funds for certain services.				
LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a brief budget description that explains how the reserved Title I funds will be used to support each activity. All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.				
Administration (including mid-level) for services to public school 34CFR Sec. 200.77 (f) .		Only costs for administering and oversight of the Title I Program may be charged to this reservation (e.g. technical assistance around Title I program requirements and fiscal compliance). LSSs may not include costs for delivery of direct services to students or instructional professional development for school level staff in this reservation		
	Total Reservations	DETAILED BUDGET DESCRIPTION	Calculation	Total
7 Staff	\$545,139.80	Inst. Admin. & Supv. (Salary / Fixed)		
		Mid-Level Salaries (4.0) - Salary		\$389,350.66
		Mid-Level Salaries (4.0) - Fixed		\$155,789.14
Other - Contracted Services	\$1,000.00	Inst. Admin. & Supv. (Contracted Services)		
		Contracted Services (data collection software)		\$1,000.00
Supplies	\$2,793.25	Inst. Admin. & Supv. (Supplies)		
		Supplies		\$2,793.25
Other	\$9,900.00	Inst. Admin. & Supv. (Other)		
		Other (conferences, journals, mileage)		\$9,900.00
Indirect	\$162,071.61	Business Support (Transfers)		
		Indirect Costs - 3.1% (\$5,390,188.00 - (\$5,390,188.00 / 1.031)		\$162,071.61
Total Administrative Reservations	\$720,904.66			

Table 7-9 LSS RESERVATIONS FOR CSI AND Title I TSI SCHOOLS FROM TITLE I ALLOCATION

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

LIST of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) Schools		Total Reservations	CSI School (List each school on a separate line)	Total Amount of Allocation
8	Does the LSS provide additional Title I Part A funds to support CSI Schools?	\$0		
	YES ___ NO <u>X</u>			
9	Does the LSS provide additional Title I Part A funds to support Title I TSI Schools?	\$0	N/A	
	YES ___ NO ___ N/A			
Total LSS Reservation		\$0		

List the **2019-2020** CSI school(s) and the total amount each school received from the 7% set aside.

LIST of Comprehensive Support and Improvement (CSI) Schools	CSI School (List each school on a separate line)	Total Amount of Allocation
	The LSS has CSI Schools YES ___ NO <u>X</u>	
Total		\$0.00

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

List the 2019-2020 TSI school(s) and the total amount each school received from the LSS District Level set aside (not federal funds)			
	LIST of Targeted Support and Improvement (TSI) Schools	TSI School (List each school on a separate line)	Total LSS district level set aside
	The LSS has TSI Schools: YES <u>X</u> NO _____	Aberdeen Middle School	\$0.00
		Darlington Elementary School	\$0.00
		Edgewood High School	\$0.00
		G. Lisby Elementary School	\$0.00
		Havre de Grace High School	\$0.00
		Magnolia Elementary School	\$0.00
		Magnolia Middle School	\$0.00
		Southampton Middle School	\$0.00
		Youth's Benefit Elementary School	\$0.00
			Total

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

Table 7-10			
BUDGET SUMMARY -- CALCULATION OF PER PUPIL ALLOCATION (PPA)			
1	Total Title I Allocation (Use amount shown on C-1-25)	----	\$ 5,390,188
2	Equitable share total reported in Table 7-8	minus	\$ 41,823.50
3	Mandated set-asides total reported in Table 7-9.1	minus	\$ 62,494.65
4	District-wide Reservations total reported in Table 7-9.2	minus	\$ 289,392.47
5	Administration total reported in Table 7-9.3	minus	\$ 720,904.66
6	Additional Support for CSI /TSI schools total reported in Table 7-9.4	minus	\$ -
7	<p>Total PPA - This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for public school students must equal this amount.</p> <p><i>(LSSs serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA)</i></p>	equals	\$ 4,275,572.72

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

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15 month expenditure period (e.g., July 1, 2017-September 30, 2018)

Updated Carryover guidance for Equitable Services:

In general, to ensure that equitable services are provided in a timely manner, an LSS must obligate the funds allocated for equitable services under all applicable programs in the year for which they are appropriated.. (ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B).) There may be extenuating circumstances, however, in which an LSS is unable to obligate all funds within the timeframe in a responsible manner. Under those 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 LSS must consult with appropriate private school officials. (ESEA sections 1117(b) and 8501(c).)

1. Total amount of Title I 2018-2019 allocation: \$5,231,402.00

The estimated amount of Title I funds the school system will carryover: 196,248

1. The estimated percentage of carryover Title I funds as of September 30, 2019 : 3.75%
THIS IS A PROJECTION

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

Yes No

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$5,390,188.00	AMENDED BUDGET #		REQUEST DATE	10/01/19
GRANT NAME	Title 1, Part A, Regular Allocation Grant to Local School System	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	23000		
REVENUE SOURCE	Title 1, Part A	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2019	TO	9/30/2021

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						162,071.61	162,071.61
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	\$389,350.66	1,000.00	2,793.25	9,900.00	0.00	0.00	403,043.91
203-205 Instruction Categories							
Prog. 01 Regular Prog.			\$45,979.65	\$11,515.00			57,494.65
Prog. 02 Special Prog.	\$2,723,041.47	26,147.65	\$110,164.29	\$2,400.00	129,113.34	41,823.50	3,032,690.25
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	155,720.00	30,000.00	4,625.54	50,888.07			241,233.61
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation		39,592.22					39,592.22
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				1,454,061.75			1,454,061.75
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	3,268,112.13	96,739.87	163,562.73	1,528,764.82	129,113.34	203,895.11	5,390,188.00


Finance Official Approval	Jennifer Birkelien		10/1/2019	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Sean Bulson, Ed.D.		10/1/2019	410-588-5202
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

RECIPIENT ASSURANCES

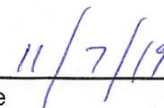
By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

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 Educational 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 conform for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. To the extent allowed by laws of the State of Maryland and the opinions of the State Attorney General, and subject to an appropriation of funds by the Maryland General Assembly for the purpose contemplated in the paragraph, 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 relating thereto and rising out of or in connection with the negligent acts or omissions of the grantee under this agreement.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, 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. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 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 expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
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 the 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 realignments 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 projects 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. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.



Superintendent of Schools/Head of Grantee Agency



Date

HCPS Title 1 - Budget Narrative - FY '20

Category / Object	Item	Description / Calculation	Sub Total	Total
		Salary & Wages		
Administrative 02-16	Salary	• Mid-Level Admin Salaries (4.0 Positions) - (4.0 Positions) \$389,350.66	\$389,350.66	
	Fixed	Fixed Costs \$155,789.14	\$155,789.14	\$545,139.80
Special Programs 03-02	Salary	• Central Support Personnel Salaries • 1.0 Early Intervention Teacher Specialist \$82,798.00 • 1.0 Early Intervention Para This position is funded under FY'19 Budget and upcoming Carryover \$0.00	\$82,798.00	
	Fixed	• Fixed Costs: \$41,870.1700	\$41,870.17	\$124,668.17
		School-based Support Personnel (Expenses deducted after PPA school distribution)		
		MAES 86.27%		
		6.0 Positions = (1.0 Social Worker & 5.0 Instructional Positions)		
		Salary (6.0 Positions) \$438,181.30		
		Fixed <u>227,808.00</u>		
		\$665,989.30		
		HCES 79.08%		
		4.0 Positions = (4.0 Instructional Positions)		
		Salary (4.0 Positions) \$308,496.59		
		Fixed <u>159,886.40</u>		
		\$468,382.99		
		DFES 72.81%		
		8.0 Positions = (1.0 Social Worker & 7.0 Instructional Positions)		
		Salary (8.0 Positions) \$552,743.01		
		Fixed <u>286,849.77</u>		
		\$839,592.78	\$2,495,217.97	
		GLES 71.67%		
		4.0 Positions = (1.0 Social Worker & 3.0 Instructional Positions)		
		Salary (4.0 Positions) \$242,967.98		
		Fixed <u>109,400.54</u>		
		\$352,368.52		
		WPES 70.98%		
		8.0 Positions = (8.0 Instructional Positions)		
		Salary (8.0 Positions) \$515,590.26		
		Fixed <u>243,192.27</u>		
		\$758,782.53		
		BFES 67.68%		
		3.0 Positions = (3.0 Instructional Positions)		
		Salary (3.0 Positions) \$209,146.39		
		Fixed <u>101,498.76</u>		
		\$310,645.15	\$1,230,989.44	
		EDES 66.14%		
		2.5 Positions = (2.5 Instructional Positions)		
		Salary (2.5 Positions) \$192,395.39		
		Fixed <u>89,810.79</u>		
		\$282,206.18		
		HDGES 56.84%		
		0.5 Positions = (0.5 Instructional Positions)		
		Salary (0.5 Positions) \$35,697.05		
		Fixed <u>12,542.91</u>		
		\$48,239.96		\$3,726,207.41

Special Programs 03-02	Salary	<ul style="list-style-type: none"> Extended Supplemental Summer Program - Summer School Program (Central Support) \$74,000.00 	\$74,000.00																															
	Fixed	<ul style="list-style-type: none"> Fixed Costs: \$6,253.00 	\$6,253.00	\$80,253.00																														
Special Programs 03-02	Salary	<ul style="list-style-type: none"> Before/After School Interventions (School Allotment) (See School Budget Narratives) <table border="1" data-bbox="535 451 1071 787"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(86.27%)</td> <td>\$12,880.00</td> </tr> <tr> <td>HCES</td> <td>(79.08%)</td> <td>\$13,700.00</td> </tr> <tr> <td>DFES</td> <td>(72.81%)</td> <td>\$4,320.00</td> </tr> <tr> <td>GLS</td> <td>(71.67%)</td> <td>\$11,950.00</td> </tr> <tr> <td>WPES</td> <td>(70.98%)</td> <td>\$12,927.50</td> </tr> <tr> <td>BFES</td> <td>(67.68%)</td> <td>\$6,600.00</td> </tr> <tr> <td>EDES</td> <td>(66.14%)</td> <td>\$8,648.00</td> </tr> <tr> <td>HDES</td> <td>(56.84%)</td> <td>\$0.00</td> </tr> <tr> <td colspan="2">Total:</td> <td>\$71,025.50</td> </tr> </tbody> </table>	School	Poverty	Amount	MAES	(86.27%)	\$12,880.00	HCES	(79.08%)	\$13,700.00	DFES	(72.81%)	\$4,320.00	GLS	(71.67%)	\$11,950.00	WPES	(70.98%)	\$12,927.50	BFES	(67.68%)	\$6,600.00	EDES	(66.14%)	\$8,648.00	HDES	(56.84%)	\$0.00	Total:		\$71,025.50	\$71,025.50	
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	Fixed	<ul style="list-style-type: none"> Fixed Costs: \$6,001.66 	\$6,001.66	\$77,027.16																														
Staff Development 03-09	Salary	<ul style="list-style-type: none"> Regional Staff Development (Central Support) Summer Planning for Teachers \$74,000.00 New Teacher Training \$1,200.00 PI Events (Fall / Spring) - Teacher Participation \$200.00 	\$75,400.00																															
	Fixed	<ul style="list-style-type: none"> Fixed Costs: \$6,371.30 	\$6,371.30	\$81,771.30																														
	Salary	<ul style="list-style-type: none"> Support intervention training (Professional Development, I Station, Wilson) (School Allotment) (see School Budget Narratives). <table border="1" data-bbox="535 1396 1071 1774"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(86.27%)</td> <td>\$9,360.00</td> </tr> <tr> <td>HCES</td> <td>(79.08%)</td> <td>\$21,600.00</td> </tr> <tr> <td>DFES</td> <td>(72.81%)</td> <td>\$6,560.00</td> </tr> <tr> <td>GLS</td> <td>(71.67%)</td> <td>\$21,120.00</td> </tr> <tr> <td>WPES</td> <td>(70.98%)</td> <td>\$5,400.00</td> </tr> <tr> <td>BFES</td> <td>(67.68%)</td> <td>\$11,880.00</td> </tr> <tr> <td>EDES</td> <td>(66.14%)</td> <td>\$4,400.00</td> </tr> <tr> <td>HDES</td> <td>(56.84%)</td> <td>\$0.00</td> </tr> <tr> <td colspan="2"></td> <td>\$80,320.00</td> </tr> </tbody> </table>	School	Poverty	Amount	MAES	(86.27%)	\$9,360.00	HCES	(79.08%)	\$21,600.00	DFES	(72.81%)	\$6,560.00	GLS	(71.67%)	\$21,120.00	WPES	(70.98%)	\$5,400.00	BFES	(67.68%)	\$11,880.00	EDES	(66.14%)	\$4,400.00	HDES	(56.84%)	\$0.00			\$80,320.00	\$80,320.00	
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	Fixed Costs	<ul style="list-style-type: none"> Fixed Costs: \$6,787.04 	\$6,787.04	\$87,107.04																														
Total Salary & Wages				\$4,722,173.88																														

		Contracted Services																																	
Administrative 02-16	Contracted Services	<ul style="list-style-type: none"> • Online Computer Software for data/survey collection 		\$1,000.00	\$1,000.00																														
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Special Programs 05-02	Contracted Services	<ul style="list-style-type: none"> • Contracted Services to Support School-based Initiatives (School Allotment) (see School Budget Narratives). <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>School</u></th> <th style="text-align: left;"><u>Poverty</u></th> <th style="text-align: right;"><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(86.27%)</td> <td style="text-align: right;">\$4,400.00</td> </tr> <tr> <td>HCES</td> <td>(79.08%)</td> <td style="text-align: right;">\$9,491.45</td> </tr> <tr> <td>DFES</td> <td>(72.81%)</td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td>GLES</td> <td>(71.67%)</td> <td style="text-align: right;">\$4,498.60</td> </tr> <tr> <td>WPES</td> <td>(70.98%)</td> <td style="text-align: right;">\$4,644.00</td> </tr> <tr> <td>BFES</td> <td>(67.68%)</td> <td style="text-align: right;">\$3,113.60</td> </tr> <tr> <td>EDES</td> <td>(66.14%)</td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td>HDES</td> <td>(56.84%)</td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total:</td> <td style="text-align: right;">\$26,147.65</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Student Programs – Assemblies and Field Trips (admission and fees) 		<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(86.27%)	\$4,400.00	HCES	(79.08%)	\$9,491.45	DFES	(72.81%)	\$0.00	GLES	(71.67%)	\$4,498.60	WPES	(70.98%)	\$4,644.00	BFES	(67.68%)	\$3,113.60	EDES	(66.14%)	\$0.00	HDES	(56.84%)	\$0.00	Total:		\$26,147.65	\$26,147.65	\$26,147.65
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		Total Contracted Services		\$57,147.65	\$57,147.65																														

		Supplies																																
Administrative 02-16	Supplies	<ul style="list-style-type: none"> Central Office Supplies/Materials to support data collection/evaluation of student academic program in Reading/Math in 8 Title I schools. <p style="text-align: right;">\$2,793.25</p>	\$2,793.25	\$2,793.25																														
Regular Programs 04-01	Supplies	<ul style="list-style-type: none"> Parent Involvement Funds (Required Reservation 1% (plus an additional 0.066654%) - Based on PPA). Other items to support Parent Involvement activities in 8 schools (School Allotment) (see School Budget Narratives). <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>School</u></th> <th style="text-align: left;"><u>Poverty</u></th> <th style="text-align: left;"><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(86.27%)</td> <td>\$7,647.50</td> </tr> <tr> <td>HCES</td> <td>(79.08%)</td> <td>\$5,578.62</td> </tr> <tr> <td>DFES</td> <td>(72.81%)</td> <td>\$8,151.07</td> </tr> <tr> <td>GLES</td> <td>(71.67%)</td> <td>\$4,002.45</td> </tr> <tr> <td>WPES</td> <td>(70.98%)</td> <td>\$9,956.30</td> </tr> <tr> <td>BFES</td> <td>(67.68%)</td> <td>\$3,897.60</td> </tr> <tr> <td>EDES</td> <td>(66.14%)</td> <td>\$3,264.73</td> </tr> <tr> <td>HDES</td> <td>(56.84%)</td> <td>\$3,481.38</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total:</td> <td>\$45,979.65</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Materials for correspondence to parents Pamphlets/Posters to communicate educational events to parents Postage for parent communication 	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(86.27%)	\$7,647.50	HCES	(79.08%)	\$5,578.62	DFES	(72.81%)	\$8,151.07	GLES	(71.67%)	\$4,002.45	WPES	(70.98%)	\$9,956.30	BFES	(67.68%)	\$3,897.60	EDES	(66.14%)	\$3,264.73	HDES	(56.84%)	\$3,481.38	Total:		\$45,979.65	\$45,979.65	\$45,979.65
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Special Programs 04-02	Supplies	<ul style="list-style-type: none"> Support of Title I initiatives at school level (School Allotment) (see School Budget Narratives). <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>School</u></th> <th style="text-align: left;"><u>Poverty</u></th> <th style="text-align: left;"><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(86.27%)</td> <td>\$28,303.52</td> </tr> <tr> <td>HCES</td> <td>(79.08%)</td> <td>\$19,849.60</td> </tr> <tr> <td>DFES</td> <td>(72.81%)</td> <td>\$2,755.97</td> </tr> <tr> <td>GLES</td> <td>(71.67%)</td> <td>\$9,945.85</td> </tr> <tr> <td>WPES</td> <td>(70.98%)</td> <td>\$22,378.40</td> </tr> <tr> <td>BFES</td> <td>(67.68%)</td> <td>\$2,500.00</td> </tr> <tr> <td>EDES</td> <td>(66.14%)</td> <td>\$12,665.95</td> </tr> <tr> <td>HDES</td> <td>(56.84%)</td> <td>\$6,265.00</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total:</td> <td>\$104,664.29</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Supplemental materials for Reading and Math Initiatives and other classroom support. Supplemental materials for Before/After School Interventions PBIS Supplemental materials for additional PBIS Support 	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(86.27%)	\$28,303.52	HCES	(79.08%)	\$19,849.60	DFES	(72.81%)	\$2,755.97	GLES	(71.67%)	\$9,945.85	WPES	(70.98%)	\$22,378.40	BFES	(67.68%)	\$2,500.00	EDES	(66.14%)	\$12,665.95	HDES	(56.84%)	\$6,265.00	Total:		\$104,664.29	\$104,664.29	\$104,664.29
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		<ul style="list-style-type: none"> • Early Intervention Program (supplies to support Early Intervention program at all eight school wide schools) (Central Office Support) \$500.00 	\$500.00	\$500.00																														
Homeless Students - Spec Prgms 04-02	Required Reservation (Supplies)	<p>In consultation with HCPS Pupil Services Office and HCPS Title I Office services are coordinated for homeless children through communication of:</p> <ol style="list-style-type: none"> 1) Identifying student needs; 2) Discussion of allowable expenses; and 3) Defining appropriate expenditures (McKinney Vento/Title I). HCPS Pupil Services Office allocates McKinney Vento funds for use of transportation expenses and supplies/materials for homeless children. <p>HCPS Title I Office allocates Title I funds for:</p> <ul style="list-style-type: none"> • Supplies and Materials: \$2,500.00 • School Uniforms \$2,500.00 	\$5,000.00	\$5,000.00																														
Staff Development 04-09	Supplies	<ul style="list-style-type: none"> • Supplies and Materials to support Staff In-services and Staff Development (School Allotment) (see School Budget Narratives) <table border="1"> <thead> <tr> <th><u>School</u></th> <th><u>Poverty</u></th> <th><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(86.27%)</td> <td>\$1,750.00</td> </tr> <tr> <td>HCES</td> <td>(79.08%)</td> <td>\$943.25</td> </tr> <tr> <td>DFES</td> <td>(72.81%)</td> <td>\$0.00</td> </tr> <tr> <td>GLES</td> <td>(71.67%)</td> <td>\$0.00</td> </tr> <tr> <td>WPES</td> <td>(70.98%)</td> <td>\$0.00</td> </tr> <tr> <td>BFES</td> <td>(67.68%)</td> <td>\$1,732.29</td> </tr> <tr> <td>EDES</td> <td>(66.14%)</td> <td>\$0.00</td> </tr> <tr> <td>HDES</td> <td>(56.84%)</td> <td>\$0.00</td> </tr> <tr> <td colspan="2" style="text-align: center;">Total:</td> <td>\$4,425.54</td> </tr> </tbody> </table>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(86.27%)	\$1,750.00	HCES	(79.08%)	\$943.25	DFES	(72.81%)	\$0.00	GLES	(71.67%)	\$0.00	WPES	(70.98%)	\$0.00	BFES	(67.68%)	\$1,732.29	EDES	(66.14%)	\$0.00	HDES	(56.84%)	\$0.00	Total:		\$4,425.54	\$4,425.54	\$4,425.54
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GLES	(71.67%)	\$0.00																																
WPES	(70.98%)	\$0.00																																
BFES	(67.68%)	\$1,732.29																																
EDES	(66.14%)	\$0.00																																
HDES	(56.84%)	\$0.00																																
Total:		\$4,425.54																																
Staff Development 04-09	Supplies	<ul style="list-style-type: none"> • New Teacher Training Program (supplies to support New Teacher Training Program at all eight schools) (Central Office Support) \$200.00 	\$200.00	\$200.00																														
		<ul style="list-style-type: none"> • Professional Development Academy (supplies to support PD Academy Program at all eight schools) (Central Office Support) \$0.00 	\$0.00																															
Total Supplies				\$163,562.73																														

		Other		
Administrative 02-16	Other	Central Office		
		• Mileage for Personnel	\$2,500.00	\$2,500.00
		• Ron Clark Conference = (1 Central Office Personnel x \$1,400.00)	\$1,400.00	\$1,400.00
		• Brustein & Manasevit Spring Conference (3 Central Office Personnel x \$2,000.00)	\$6,000.00	\$6,000.00
				\$9,900.00
Special Programs 05-02	Other	• Early Intervention Teacher Specialist & Para mileage	\$2,000.00	\$2,000.00
				\$2,000.00
Regular Programs 05-01	Other	• Parent Involvement Funds (Required Reservation 1% (plus an additional 0.066654%) - Based on PPA). Other items to support Parent Involvement activities in 8 schools (School Allotment) (see School Budget Narratives).		
		<u>School</u> <u>Poverty</u> <u>Amount</u>		
		MAES	(86.27%)	\$2,520.00
		HCES	(79.08%)	\$1,737.50
		DFES	(72.81%)	\$2,716.00
		GLES	(71.67%)	\$1,334.00
		WPES	(70.98%)	\$925.00
		BFES	(67.68%)	\$1,200.00
		EDES	(66.14%)	\$1,082.50
HDES	(56.84%)	\$0.00		
	<u>Total:</u>	<u>\$11,515.00</u>		
		• Refreshments		
			\$11,515.00	
				\$11,515.00
Special Programs 05-02	Other	• School-based Support of Instructional Programs/Activities (student, parent and community focus) (School Allotment) (see School Budget Narratives)		
		<u>School</u> <u>Poverty</u> <u>Amount</u>		
		MAES	(86.17%)	\$300.00
		HCES	(83.73%)	\$0.00
		DFES	(76.50%)	\$0.00
		GLES	(73.20%)	\$100.00
		WPES	(70.44%)	\$0.00
		EDES	(68.78%)	\$0.00
		BFES	(67.32%)	\$0.00
HDES	(59.59%)	\$0.00		
	<u>Total:</u>	<u>\$400.00</u>		
		• Home Visits / Professional Travel		
			\$400.00	
				\$400.00

<p>Staff Development</p> <p>05-09</p>	<p>Other</p>	<ul style="list-style-type: none"> Professional Development Funds to support professional development programs/activities (School Allotment) (see School Budget Narratives) <table border="1"> <thead> <tr> <th><u>School</u></th> <th><u>Poverty</u></th> <th><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(86.27%)</td> <td>\$14,000.00</td> </tr> <tr> <td>HCES</td> <td>(79.08%)</td> <td>\$5,890.00</td> </tr> <tr> <td>DFES</td> <td>(72.81%)</td> <td>\$3,760.00</td> </tr> <tr> <td>GLES</td> <td>(71.67%)</td> <td>\$19,717.72</td> </tr> <tr> <td>WPES</td> <td>(70.98%)</td> <td>\$3,000.00</td> </tr> <tr> <td>BFES</td> <td>(67.68%)</td> <td>\$4,520.35</td> </tr> <tr> <td>EDES</td> <td>(66.14%)</td> <td>\$0.00</td> </tr> <tr> <td>HDES</td> <td>(56.84%)</td> <td>\$0.00</td> </tr> <tr> <td colspan="2">Total:</td> <td>\$50,888.07</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Conferences, professional Travel 	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(86.27%)	\$14,000.00	HCES	(79.08%)	\$5,890.00	DFES	(72.81%)	\$3,760.00	GLES	(71.67%)	\$19,717.72	WPES	(70.98%)	\$3,000.00	BFES	(67.68%)	\$4,520.35	EDES	(66.14%)	\$0.00	HDES	(56.84%)	\$0.00	Total:		\$50,888.07	<p>\$50,888.07</p>	<p>\$50,888.07</p>
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																																
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HDES	(56.84%)	\$0.00																																
Total:		\$50,888.07																																
		Total Other		\$74,703.07																														
		Equipment																																
<p>Special Programs</p> <p>05-02</p>	<p>Equipment</p>	<ul style="list-style-type: none"> Equipment Funds (School Allotment) (see School Budget Narratives) <table border="1"> <thead> <tr> <th><u>School</u></th> <th><u>Poverty</u></th> <th><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(86.27%)</td> <td>\$0.00</td> </tr> <tr> <td>HCES</td> <td>(79.08%)</td> <td>\$12,672.00</td> </tr> <tr> <td>DFES</td> <td>(72.81%)</td> <td>\$0.00</td> </tr> <tr> <td>GLES</td> <td>(71.67%)</td> <td>\$0.00</td> </tr> <tr> <td>WPES</td> <td>(70.98%)</td> <td>\$32,790.90</td> </tr> <tr> <td>BFES</td> <td>(67.68%)</td> <td>\$59,536.35</td> </tr> <tr> <td>EDES</td> <td>(66.14%)</td> <td>\$22,230.90</td> </tr> <tr> <td>HDES</td> <td>(56.84%)</td> <td>\$1,883.19</td> </tr> <tr> <td colspan="2">Total:</td> <td>\$129,113.34</td> </tr> </tbody> </table> <p>Note: Refresh (replacement) of previously purchased computer equipment that was funded under Title I, Part A.</p>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(86.27%)	\$0.00	HCES	(79.08%)	\$12,672.00	DFES	(72.81%)	\$0.00	GLES	(71.67%)	\$0.00	WPES	(70.98%)	\$32,790.90	BFES	(67.68%)	\$59,536.35	EDES	(66.14%)	\$22,230.90	HDES	(56.84%)	\$1,883.19	Total:		\$129,113.34	<p>\$129,113.34</p>	<p>\$129,113.34</p>
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		Total Equipment		\$129,113.34																														
		Student Transportation																																
<p>Student Transportation</p> <p>209</p>		<p>Student Transportation to Support School-based Initiatives (School Allotment) (see School Budget Narratives).</p> <table border="1"> <thead> <tr> <th><u>School</u></th> <th><u>Poverty</u></th> <th><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(86.27%)</td> <td>\$14,800.00</td> </tr> <tr> <td>HCES</td> <td>(79.08%)</td> <td>\$5,916.90</td> </tr> <tr> <td>DFES</td> <td>(72.81%)</td> <td>\$0.00</td> </tr> <tr> <td>GLES</td> <td>(71.67%)</td> <td>\$3,375.72</td> </tr> <tr> <td>WPES</td> <td>(70.98%)</td> <td>\$8,300.00</td> </tr> <tr> <td>BFES</td> <td>(67.68%)</td> <td>\$2,800.00</td> </tr> <tr> <td>EDES</td> <td>(66.14%)</td> <td>\$4,399.60</td> </tr> <tr> <td>HDES</td> <td>(56.84%)</td> <td>\$0.00</td> </tr> <tr> <td colspan="2">Total:</td> <td>\$39,592.22</td> </tr> </tbody> </table>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(86.27%)	\$14,800.00	HCES	(79.08%)	\$5,916.90	DFES	(72.81%)	\$0.00	GLES	(71.67%)	\$3,375.72	WPES	(70.98%)	\$8,300.00	BFES	(67.68%)	\$2,800.00	EDES	(66.14%)	\$4,399.60	HDES	(56.84%)	\$0.00	Total:		\$39,592.22	<p>\$39,592.22</p>	<p>\$39,592.22</p>
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Total:		\$39,592.22																																
		Total Student Transportation		\$39,592.22																														

		Business Support		
Business Support	Indirect Costs	<ul style="list-style-type: none"> Remaining Indirect Costs - 3.10% 		
		\$5,390,188.00 - (\$5,390,188.00 / 1.031)		
		\$162,071.61	\$162,071.61	\$162,071.61
		Total Business Support		
		\$162,071.61		
		Private Schools		
Special Programs	Transfer	Per Pupil Allocation		
		<ul style="list-style-type: none"> Bethel Christian Academy- 4 Students (0 – MAES, 0 – HCES, 0 – DFES, 2 – GLES, 0 – WPES, 1 – BFES, 0 – EDES, 1 – HDES) 		
		\$5,448.48	\$5,448.48	
		<ul style="list-style-type: none"> St. Joan of Arc - 8 Students (0 – MAES, 2 – HCES, 1 – DFES, 2 – GLES, 0 – WPES, 0 – BFES, 0 – EDES, 3 – HDES) 		
		\$10,896.96	\$10,896.96	
		<ul style="list-style-type: none"> Trinity Lutheran - 6 Students (1 – MAES, 0 – HCES, 0 – DFES, 0 – GLES, 2 – WPES, 2 – BFES, 1 – EDES, 0 – HDES) 		
		\$8,172.72	\$8,172.72	
		<ul style="list-style-type: none"> Baltimore County Public Schools - 1 Student (0 – MAES, 0 – HCES, 1 – DFES, 0 – GLES, 0 – WPES, 0 – BFES, 0 – EDES, 0 – HDES) 		
		\$1,362.12	\$1,362.12	
		<ul style="list-style-type: none"> Baltimore City Public Schools - 3 Students (0 – MAES, 0 – HCES, 1 – DFES, 1 – GLES, 1 – WPES, 0 – BFES, 0 – EDES, 0 – HDES) 		
		\$4,086.36	\$4,086.36	
		<ul style="list-style-type: none"> Cecil County Private Schools – 3 Students (0 – MAES, 0 – HCES, 0 – DFES, 0 – GLES, 0 – WPES, 0 – BFES, 0 – EDES, 3 – HDES) 		
		\$4,086.36	\$4,086.36	
		<ul style="list-style-type: none"> Parent Involvement 		
		\$460.25	\$460.25	
		<ul style="list-style-type: none"> Professional Development 		
		\$500.00	\$500.00	
		<ul style="list-style-type: none"> Administrative Fees 		
		\$6,810.25	\$6,810.25	
		Total Private Schools		
		\$41,823.50		
		Total		
		\$5,390,188.00		

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Harford County Public Schools (HCPS)

Component 1 – Staff Credentials and Certification (SCC) Internal Controls 2019-2020 *(as of 9/1/19)*

Special Note: All of the following processes and procedures apply to both school-wide and targeted assistance Title I schools as agreed upon by HCPS HR and HCPS Title I Office.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
PREFACE			<p>These processes and procedures are based on the new ESSA regulations that replace the previous term “Highly Qualified” (effective 7/1/16). SCC status verification, for the purposes of this document, will mean that teachers (not paras) are “<i>certified and licensed</i>” to teach in the state of MD. In addition to the ESSA regulations, the following requirements will be instituted by HCPS (as agreed upon by HR and Title I):</p> <ul style="list-style-type: none"> • No conditional teachers will be assigned to Title I schools. • No miss assigned teachers (teachers teaching a grade outside of their certification) will be permitted within a Title I school. 		
1 New Hires	Initial Interview of potential New Title 1 Educator (teacher or paraprofessional)	Title 1 Principals	Principals will interview candidates supplied by the HCPS Human Resources (HR) for any openings. If the principal chooses to hire the candidate, then HR will verify SCC status. If the principal does not want to hire the candidate, no further action taken.	June – August and/or through-out the school year	
	New Title 1 Educator is Selected for Hire	Aretha Young, HR Brad Palmer, Title 1	Once a new candidate is selected by the principal, Aretha Young and Brad Palmer will verify SCC status. If the candidate meets SCC status, a hiring offer will be communicated by HR. If the candidate is not SCC, the candidate and the principal will be notified, and the selection process will continue until an SCC candidate is hired.	June – August and/or through-out the school year	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
2 SCC Monitoring Teachers/Para	Verification of SCC by Principals	Title 1 Principals Brad Palmer, Title 1	The Verification Attestation Form will be completed by Title 1 Principals confirming that all teachers within their building are SCC.	Beg. of the school year / on-going, if needed	
	Parent Right to Know Letter and Information of Performance Level of Student	Superintendent (authors letter) Title 1 Principals Brad Palmer, Title 1 Barb Weiczynski, Title I	<ul style="list-style-type: none"> • Parent Right to Know letter sent at the beginning of each year to all Title I schools. • Schools distribute in backpacks to all students. • Schools post to Title I website and to multiple dated communications. • The attestation for the distribution of the Parent Right to Know letter (English/ Spanish) will be completed by the Title I Office, once the letter is distributed to the schools. School documentation will prove distribution to all students in a multi-communication format. • The HCPS Office of Accountability prints the <u>MSDE Student Assessment Report</u> (reading/math) and distributes them to schools. Schools then distribute to students to be taken home (Backpack, TakeHome Folder, or other method used to disseminate written information to parents). 	Beg. of the school year	
	On-going Review of SCC status of new and existing educators	Title 1 Principals Aretha Young, HR Brad Palmer, Title 1	An HR/Title 1 mtg will be held informally throughout the year. An MOU will be signed at the beginning of each school year to ensure that effective Title I SCC is maintained. Sample records will be reviewed for SCC document support, including school-based staff/faculty rosters. Educators found to be Non-SCC will begin the process established for addressing Non-SCC educators. Grade/position assignments will also be reviewed during both data pulls to ensure that teachers are not moved to a non-SCC position.	Data review in August and January, periodically throughout the year.	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
	Process for Addressing Non-SCC Educators in Title 1 Schools	Title 1 Principals Title 1 Educator Aretha Young, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> 1. The Non-SCC educator and their principal will be notified of the Non-SCC status and the reason for being Non-SCC via letter from Aretha Young, HR. 2. A meeting will be held with the educator after the letter is received, with the principal and Supervisor of Title 1. The SCC Verification Form will be completed. 3. Principal will send a Parent Letter within 4 weeks of the date that the educator was determined to be Non-SCC. A copy of the letter will be sent to Brad Palmer, Title 1 and Aretha Young. 4. The Executive Director of Elementary Schools will be notified of the Non-SCC determination. 5. If an educator is determined to be Non-SCC, the Executive Director of Elementary Schools will take action to have an SCC educator reassigned. 	On-going on a case by case basis throughout the year.	
	Process for Monitoring and Communicating with Educators	Aretha Young, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> 1. Every six months (February and August), teachers' certification expiration dates will be examined and email notification will be sent as a reminder to teachers whose certification expires within a 6 month period. 2. All Title 1 teachers will be notified at the beginning & middle of each year (via email) of the importance and possible consequences for not maintaining proper certification. HR will send specific letters to identified non-SCC teachers specifically outlining their status and outlining their needs. The central Title 1 Office and the HR Office will be responsible for communicating to teachers all information related to SCC status. 	February and August	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
3 SCC Monitoring- Long term Substitutes	Process for Maintaining SCC Title 1 Long Term Substitutes for Teachers and Paraprofessionals	Title 1 Principals Aretha Young, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> 1. Principals will notify Brad Palmer-Title 1 when a long term substitute is needed, preferably with as much advanced notice as possible. 2. Principal will send a Parent Letter (Parents’ Right to Know) within 4 weeks of the date that the full-time educator was replaced by the long term substitute. A copy of the letter will be sent to Brad Palmer, Title 1 and Aretha Young, HR 3. Brad Palmer –Title 1 will work with HR to find SCC substitutes for the vacancy. 4. Brad Palmer-Title 1 will research and communicate a list of viable SCC substitutes to the principals for interviewing. 5. The principal will interview and make an offer for hiring, or will reject the candidate. 6. The process will continue until an SCC substitute is hired or there are no more SCC substitutes available. 7. If there are no SCC substitutes available, then a Non-SCC substitute will fill the vacancy. 8. The principal and Brad Palmer-Title 1 will continue to search for SCC substitutes to replace the Non-SCC substitute. 9. As a double check, the staffing list for Title 1 schools will be reviewed two times per year to review any long term substitutes. 	On-going on a case by case basis throughout the year.	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
			<p>10. A Home & Hospital teacher falls under the substitute heading, as long as the student remains enrolled at the school and the H&H teacher is working under the direction of the SCC classroom teacher (plans, work, grading, etc).</p>		
<p>4 SCC Monitoring- Private School & Charter School</p>	<p>Process for Maintaining SCC Status of Private School and Charter School Teachers Servicing Title 1 Students</p>	<p>Aretha Young, HR Brad Palmer, Title 1</p>	<p>1. Private School or Charter School tutors will be selected based on their SCC status.</p> <p>2. Brad Palmer and Thomas Webber will work with the Private Schools and the Charter Schools to find SCC tutors to hire, including SCC educators working for HCPS.</p> <p>3. Brad Palmer-Title 1, along with Aretha Young-HR, will review each tutors SCC qualifications and make the final SCC determination.</p> <p>4. The SCC tutor will sign a contract with HCPS and will confirm that they remain SCC as a condition of their employment.</p> <p style="text-align: center;">Or</p> <p>1. A Private Vendor will be contracted to provide Title 1 services to qualifying Title 1 or Charter School students, and will verify and maintain SCC status of their employees who work with Title 1 students.</p>	<p>Beginning of the School Year</p>	

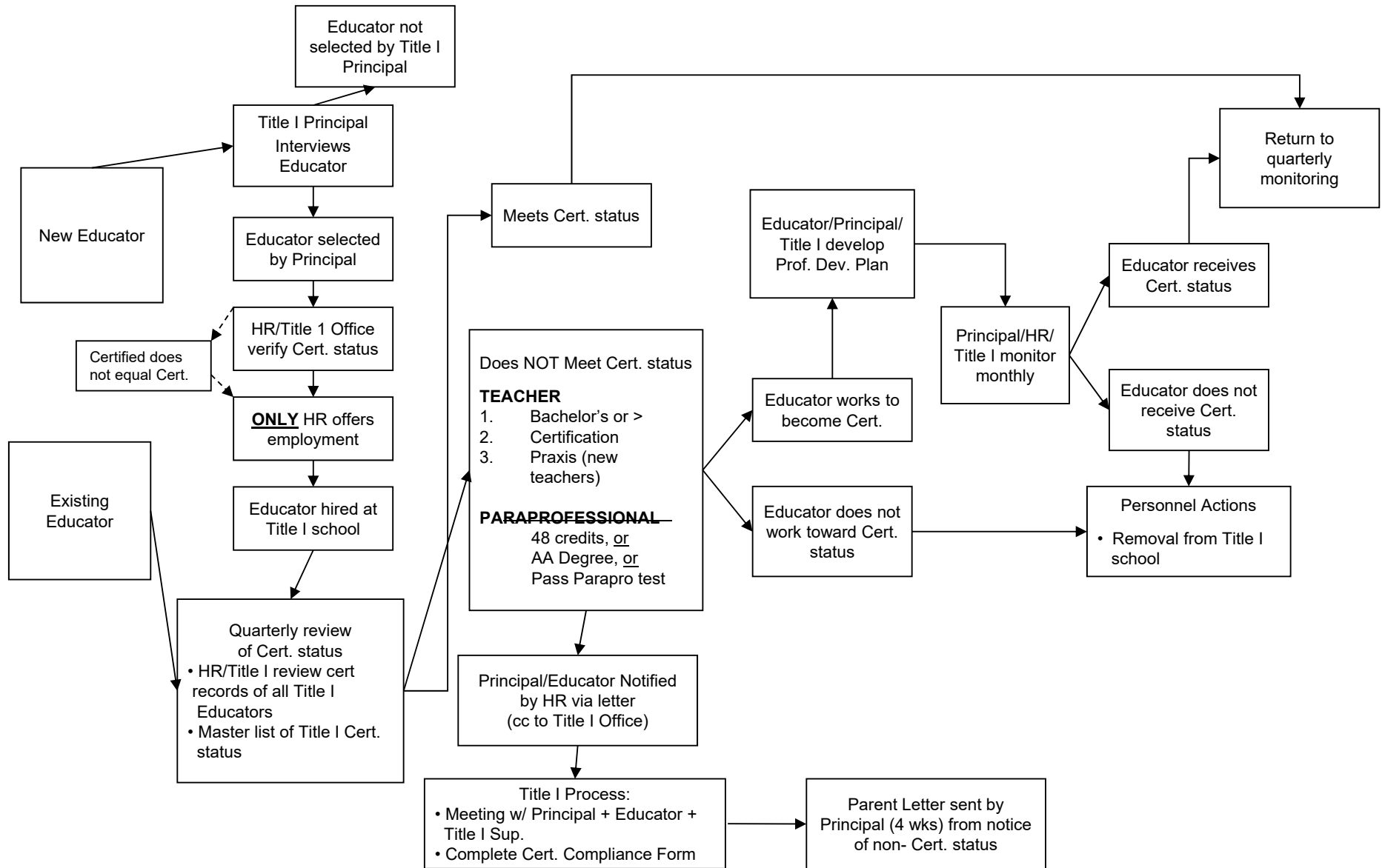
Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
5 Internal Transfers	Process for ensuring that internal transfers at the end of the school year remain compliant with SCC requirements	Title 1 Principals Aretha Young, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> 1. Principals will complete the “Grade Level Change-Internal Transfer” form in early May and return to Brad Palmer. 2. Brad Palmer and Aretha Young will review the list from each school and consult with Aretha Young if there are any questions. 3. Principals will receive the completed “Grade Level Change-Internal Transfer” in early June with the approval or denial of the internal transfers. 	<p>May of each year</p> <p>June of each year</p>	
6 Role of the Paraprofessional	Process for ensuring that instructional Paraprofessionals work under the direct supervision of and within close proximity with an SCC teacher	Title 1 Principals Title 1 Teachers Title 1 Paraprofessionals Title 1 Teacher Specialists Aretha Young, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> 1. Training to ensure that all Title 1 school-based staff understand the role of the instructional paraprofessional, training will occur as follows: <ol style="list-style-type: none"> a. Principals will be trained/informed annually by Brad Palmer b. Teachers will be trained annually by Title 1 Teacher Specialists c. Paraprofessionals will be trained annually by Title 1 teacher specialists 2. Title 1 Principals will ensure that instructional paraprofessionals are working under the direct supervision of and within proximity with an SCC teacher by: <ol style="list-style-type: none"> a. Informal observations b. Formal observation and evaluation process c. In-school professional development 3. The Title 1 Office will ensure that instructional paraprofessionals are working under the direct supervision of and within proximity with an SCC teacher by: <ol style="list-style-type: none"> a. Title 1 Principal meetings b. Analysis of the formal teacher observations and evaluations 	<p>Annually – Beginning of the school year</p> <p>On-going</p> <p>On-going</p>	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
6 Role of the Paraprofessional (contd.)	Process for ensuring that instructional Paraprofessionals work under the direct supervision of and within close proximity with an SCC teacher	Title 1 Principals Title 1 Teachers Title 1 Paraprofessionals Title 1 Teacher Specialists Aretha Young, HR Brad Palmer, Title 1	4. The Title I Office will ensure that paraprofessionals are not being used as substitutes for classroom teachers. <ul style="list-style-type: none"> a. Inform/train principals 	On-going	
7 TAS Teachers – Non substitute assignment	Process for ensuring that TAS teachers are not used as substitute for regular teachers.	Title I TAS Principals Title I TAS Teacher Specialist Title I Central Office Personnel	1. The TAS Principals and TAS Title I Teacher Specialist will ensure that TAS teachers are not assigned as substitutes for regular teachers. <ul style="list-style-type: none"> a. Principals will oversee at the school b. TAS Teacher Spec will oversee at the school 2. The Title I Central Office Personnel will ensure that TAS teachers are not assigned as substitutes for regular teachers. <ul style="list-style-type: none"> a. Train principal and Teacher Spec b. Perform informal walk-throughs to ensure compliance. c. Verify against payroll 	On-going	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
<p>8 LEA has a system in place to identify and address Disparities that result in low-income students and minority students being taught by 1. Ineffective, 2. Inexperienced, or 3. out of field teachers at a higher rate than other students (Reg 3-Section 1111(g)(1)(B) and Section 1112(b)(2))</p>	<p>Process for identifying and addressing any Disparities.</p>	<p>Title I Principals Title I Central Office Personnel HCPS Coordinator of Teacher Induction HCPS Manager of Equity and Assurance HCPS Office of HR – Staffing Personnel</p>	<ol style="list-style-type: none"> 1. Data will be collected in June of each school year, to be analyzed for the following year, in the areas of: <ul style="list-style-type: none"> Ineffective, Inexperienced, or out of field Teachers across HCPS 2. Data will be reviewed by Title I Supervisor, specifically examining Title I schools. Annual meetings will be held with HCPS Coordinator of Teacher Induction, HCPS Manager of Equity and Assurance, and the HCPS Office of HR to review data and gather input. 3. If inequity is determined, steps will be taken to address the inequity <u>or</u> existing strategies already in place will be reviewed to ensure inequity issue is being addressed. 	<p>Annually</p>	

Harford County Public Schools – SY 2019-2020

Flowchart for Maintaining Staff Certification Status of Title I Educators (Teachers and Paraprofessionals)



Harford County Public Schools (LEA 12)
Office of Title I
Summary of Data Used to Determine Disparities

There are no disparities based upon the following information:

- Ineffective teachers are addressed through the annual HCPS Memorandum concerning ineffective teachers.

(See 2018-2019 HCPS Memorandum concerning Ineffective Teachers on below)

- Out-of-field teachers are addressed through the HCPS Title I Certification and Licensure Process Document that prevents out-of-field teachers from being employed at Title I schools.
- Inexperienced teachers (new) are given a multitude of resources to support these teachers. Inexperienced teachers receive supports at both the LEA level and the Title I school level in the following areas; personnel resources including; teacher mentors and teacher specialists.

Instructional Supports include beginning of year new teacher training, additional planning time throughout the school year, and regional mandatory and voluntary professional development, (targeting inexperienced teachers).

Office of Elementary, Middle and High School Performance

MEMORANDUM

To: Elementary School Principals
Middle School Principals
High School Principals
Elementary Instructional Facilitators
Instructional Supervisors

FROM: Mrs. Renée Villareal, Acting Executive Director of Elementary Performance
Mr. Joseph Schmitz, Executive Director of Middle and High School Performance

SUBJECT: Probationary Teachers Considered for Non-Retention/Conditional Non-Renewal
Tenured Teachers Considered for Second Class Certification
Portable Tenured Teachers

DATE: October 9, 2018

Non-Retention Timeline:

January 4, 2019 (Friday)

1. By January 4, 2019, you must send a list of probationary teachers who are candidates for non-retention to the appropriate Executive Director. Please copy the appropriate Instructional Supervisor.
2. You must also send a list of conditional teachers who are candidates for non-retention.

January 18, 2019 (Friday)

Prior to **January 18, 2019**, all formal mid-year evaluations with probationary teachers must be completed, signed and conferences held with the Plan for Professional Growth in place where necessary. **As soon as** a teacher receives an observation meeting the criteria below, the Plan for Professional Growth must be developed and implemented.

Required Plans for Professional Growth

Observations:

- If 3 or more components within any one Domain are identified as *Effective Developing*, a PPG is warranted.
- If 1 or more components in any Domain are identified as *Ineffective*, a PPG is warranted.
- If a teacher has multiple *Effective Developing* ratings (but fewer than 3 in each Domain), the Principal may exercise discretion in creating a formal PPG.
- Evaluations:
- An overall rating of *Ineffective* or *Effective Developing* for tenured teacher mandates a PPG.

February 15, 2019 (Friday)

The **January 4th** list of possible candidates for non-retention will be given to the Superintendent and the Assistant Superintendent of Human Resources. Additions to the list made after **February 15, 2019** must be approved by the appropriate Executive Director.

March 29, 2019 (Friday)

Principals must meet and advise non-renewal candidates in writing of the recommendation for non-renewal of their contract by **March 29, 2019**. *This meeting is not contingent upon the End of Year (EOY) Evaluation Conference. The EOY evaluation should be done when SLO data is complete.*

Written notification to teacher should be limited to the following:

*Please be advised that I am recommending that your contract not be renewed for the **2019-2020** school year. If you have questions regarding the non-renewal process, please contact Jeff Fradel, Senior Manager of Staff and Labor Relations, at extension 5226.*

The appropriate Executive Director and Senior Manager of Staff and Labor Relations should be copied on the notification. *Please copy the appropriate Instructional Supervisor.*

May 31, 2019 (Friday)

All second semester evaluation conferences for **all** probationary teachers, **even if recommended for non-renewal**, must have been completed and signed. All documentation, including evaluations must be sent to the Education Services Office. Note that the observation(s) and evaluation may occur **after** the teacher has been recommended for non-renewal. **NOTE: HCEA Negotiated Agreement and Maryland law each require that four observations and two evaluations be completed for any non-tenured teacher. The failure to complete these could supply grounds for a grievance or appeal.**

Mid-Year Hires

If you have someone who was hired after December 31st, that person must be notified of non-renewal **90 days before** their anniversary date of hire.

Written notification to teacher should be limited to the following:

Please be advised that I am recommending that your contract not be renewed. If you have questions regarding the non-renewal process, please contact Jeff Fradel, Senior Manager of Staff and Labor Relations, at extension 5226.

Please contact Staff Relations for guidance in this specific situation.

Portable Tenured Teachers

Teachers who bring tenure from another Maryland county – are on a one-year probationary status. Use the probationary teacher evaluation form and you must recommend this teacher either for tenure, non-renewal or a second year of probationary status. Follow the same timeline as a non-retention candidate (same as a third-year probationary teacher).

Tenured Teachers Considered for Second Class Certification

Step I: The principal, instructional facilitator and/or the supervisor agree that the teacher in question is performing at an unsatisfactory level. (The criteria used to determine unsatisfactory performance may be similar to those applied to probationary teachers. For instance, a teacher whose performance is such that he/she would not be granted tenure if he/she were probationary should be recommended for second-class certification.)

Step II: Following the agreement of the principal, instructional facilitator and/or supervisor as noted in Step I, an evaluation conference, which may be held out of sequence, must be conducted with the teacher in question. During this conference, the areas in which improvement must be made shall be shared directly with the teacher and a Plan for Professional Growth must be developed (with teacher input) and implemented. At this conference, the teacher shall receive notice that unless an acceptable standard of performance is reached, he/she will be considered for second-class certification. The teacher must be advised of the approximate date of the next evaluation conference and this date must be included in the written evaluation. Notification as well as copies of the Plan for Professional Growth must be sent to the attention of the Senior Manager for Staff and Labor Relations in the Office of Human Resources.

Step III: A second evaluation conference must be held with each teacher who is subject to recommendation for second-class certification near the end of the semester following the action taken in Step II. The purpose of this conference is to evaluate progress in those areas in need of improvement indicated in Step II above and to review the Plan for Professional Growth. If an acceptable standard of performance has not been reached, and it is anticipated that the teacher will be advised that a recommendation will be made that the teacher's certificate be reclassified to second class, the appropriate Executive Director should participate in the second evaluation conference.

Step IV: A written request that the teacher in question have her/his certificate declared second class will be forwarded to the Superintendent. All such requests must bear the signatures of the teacher's principal, instructional facilitator and/or supervisor, and the appropriate executive director. The request must be accompanied by the written evaluation report and Plan for Professional Growth which shall also bear the signatures of the conference participants.

Step V: The Superintendent will take whatever action seems justified and appropriate. If a teacher's certificate is declared second class, that certification shall remain in effect until such time as the indicated

deficiencies have been overcome to the satisfaction of the teacher's principal, instructional facilitator and/or supervisor, and executive director; until a resignation is tendered; or until the teacher has been dismissed.

Thank you for your attention to the details of this timeline. If you have any questions or concerns, please call either Mr. Jeff Fradel at 410-588-5226, or your Executive Director.

mj

pc:

Dr. Sean Bulson

Dr. Susan Brown

Mr. Joseph Licata

Mr. Joseph Schmitz

Mrs. Renée Villareal

Dr. Susan Austin

Mr. Benjamin Richardson

Ms. Barbara Valentine

Mr. Jeff Fradel

Elementary Level Ineffective Teachers Comparison	
School Name	# Of Ineffective Teachers
Abingdon Elementary	0
Bakerfield Elementary	0
Bel Air Elementary	1
Church Creek Elementary	0
Churchville Elementary	0
Darlington Elementary	0
Deerfield Elementary	0
Dublin Elementary	0
Edgewood Elementary	0
Emmorton Elementary	3
Forest Hill Elementary	0
Forest Lakes Elementary	0
Fountain Green Elementary	0
George D. Lisby Elementary	0
Hall's Cross Roads Elementary	0
Havre de Grace Elementary	0
Hickory Elementary	0
Homestead/Wakefield Elementary	0
Jarrettsville Elementary	0
Joppatowne Elementary	0
Magnolia Elementary	0
Meadowvale Elementary	0
Norrisville Elementary	0
North Bend Elementary	0
North Harford Elementary	0
Prospect Mill Elementary	0
Red Pump ES	0
Ring Factory Elementary	0
Riverside Elementary	0
Roye-Williams Elementary	0
William Paca/Old Post Road Elementary	0
William S. James Elementary	1
Youth's Benefit Elementary	0
Total:	5

As of June 30, 2019
 HR - David T. Williams
 August 1, 2019 Email
 TBW

Non-Title I Total	5
Title I Total	0

Elementary Level Out of Field Teachers Comparison	
School Name	# Of Out Of Field Teachers
Abingdon Elementary	0
Bakerfield Elementary	0
Bel Air Elementary	0
Church Creek Elementary	0
Churchville Elementary	0
Darlington Elementary	0
Deerfield Elementary	0
Dublin Elementary	0
Edgewood Elementary	0
Emmorton Elementary	0
Forest Hill Elementary	0
Forest Lakes Elementary	0
Fountain Green Elementary	0
George D. Lisby Elementary	0
Hall's Cross Roads Elementary	0
Havre de Grace Elementary	0
Hickory Elementary	0
Homestead/Wakefield Elementary	0
Jarrettsville Elementary	0
Joppatowne Elementary	0
Magnolia Elementary	0
Meadowvale Elementary	0
Norrisville Elementary	0
North Bend Elementary	0
North Harford Elementary	0
Prospect Mill Elementary	0
Red Pump ES	0
Ring Factory Elementary	0
Riverside Elementary	0
Roye-Williams Elementary	0
William Paca/Old Post Road Elementary	0
William S. James Elementary	0
Youth's Benefit Elementary	0
Total:	0

As of June 30, 2019
 HR - David T. Williams
 August 1, 2019 Email
 TBW

Non-Title I Total	0
Title I Total	0

Elementary Level Non-Tenured Teachers Comparison 2018-2019				
School Name	NonTitle I Schools # Of Non-Tenured Teachers	Title I Schools # Of Non-Tenured Teachers	% Minority	% FARMS
Abingdon Elementary	4		39.93%	30.45%
Bakerfield Elementary		8	64.97%	67.68%
Bel Air Elementary	4		27.39%	20.12%
Church Creek Elementary	11		58.41%	36.72%
Churchville Elementary	6		12.68%	19.59%
Darlington Elementary	1		15.97%	33.96%
Deerfield Elementary		9	72.47%	72.81%
Dublin Elementary	2		11.74%	28.15%
Edgewood Elementary		7	73.47%	66.14%
Emmorton Elementary	2		33.18%	14.43%
Forest Hill Elementary	3		14.26%	6.10%
Forest Lakes Elementary	4		14.57%	8.90%
Fountain Green Elementary	7		21.17%	12.45%
George D. Lisby Elementary		12	61.71%	71.67%
Hall's Cross Roads Elementary		8	69.50%	79.08%
Havre de Grace Elementary		6	49.73%	56.84%
Hickory Elementary	7		20.00%	12.67%
Homestead/Wakefield Elementary	13		26.25%	11.37%
Jarrettsville Elementary	3		7.97%	9.28%
Joppatowne Elementary	5		41.51%	41.41%
Magnolia Elementary		19	88.54%	86.27%
Meadowvale Elementary	8		33.21%	27.69%
Norrisville Elementary	4		6.76%	12.26%
North Bend Elementary	4		10.40%	14.74%
North Harford Elementary	2		6.59%	19.48%
Prospect Mill Elementary	6		29.42%	23.01%
Red Pump ES	8		14.89%	9.30%
Ring Factory Elementary	4		21.88%	9.48%
Riverside Elementary	6		58.75%	59.42%
Roye-Williams Elementary	11		57.38%	39.92%
William Paca/Old Post Road Elementary		22	73.25%	70.98%
William S. James Elementary	7		24.52%	18.10%
Youth's Benefit Elementary	6		11.10%	5.60%

Tenure Data - As of June 30, 2019
HR - David T. Williams
August 1, 2019 Email
TBW
% Minority Data as of September 30, 2018
% FaRMs Data - Official 2018-2019 Title I Data

Total	138	91		
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50

Average	5.5	11.4		8.3
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- 5 of the 8 Title I schools are close to the NonTitle I average
- WPES is an outlier. New principal with a turn-around approach
- MAES & GLES are another slight outlier, both are TSI schools with new principals with a turn-around approach
- If WPES, MAES, GLES were 10, the Title I avg would = 8.5
- WPES has a large enrollment size. (WPES = 803 students)

**Memorandum of Agreement (MOA)
Inter-Departmental
Harford County Public Schools
"Title I Financial Management"
SY 2019-2020**

Purpose

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

Parties of the Memorandum of Agreement:

Within Harford County Public Schools (HCPS)

- Office of Finance – Grants Accountant
- Office of Title I – Assistant Supervisor

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

- To work together effectively to manage and maintain financial management of the Title I grant.
- To communicate on an as needed basis with topics or issues related to the management of the Title I grant.
- To ensure that Title I expenditures are appropriate and supplemental, and that supplanting of Title I funds does not take place.
- To coordinate services and eliminate barriers to the financial management process.
- To identify and disseminate opportunities for shared information.
- To continue and enhance partnerships through joint services, meetings, and facilitation.
- To continue to strive for program enhancements and improvements that will benefit the Title I financial management process.


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


Department: Office of Finance



Grants Accountant


Assistant Supervisor of Title I



Date


Date

**Harford County Public Schools
Component B – Schoolwide Programs 2019-2020**

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date /Notes
Appropriation of Title I Funds	Title I Supervisor, Title I Assistant Supervisor, Office of Finance	Title I Office and Office of Finance work closely to ensure all funds for Title I schools are effectively appropriated with ongoing weekly contact between both departments.	Ongoing July 1, 2019	
Appropriation of Title I Funds	Title I Supervisor, Title I Assistant Supervisor, Office of Finance	Title I Office and Office of Finance communicate weekly to ensure the coordination of funds.	Ongoing July 1, 2019	
Staff development – 4 School-wide components	Title I Office	Title I Office provides continuous staff development, on the 4 School-wide components, to Title I Teacher Specialists	Ongoing July 1, 2019– June 30, 2020	
Staff development – 4 School-wide components	Title I Teacher Specialists	Through the facilitation of the Title I Teacher Specialists, school performance and achievement teams will address and discuss the 4 school wide components during , school performance and achievement team meetings	Ongoing July 1, 2019 – June 30, 2020	
School-wide component checklist incorporated SIP	Title I School Performance and Achievement Teams	The School-Wide Component Matrix is incorporated into each school’s Title I SPA (School Performance and Achievement) plan The School wide Component Matrix details each of the 4 School wide Components and on which page they are found. The School wide component checklist is essentially included in each School’s SPA plan.	Ongoing	
Peer Review Process	Title I School Performance and Achievement Teams	During the Peer Reviews, each school is assigned a Teacher Specialist that will review and provide feedback on the school’s SPA plan. This will occur at a	October – December Completed before December 15, 2019	

		Teacher Specialist meeting facilitated by the Title I Coordinators.		
Peer Review Process	Title I Teacher Specialists	The Title I Teacher Specialist will provide written feedback using the Peer Review Feedback form. If any of the 4 School-Wide components are not adequately addressed, these components will be addressed in the feedback first, suggestions about the SPA plan will come second.	December, 2019	
Peer Review Process	Title I School Performance and Achievement Teams	After this review, the Title I Teacher Specialist will provide their school's feedback at the next SPA meeting. Based upon the feedback the school reviews and rewrites the plan to incorporate any suggested changes, if needed. A copy of all feedback will be provided to the Title I Coordinators.	Revisions due December, 2019	
Peer Review Process	Title I Coordinators	After the Title I SPA plan Peer Review, Title I Coordinators will review all School Improvement Plans and Peer Review Schoolwide component checklist feedback forms to ensure completion of Title I School Wide components If any SPA plans did not adequately address any of the 4 School-Wide components. The central Title I Office will review the SPA plan, offer suggestions, and meet with ILT and SIT to ensure the components are addressed.	Late January, 2020	

Schoolwide Plan Review— Evidence Based Strategies	Title I Office, Office of Accelerated Learning and Intervention	The Title I Office and the Office of Accelerated Learning and Intervention will discuss evidence-based strategies paid for using Title I funds.	Ongoing July 1, 2019 – June 30, 2020	
Ongoing Review of 4 School-wide Components	Title I School Performance and Achievement Teams	School Performance and Achievement Teams review 4 components to ensure implementation.	Ongoing July 1, 2019 – June 30, 2020	
Ongoing Review of 4 School-wide Components	Title I Office, Title I School Performance and Achievement Teams	Title I principals and teacher specialists maintain binders/bins that are divided into the 4 components. Evidence of each component is filed and maintained. Title I Coordinators monitors and reviews all evidence on a quarterly basis. Title I principals meet periodically to discuss progress and student needs. Title I Teacher Specialists meet with Title I Coordinators on a quarterly basis to discuss additional support, if needed.	Ongoing July 1, 2019 – June 30, 2020	
Onsite Internal Program Review Audit	Title I Office, Title I School Performance and Achievement Teams	For the 2019-2020 School Year, the Title I Office will conduct Internal Review Audits for each of the Title I Schools in the Fall of 2019. Purpose of the audit review is to ensure that schools develop schoolwide programs that use the flexibility provided to them by law to improve the academic achievement of all students in the school by including the four components in all schoolwide programs. After the internal audit, schools receive an internal program review audit letter and a	October-December	

		summary document. Notification of compliance and/or findings are shared at this time. If required, corrective action plans will be developed.		
Ongoing Review of 4 School-wide Components	Title I Office, Title I ILT, Title I School Performance and Achievement Teams	Title I Coordinators meet with ILT (Instructional Leadership Team), SPA team (School Performance and Achievement) to review ongoing implementation of the 4 components.	Ongoing July 1, 2019 – June 30, 2020	
School-wide Plan—review and revise with parents and representatives of the school community	Title I Office and Title I School Performance and Achievement Teams	Annually review and revise Schoolwide Plans with Parents and representatives of the school community <ul style="list-style-type: none"> • SPA plans can be accessed via school website • Parents are provided with SPA plans at a glance • Parents are invited to attend and participate in SPA Team meetings 	Ongoing July 1, 2019 – June 30, 2020	
Schoolwide Plan—The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs	Title I Office (School Readiness Program, MAES Judy Center, HCPS Office Early Childhood	Title I Coordinators annual review the Title I School Readiness Program, Title I Office jointly participates in monthly Judy Center meetings to consolidate resources for assisting preschool children in the transition from early childhood programs to local elementary school programs	Ongoing July 1, 2019 – June 30, 2020	



MEMORANDUM OF UNDERSTANDING

Between Harford County Public Schools and Service Partners in the
Judith P. Hoyer Early Child Care and Education Enhancement Grant

School Year 2019-2020

Harford County Public Schools

HCPS and the following service partners have agreed to this MOU to continue the implementation of a comprehensive and coordinated Judy Center Program in the Magnolia School District in Harford County for children from birth through age five. MJC will begin July 1, 2019 and continue through June 30, 2020. HCPS will be responsible for the overall management of the proposed MJC through a coordinator in collaboration with the Steering Committee comprised of representatives from each of the service partners listed below. HCPS is committed to include all kindergarten children, prekindergarten children, and families in the MAES district into the MJC, and participation by all MAES early childhood faculty and staff. HCPS and its' service partners are contributing significant in-kind services to the MJC proposal and requested funding will be used both to fill service gaps and to enhance existing services. All undersigned parties agree to serve on the MJC Steering Committee to assure coordinated services and to continue this partnership beyond this grant period.

General Terms

Whereas any party may withdraw from this this MOU at any time for any reason. The MOU shall be effective July 1, 2019 and terminate June 30, 2020.

Family Education Rights and Privacy Act (FERPA) and FERPA regulations.

- (a) Offeror acknowledges that the services to be provided pursuant to this RFP involve a HCPS function for which HCPS would otherwise use employees.
- (b) Offeror acknowledges that HCPS will provide to Offeror or Offeror will create records which contain personally identifiable information pertaining to students and which may or will constitute "educational records" within the meaning of FERPA and its implementing regulations found at 20 United States Code (USC) 1232g and 34 Code of Federal Regulations (CFR) 99, *et seq.*, respectively.
- (c) Offeror agrees not to disclose or redisclose any educational records to any other person or entity, obtained or created pursuant to this RFP or contract.

- (d) Offeror is prohibited from using such educational records for any purpose other than the purpose for which any disclosure of same was made by HCPS to Offeror or Offeror to HCPS.

Glossary of Terms

BOY – Beginning of year
CFR - Code of Federal Regulations
CYS - Aberdeen Proving Ground Child and Youth and Services
DENTAC - Dental Activity Program
EMRC - Empowering Minds Resource Center,
EOY – End of year
FERPA - Family Education Rights and Privacy Act
HCPL - Harford County Public Library
HCPS - Harford County Public Schools
IFSP - Individualized Family Service Plan
LICC - Local Integrated Coordinating Council
MA – Medical Assistance
MAES - Magnolia Elementary School
MJC - The Judy Center Program at Magnolia Elementary School
MOU - Memorandum of Understanding
MSDE – Maryland State Department of Education
NAEYC - National Association of the Education of Young Children
NECPA - National Early Childhood Program Accreditation
PLUSS - Preschool Learning using Social Skills
PRP - Psychiatric Rehabilitation Program
SEFEL – Social and Emotional Foundations for Early Learning
USC - United States Code
WIC – Women Infants Children

SERVICE PARTNER OBLIGATION

Aberdeen Proving Ground Child and Youth and Services (CYS) will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families as needed.
3. Provide data that discloses how many children within the MAES catchment area are receiving services.
4. Collaborate and participate in articulation between kindergarten teacher, prekindergarten teacher and CYS teacher as needed.
5. Participate in the Rolling Reader Program once a month through the HCPL.

6. Participate in the DENTAC, through the Aberdeen Proving Ground Dental Clinic review proper dental hygiene with students.
7. Inform parents of children with at-risk behaviors thru the Multi-disciplinary Inclusion Action Team process to the appropriate agencies.
8. Provide referrals to the MJC of families that live in the MJC catchment area to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
9. Distribute MJC marketing materials to families living in the MAES catchment area so MJC families know about and can participate in the MJC activities and events.
10. Participate in HCPS professional development opportunities.
11. Attend Child Care Provider Workshops sponsored by the HCPS and/or the MJC.
12. Provide quality, year-round, wrap around childcare for MJC families.
13. Continue to follow the NAEYC guidelines to maintain the CYS staff's certification and provide copies of operating certificate/license.
14. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same
15. Provide monthly activities with dates and times, so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as applicable.

Abilities Network/Project ACT:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide Early Childhood Mental Health to the preschool programs that are partnered with the MJC as needed.
3. Participate in the MJC annual Fall Festival in October 2019.
4. Participate in MJC Community Outreach: distribute marketing material to childcare providers, partner with the MJC to provide an open house training session in August that gives child care providers three hours of Core of Knowledge training.
5. Provide monthly activities with dates and times, so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as applicable.

Catholic Charities Early Head Start will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
3. The Judy Center Coordinator will participate in Early Head Start's Policy Council Meetings.
4. Provide data that discloses how many children within the MAES catchment area are receiving services.

5. Continue to cooperate with planning, review and revision activities, and provide time for staff training as need is determined, subject to available time and resources.
6. Continue to maintain and follow the Level 5 publication in Maryland EXCELS guidelines to maintain the Early Head Start staff's certification and provide copies of certification when publication has been renewed.
7. Administer developmental, behavioral, speech, hearing and vision screenings to all children and refer children in need of further assessment to outside agencies.
8. Provide referrals to the MJC of families that live in the MAES catchment area to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
9. Coordinate with MJC to coordinate care for families that reside in the MAES catchment area that have children birth through three years of age.
10. Collaboratively plan, implement and participate with all partners in family education and socialization program as appropriate.
11. Participate in the MJC Community Outreach Plan: MJC Open House, MJC's Annual Fall Festival, and MJC's Community Baby Shower.
12. Invite the MJC staff to Early Head's activities: BOY Orientation, Harvest Feast, Winter Carnival and EOY Picnic.
13. Distribute MJC marketing materials to families living in the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
14. Participate in HCPS's professional development opportunities.
15. Invite the MJC staff on home visits to help connect families living in the MAES catchment area to the MJC.
16. Allow the MJC staff to present the MJC concept annually to the Early Head Start staff so the Early Head Start staff can help connect families living in the MAES catchment area to the MJC.
17. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same
18. Provide monthly activities with dates and times so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as applicable.

Creative Journey's Learning Center will:

1. Provide a representative to the monthly MJC Program Committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC Service Coordination meetings as needed to discuss concerns and assistance with families as need.
3. Provide data that discloses how many children within the MAES catchment area are receiving services.
4. Collaborate and participate in articulation between kindergarten teacher, prekindergarten teacher and Creative Journey's teacher.
5. Participate in the Book Deposit Program through the HCPL.

6. Administer American Academy of Pediatric Developmental Checklist to all children and refer children in need of further assessment to outside agencies.
7. Provide referrals to the MJC of families that live in the MAES catchment area to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
8. Collaborate with MJC to coordinate care to families that reside in the MAES catchment area from six weeks through five years.
9. Collaboratively plan, implement and participate with all partners in family education and socialization program as appropriate.
10. Participate in the MJC's Annual Fall Festival if applicable.
11. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
12. Explore the possibility to participate in professional development opportunities sponsored by HCPS.
13. Provide before and after school transportation for MAES school aged children throughout the 2019/2020 school year as needed.
14. Provide quality, year-round, wrap around childcare for MJC families.
15. Continue to maintain a Level 3 in the Maryland EXCELS to maintain Creative Journey staff's certification and provide copies of renewed certificate when applicable.
16. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same
17. Provide monthly activities with dates and times, so the MJC Coordinator can create one master calendar that has all the activities in the catchment area for the month as applicable.

HCPS Early Intervention/Special Education will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the MJC service coordination meetings as needed to discuss concerns of assistance with families.
3. HCPS will offer a continuum of service delivery models for students who are eligible for special education services in the MAES catchment area (e.g. Learning Together, Early Learner, Co-taught Prekindergarten).
4. Offer families an opportunity to apply to the PLUSS Program for children living in the MAES catchment area.
5. For students who receive services through the Early Learners program due to eligibility, families will be offered home visit opportunities.
6. Provide opportunities for trainings on Special Education topics.
7. Allow the MJC staff and the Early Intervention teachers to communicate as needed so MJC families can learn about the MJC.
8. Refer families with children younger than five years of age that live in the MAES catchment area to the MJC to promote developmentally appropriate care and education.

9. Distribute MJC marketing materials to families living in the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
10. Provide monthly activities with dates and times, so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month.

Empowering Minds Resource Center, EMRC will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
3. Provide care coordination to referred MJC children and families with a diagnosis and Medicaid.
4. Provide a PRP to referred MJC children and families with a diagnosis and Medicaid to mental health services (within this program EMRC will provide each client an individual coordinator to oversee treatment plans.)
5. Explore opportunities for EMRC to bring awareness through parent workshops on what is trauma and the effects of trauma.
6. Participate in the MJC's annual Fall Festival and Wellness Night.
7. Provide referrals to the MJC to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
8. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
9. Provide data that discloses how many children with in the MAES catchment area are receiving services.
10. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same

Harford Community Action Agency will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
3. Provide data that discloses how many parents/children within the MAES catchment area are receiving services.
4. Provide "Community Case Management" to MJC families, which is a holistic approach to meeting family needs across all departments of our organization.
5. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same.

6. Allow the MJC staff to come and speak about the MJC concept with the Harford Community Action Agency staff so the staff can help connect families living in the MAES catchment to the MJC (bi-annually).
7. Provide referrals to the MJC that will connect MJC families to needed resources.
8. Collaborate with the MJC to coordinate care to families that reside in the MAES catchment area from birth through five years of age.
9. Participate in the MJC's annual Fall Festival.
10. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
11. Provide parent training, *Food Advocacy*, to families living in the MAES catchment area as needed.
12. Provide monthly activities with dates and times, so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as applicable.

Harford County Department of Social Services will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
3. Continue to cooperate with planning, review and revision activities and provide time for staff training as need is determined, subject to available time and resources.
4. Enroll eligible MJC families in services to protect children and vulnerable adults; and to support healthy functioning of individuals and families as needed and meets agency's criteria.
5. Investigate reports of child abuse or neglect and provide child safety services due to abuse and/or neglect as referred cases meets agency's criteria.
6. Offer temporary care for MJC children whose parents are unwilling or unable to care for them as they meet agency's criteria.
7. Offer the following parent programs to MJC families: Safe Start, Nurturing Parenting and Family Preservation as they meet agency's criteria.
8. Make referrals to MJC to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
9. Allow the MJC staff to present bi-annually the MJC concept during Thursday morning meetings and in home-based staff meetings so staff can help connect families living in the MAES catchment to the MJC.
10. Distribute MJC marketing materials to families living in the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
11. Participate in the MJC's annual Fall Festival.

Harford County Health Department will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall

- direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
 3. Will provide and oversee that all educational requirements are met so staffing is updated with current credentials and or license renewals.
 4. Provide assistance to MJC families enrolling in health insurance/Medicaid through the Health Department's Maryland Children's Health Program.
 5. Offer navigation of services and resources to MJC families through Care Coordination Plus Program.
 6. Provide assistance to MJC families enrolling in the Healthy Families Program.
 7. Coordinate dental clinic services and resources to MJC children and siblings under 20 years old and pregnant moms with MA who are enrolled in Maryland Healthy Smiles.
 8. Provide dental screenings for children 6 months of age and older at the MJC as needed: MJC summer program, PreK and K Sealant Program during the school year 2019/2020.
 9. Provide referrals to the MJC through WIC, School Health Readiness Program, Family Planning, Immunizations, Care Coordination Plus, Healthy Families and the Dental Clinic to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
 10. Provide transportation to all medical appointments to eligible MJC children and parents through the MA Transportation Program.
 11. Provide wellness and acute care services to MJC children and siblings by a nurse practitioner through the School Health Readiness Program at MAES.
 12. Accept MJC payment assistance for MJC families who need birth certificates. (Each birth certificate is \$20.00).
 13. Allow MJC staff to present the MJC concept bi-annually to the following programs: School Health Readiness, Family Planning, Immunizations, Care Coordination Plus, Healthy Families, WIC and the Edgewood Dental Clinic all located at the Woodbridge Station.
 14. Participate in the MJC annual Fall Festival.
 15. Explore the possibilities to coordinate monthly playgroups at WIC/Meghan's Place.
 16. Participate in distributing MJC marketing materials to MJC families so MJC families know the MJC activities and events being held so MJC families can participate.
 17. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same.
 18. Provide monthly activities with dates and times, so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as applicable.

Harford County Public Library will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Participate in the MJC Community Outreach Plan: MAES Back-to-School Night, MJC's Open House, MJC's annual Fall Festival, and MAES Wellness Night.

3. Provide curriculum-based Story Time for children birth through 5 years of age and their parents/caregivers at the library weekly.
4. Provide curriculum-based Story Time (Library Services) for prekindergarten children at MAES once a month.
5. Provide the Rolling Reader (Library on Wheels) Program to visit the Title 1 School Readiness Program at Deerfield Elementary School for the children in the MAES catchment area.
6. Provide the Rolling Reader (Library Services) to visit the MJC Playgroup children at MAES once a month.
7. Explore the possibility of providing a 'Kick Off' for the 1,000 Books Before K Program at the MJC and providing an end of the year celebration for participation at the Edgewood Library.
8. Provide the 'Opening the Gift' and 'Sharing the Gift' programs to the MJC child care partners.
9. Participate in the HCPS summer meals program so children under the age of 18 years can have a healthy lunch throughout the summer.
10. Distribute MJC marketing materials to families living in the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
11. Provide special programs periodically with social, emotional, language/literacy, and math theme.
12. Provide a monthly meeting space for the MJC service coordination, MJC program committee meeting and the early childhood advisory council meeting as needed at the Edgewood Branch Library.
13. Provide monthly activities with dates and times, so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as needed.

HCPS Infants and Toddlers will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Continue to cooperate with planning, review and revision activities and provide time for staff training as need is determined, subject to available time and resources.
3. Provide data that discloses how many children within the MAES catchment area are receiving services.
4. Provide referrals to the MJC to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
5. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
6. Collaborate with MJC to coordinate care for families that reside in the MAES catchment area from birth through five years of age.
7. Invite MJC staff to annual meetings of new Infant & Toddlers participants to help connect families to resources as needed.
8. Allow MJC staff to present the MJC concept to Infant & Toddlers staff so they can help connect families living in the MAES catchment area to the MJC.

9. Participate in the MJC Community Outreach Plan: MJC's Fall Festival, and Story Time at Windsor Valley as appropriate (2).
10. Distribute MJC marketing materials to families living in the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
11. Provide a single point of entry for referrals of infants and toddlers suspected to have delays in development, atypical development, or a diagnosed condition that puts them at-risk for developmental delays.
12. Provide evaluations and assessments of infants and toddlers to determine eligibility for early intervention services.
13. Provide early intervention services as indicated on the child's IFSP.
14. Utilize Family Support Network services to provide information to families regarding community services such as local support groups, workshops, MJC playgroups and advocacy groups.
15. Partner with MJC to support and service children in the MJC playgroups throughout year who receive services through Infants & Toddlers.
16. Share monthly activities with MJC coordinator to disburse among families served by both programs.
17. Invite the MJC coordinator to all scheduled LICC.

Kinder Care Learning Center will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
3. Provide data that discloses how many children within the MAES catchment area are receiving services.
4. Collaborate and participate in articulation between kindergarten teacher, prekindergarten teacher and Kinder Care teacher.
5. Participate in Sharing the Gift Program through the Harford County Public Library.
6. Administer Brigance developmental, behavioral, speech, hearing and vision screenings to all children and refer children in need of further assessment to outside agencies.
7. Provide referrals to the MJC of families that live in the MAES catchment area to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
8. Coordinate with MJC and Kinder Care Learning Center to coordinate care to families that reside in the MAES catchment area from six weeks through five years of age.
9. Collaboratively plan, implement and participate with all partners in family education and socialization program as appropriate.
10. Participate in the Judy Center Community Outreach Plan: MJC's annual Fall Festival and explore the possibility to participate in Prekindergarten and Kindergarten registration the first Friday in May.

11. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
12. Participate in HCPS's professional development opportunities.
13. Provide before and after school transportation for MAES school-aged children throughout the 2019/2020 school year.
14. Provide quality, year-round, wrap around childcare for MJC families.
15. Continue to follow the NAEYC guidelines to maintain Kinder Care Learning Center staff's certification and provide copies of operating certificate/license.
16. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same.
17. Provide monthly activities with dates and times, so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as applicable.

Miss D's Child Care will:

1. Provide a representative to the monthly MJC Program Committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC Service Coordination meetings as needed to discuss concerns and assistance with families.
3. Provide data that discloses how many children within the MAES catchment area are receiving services.
4. Collaborate and participate in articulation between kindergarten teacher, prekindergarten teacher and Miss. D's Child Care Director as needed.
5. Participate in the Sharing the Gift Program through the Harford County Public Library.
6. Administer developmental and behavioral Assessments (Ages and Stages) to all children and refer children in need of further assessment to outside agencies.
7. Participate in the MJC vision and hearing screenings at the MJC and follow up with the MJC children that needed further evaluation.
8. Participate in the MJC dental screening at the MJC and follow up with the MJC children that needed further evaluation.
9. Provide referrals to the MJC of families that live in the MAES catchment area to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
10. Coordinate with MJC to coordinate care to families that reside in the MAES catchment area from six weeks through five years.
11. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
12. Participate in HCPS's professional development opportunities.
13. Provide quality, year-round, wrap around childcare for MJC families.
14. Continue to maintain Maryland EXCELS Level 3 and continue towards reaching Level 5 and provide the publication certificate for each published level.
15. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same.

16. Provide monthly activities with dates and times, so the MJC Coordinator can create one master calendar that has all the activities in the catchment area for the month as schedule.

MRDC Head Start will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
3. Provide data that discloses how many children within the MAES catchment area are receiving services.
4. Continue to cooperate with planning, review and revision activities, and provide time for staff training as need is determined, subject to available time and resources.
5. Provide ongoing training for staff to use Teaching Strategies Gold Assessment as well as all Head Start required training such as child abuse and neglect.
6. Continue to seek MSDE Accreditation and Maryland EXCELS for Head Start centers in the MAES catchment area.
7. Collaborate and participate in articulation between kindergarten teacher, prekindergarten teacher and Head Start teacher three times a year.
8. Provide transitional plan for incoming kindergarteners.
9. Administer developmental, behavioral, speech, hearing and vision screenings to all children and refer children in need of further assessment to outside agencies.
10. Provide mental health trainings to parents monthly and invite parents from the MJC.
11. MRDC Head Start: Edgewood location will provide referrals to the MJC that will need intensive services or crisis intervention as needed.
12. Allow the MJC staff to present the MJC concept to the Head Start staff biannually so the staff can help connect families living in the MJC catchment to the MJC.
13. Collaborate with MJC to coordinate care to families that reside in the MAES catchment area from ages three through five.
14. Collaboratively plan, implement and participate with all partners in family education and socialization program as appropriate.
15. Collaborate and review assessment data at the end of the dates. This will allow for instruction, team collaborations, and review of any individual educational concerns.
16. MRDC Head Start and the MJC will provide and release information that has been recorded or otherwise within the partnership via documentation or database.
17. Participate in the MJC Community Outreach Plan: MJC's annual Fall Festival and Prekindergarten and kindergarten Registration.
18. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
19. Participate in HCPS's professional development opportunities.
20. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same.

Office of Child Care will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Participate in the local and state project evaluation and collect data to be submitted to the MSDE evaluator as requested in a timely manner.
3. Distribute MJC marketing materials to providers servicing children in the MAES catchment area.
4. Continue to cooperate with planning, review and revision activities and provide time for staff training as need is determined, subject to available time and resources.
5. Provide referrals to the MJC of the childcare providers servicing children that live in the MAES catchment area to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
6. Support Maryland EXCELS as a resource liaison that will distribute resources, activities and events to help keep providers informed on evidence-based training.
7. Provide collaboration and support for credentialing of providers.
8. Provide assistance in identifying childcare centers that are accredited.
9. Provide assistance with childcare providers/centers in licensing and maintaining licensing.

HCPS Title I will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Participate in the Judy Center Community Outreach Plan: MJC's annual Fall Festival, MAES Prekindergarten Gradual Entrance, Back-to-School Night, quarterly Family Engagement meetings, Wellness Night, Stream Night and PreK Transition Activity.
3. Explore the possibility of partnering with MJC to provide parent workshops (Chicago Parenting Program) that focus on parenting skills.
4. Provide monthly activities with dates and times, so the MJC Coordinator can create one master calendar that has all the activities in the catchment area for the month.

Villa Maria Community Resources of Harford County will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
3. Provide behavioral and mental health services to referred MJC children and their families through Villa Maria Community Resources to those with Medicaid.
4. Provide early intake/screenings and assessments to families with children three through five years of age for therapy services.

5. Provide the Safe Start Program to MJC families who are at risk for abuse and neglect, and to those who would benefit from behavioral management and parenting techniques.
6. Provide referrals to the MJC to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
7. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
8. Provide data that discloses how many children within the MAES catchment area are receiving services.
9. Explore the possibility with MJC staff of offering 2/3 trainings to MJC families on mental health topics to be determined.

Windsor Valley Community Center/Springboard will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the MJC service coordination meetings as needed to discuss concerns of assistance with families.
3. Provide affordable and market rate apartments to MJC families in need.
4. Provide space in the community center to allow Villa Maria to service MJC children and families on mental health topics.
5. Provide residents monthly with locally grown vegetables, canned goods, non-perishable items, literature and recipes for healthy eating habits for themselves and their families.
6. Provide new residents with a welcome basket that includes a full list of programs at Windsor Valley, tips for housekeeping and a few cleaning supplies.
7. Provide space in the community for humanitarian organization that conducts outdoor weekly community impact programs (character building, innovative techniques and community engagement) to the youth and their families
8. Continue to implement the Windsor Workforce Resource Program that provides aid in employment, skills, training and certifications.
9. Provide space for the MJC to conduct story time for children younger than four years of age and their parents/guardians to build school readiness skills once a week.
10. Provide a space weekly for the MJC to set up a satellite office to help build relationships between the MJC and the residents at Windsor Valley.
11. Participate in the HCPS summer meals program so children under the age of 18 years can have a healthy lunch throughout the summer.
12. Refer residents that have children younger than five years old to the MJC by using the MJC interest card so families can be enrolled in the MJC.
13. Provide a monthly meeting space for the MJC service coordination, MJC program committee meeting and the early childhood advisory council meeting.
14. Provide monthly activities with dates and times, so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as needed.

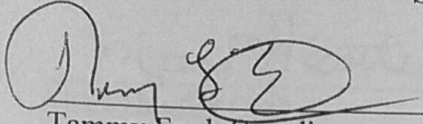
Y Journey's in Early Childhood Development-Belcamp will:

1. Provide a representative to the monthly MJC Program Committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC Service Coordination meetings as needed to discuss concerns and assistance with families.
3. Provide data that discloses how many children within the MAES catchment area are receiving services.
4. Collaborate and participate in articulation between kindergarten teacher, prekindergarten teacher and Y Journey's teacher as needed.
5. Collaborate and provide continuing participation in the Trauma Inform SEFEL project.
6. Administer work sampling assessments and the Ounce Scale to all children and refer children in need of further assessment to outside agencies.
7. Refer to the MJC families that live in the MJC catchment area to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
8. Collaborate with MJC to coordinate care for families that reside in the MJC catchment area from six weeks through five years.
9. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
10. Explore the possibility to participate in professional development opportunities sponsored by Harford County Public Schools.
11. Provide quality, year-round, wrap around childcare for MJC families.
12. Continue to follow the NECPA guidelines to maintain Y Journey's staff certification.
13. Continue to work in the Maryland EXCELS program to reach a Level 5 and provide certification of publication for each Level.
14. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same.
15. Provide monthly activities with dates and times, so the MJC Coordinator can create one master calendar that has all the activities in the catchment area for the month as applicable.

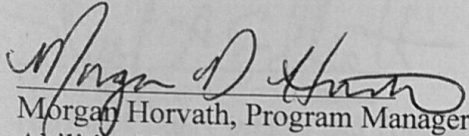
Memorandum of Understanding

Between Harford County Public Schools and Service Partners
in the Judith Hoyer Early Child Care and Education Grant

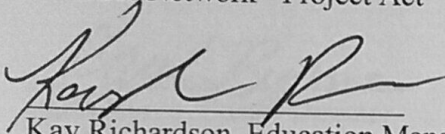
Signatures of Collaborating Agencies



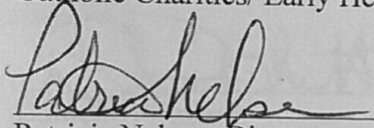
Tammy Ford, Coordinator
Child and Youth Services at Aberdeen Proving Ground



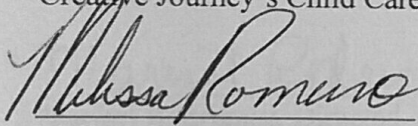
Morgan Horvath, Program Manager
Abilities Network - Project Act



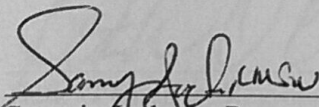
Kay Richardson, Education Manager
Catholic Charities/ Early Head



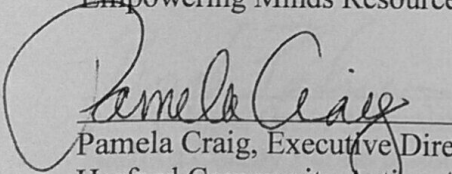
Patricia Nelson, Director
Creative Journey's Child Care



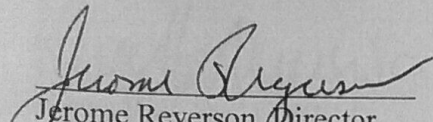
Melissa Romano
Early Intervention through HCPS Special Education

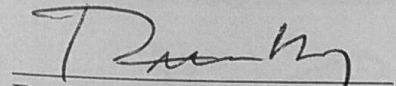


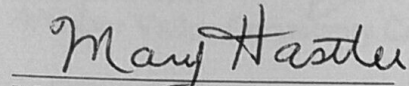
Samyia Jackson, Program Director
Empowering Minds Resource Center

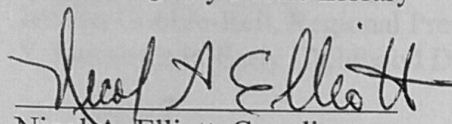


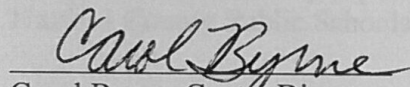
Pamela Craig, Executive Director
Harford Community Action Agency



Jerome Reyerson, Director
Harford County Department of Social Services

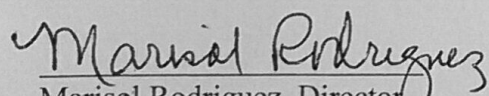

Dr. Russell Moy, Health Officer
Harford County Health Department

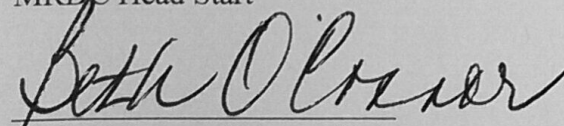

Mary Hastler, CEO
Harford County Public Library

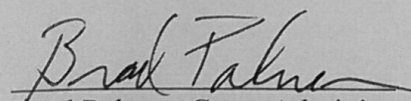

Nicol A. Elliott, Coordinator
Harford County Infants and Toddlers

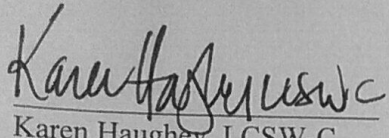

Carol Byrne, Center Director
Kinder Care Learning Center


Danielle Pritchett
Miss D's Childcare

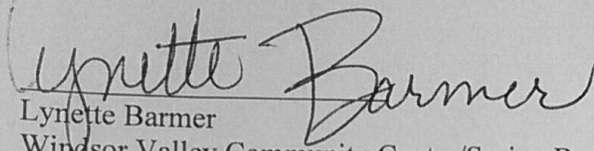

Marisol Rodriguez, Director
MRDC Head Start


Beth O'Connor, Regional Manager
Office of Child Care

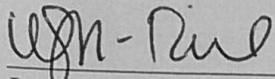

Brad Palmer, Grant Administrator Title 1
Harford County Public School Title 1



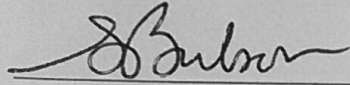
Karen Haughey, LCSW-C
Administrator Behavioral Health Services
Catholic Charities of Baltimore



Lynette Barmer
Windsor Valley Community Center/Spring Board



Jessica Gobble-Reil, Regional Preschool Director
Y Journey's in Early Childhood Development, Belcamp



Sean W. Bulson, Ed.D., Superintendent of Schools
Harford County Public Schools

PROCEDURE

Harford County Public Schools

PROCEDURE TITLE: STUDENT DISCIPLINE		
ADOPTION/EFFECTIVE DATE: 09/11/2014	MOST RECENTLY AMENDED: 09-01-2017	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Students		

I. Purpose

Purpose of this procedure is to establish definitions, criteria and process relating to the discipline of students.

II. Definitions

- A. In-school suspension means the exclusion within the school building of a student from the student's regular educational program for up to but not more than ten school days in a school year for disciplinary reasons by the school principal.
- B. Short-term suspension means the removal of a student from school for up to but not more than 3 school days for disciplinary reasons by the principal.
- C. Long-term suspension means the removal of a student from school for a time period between 4 to 10 school days for disciplinary reasons by the principal.
- D. Extended suspension means the exclusion of a student from the school for a specified period of time between 11 and 45 school days by the superintendent or his/her designee.
- E. Expulsion means the exclusion of the student from the student's regular school program for 45 school days or longer.

III. Interventions and Supports

- A. The superintendent/designee will ensure staff receives training and resources to implement this procedure.
- B. Through the school improvement process schools will analyze school discipline data and develop strategies to address student needs.
- C. When students demonstrate behavioral infractions, school administrators will ensure that disciplinary consequences include opportunities for students to

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understand the nature of the behavioral infractions and how to avoid future violations.

IV. Offenses

The school principal has the right and authority to discipline students including suspension* and referral to the superintendent of schools for further action for offenses including but not limited to:

- class cutting
- tardiness
- truancy
- alcohol
- inhalants
- drugs
- tobacco
- firearms
- other guns
- other weapons
- physical attack on a teacher
- verbal or physical threat to teacher, staff or other adults
- physical attack on a student
- verbal or physical threat to a student
- fighting
- causing serious bodily injury
- extortion
- sexual attack
- sexual harassment
- sexual activity
- arson/fire
- false alarms/bomb threats
- explosives
- disrespect
- insubordination
- harassment
- bullying
- classroom disruption
- inciting or participating in a disturbance
- academic dishonesty/cheating
- inappropriate use of telecommunications
- theft
- trespassing
- unauthorized sale or distribution
- vandalism/destruction of property
- refusal to obey school rules
- acts that disrupt or disturb the normal operations of the school
- acts that jeopardize the safety or security of students, employees or others
- use or possession of any inhalation device unless permitted by Board Policy, a 504 Plan or an Individualized Education Program (“IEP”) (including, but not limited to, a vaping device, hookah pipe or e-cigarettes).

* Students who commit attendance related violations are subject to school-based disciplinary consequences, but may not receive out-of-school suspension.

V. General Procedures

- A. School administrator will investigate any alleged violation of school policies or rules in a timely manner and complete the applicable incident report.
- B. If, at the conclusion of the investigation, the school administrator finds that there has been a disciplinary offense, consequent action will be in accordance with the provisions of this procedure.
- C. Disciplinary offenses committed by student that would constitute violation of criminal law if committed by an adult will be reported to appropriate law enforcement officials.
- D. All data from incident reports will be entered into the student records management system.
- E. Copies of disciplinary referrals describing a student's behavioral violation and correspondence to parents will be kept in a discipline file and maintained as part of the student's educational record
- F. Discipline will be administered using a range of consequences
 - 1. Administrators shall administer discipline in a progressive manner as appropriate by imposing, without limitations, the following consequences:
 - a. Conference with the parent, student and school administrator
 - b. Referral to the school counselor or other student services personnel for appropriate intervention
 - c. Suspension of bus transportation
 - d. Behavior contracting
 - e. Detention or Saturday morning detention
 - f. Exclusion from regular school activities
 - g. Removal of privileges to participate in extracurricular activities including sports, clubs, rehearsals, performances, etc.
 - h. School intervention, in- and out-of school suspension, or expulsion.
 - 2. When determining an appropriate consequence for a violation, administrators will consider:
 - a. The nature and severity of the incident.

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Harford County Public Schools

- i. Whether the offense posed an imminent threat of serious harm to the health and safety of oneself or others.
 - ii. Whether the offense interfered with the rights, privileges, or property of others.
 - iii. Whether the student has engaged in chronic and extreme disruption of the educational process
 - iv. Whether the violation would be considered a criminal offense if committed by an adult.
- b. The student's previous violations, consequences, and/or interventions for the same or related offenses.
 - c. The relationship between the offense and the consequence.
 - d. The age of the student.
 - e. Any specific consequences set forth in other system policies or procedures.
 - f. Any relevant information provided by the parent.
 - g. Any other relevant information.

VI. Suspension and Expulsion

- A. Under Maryland law, school principals have the authority to suspend students for improper conduct for periods of 10 school days or less. Suspensions of longer than 10 school days are within the authority of the superintendent of schools or his/her designee. Md. Code Ann., Ed., Art. 7-305 and COMAR 13A.08.01.11 set forth the procedure to follow in the event of a short term suspension, extended suspension or expulsion.
- B. The Superintendent may deny attendance to any student who is currently expelled or on extended suspension from another school system for a length of time equal to that expulsion or extended suspension. Also, information relating to the discipline of a student, including information on an expulsion of a student, will be forwarded to another school system upon request.
- C. Students enrolled in Pre-Kindergarten through Second Grade may not be suspended or expelled except as provided in paragraph D below.
- D. Students enrolled in Pre-Kindergarten through Second Grade may be suspended,
 - a. for a period not greater than five (5) school days if the school administration, in consultation with the school psychologist or other mental health professional, determines there is an imminent threat of serious harm to other students or staff that

- cannot be reduced or eliminated through intervention and supports; or
- b. if required by federal law.

VII. Behavior Which Has Taken Place Off School Property

- A. Students may be disciplined, including suspension or expulsion, for behavior which has taken place off school property and/or beyond the school day. If the behavior is determined by the principal to impact the educational environment of the school, the safety and/or welfare of other students and/or staff, and/or the maintenance of school order and discipline, the principal may suspend the student for up to ten school days. If the nature and severity of the off-school property behavior warrants it, the principal may refer the student to the office of the Superintendent of Schools with the recommendation for further disciplinary action. If the Superintendent concurs with the findings of the principal, an extended suspension/expulsion may be imposed.
- B. Behavior which has taken place off school property and/or beyond the school day for which a student may be subject to school disciplinary procedures includes, but is not limited to: committing or attempting to commit murder, rape, assault with a deadly weapon, a serious assault, robbery, threat or extortion, arson, distribution and/or sale of controlled dangerous substances or alcohol, other criminal actions, or other actions which could be subject to criminal prosecution by law enforcement or juvenile authorities whether prosecution has or does take place.

VIII. Minimum Education Services

- A. Each student suspended or expelled out-of-school who is not placed in the Alternative Education Program shall receive daily classwork and assignments from each teacher which shall be reviewed and corrected by teachers on a weekly basis and returned to the student; and
- B. Each principal shall assign a school staff person to be the liaison between the teachers and the various students on out-of-school suspension or expulsion and to communicate weekly about classroom assignments and school related-issues by phone or e-mail with those out-of-school students and their parents.

IX. Restitution

If a student is determined to have violated these discipline policies or a school regulation and in the course of that violation damaged or destroyed school property or the property of another on school property, the principal shall require the student or the student's parent to make restitution. Restitution amounts will be

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pursued as permitted by law. The principal may assign the student to a school work project if the principal determines that this is an appropriate means to provide restitution for all or a part of the damage to property.

X. Offenses Subject to Referral

Students shall receive a ten day suspension and referral to the superintendent of schools with the recommendation for further disciplinary action for certain offenses including, but not limited to, the offenses listed below. Variations from these guidelines may occur after consultation with the Superintendent's designee, Director of Student Services or appropriate school executive director.

A. Drug/alcohol-related offenses (See Section XI)

1. Possession or use of a controlled dangerous substance, alcohol, an inhalant or other intoxicant, or to be in possession of paraphernalia or a substance misrepresented to be a controlled dangerous substance or alcohol.
2. Sale, distribution, or transference of a controlled dangerous substance, medicine, alcohol, an inhalant or other intoxicant, paraphernalia or substance misrepresented to be a controlled dangerous substance, medicine, alcohol, an inhalant or other intoxicant or paraphernalia.
3. Second violation of possession/use of over-the-counter medication and prescription medication.

B. Verbal or Physical Threat on Staff - Verbal or physical conduct, whether intentional or unintentional, which places a school employee in reasonable fear of a physical attack as defined below whether or not such physical attack occurs.

C. Physical attack - Intentional harmful or offensive physical touching of a school employee; or touching, whether intentional or unintentional, of a school employee who is intervening in a fight or other disruptive activity.

D. Dangerous Weapons - Possession or using an object which reasonably could cause physical harm or injury to a person, or an object which is represented to be and a reasonable person would conclude was a dangerous weapon and for which there is no reasonable or legitimate cause for the student to possess or use on the property of the Harford County Public Schools, or a school sponsored activity.

Dangerous weapons shall include, but are not limited to, the following: a firearm of any kind, whether loaded or unloaded, operable or inoperable, including any object which is a look-alike of a firearm, even though

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incapable of operation; knives of any kind (including, but not limited to, a switchblade knife, a star knife, a dirk knife, a hunting knife); a straight razor; a spiked glove, spiked wristband, or spiked ring; metal knuckles; nunchaku; explosive devices; chemical mace, household chemicals, tear gas, or pepper spray.

Firearm means:

1. any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
2. the frame or receiver of any weapon described above;
3. any firearm muffler or firearm silencer;
4. any explosive, incendiary, or poison gas, including a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device;
5. any weapon which will, or which may be readily converted to, expel a projectile by the action of a propellant, and which has any barrel with a bore of more than one-half inch in diameter;
6. any combination of parts either designed or intended for use in converting any device into any destructive device described in the two preceding examples, and from which a destructive device may be readily assembled.

Further, in compliance with the Gun-free Schools Act of 1994 and Section 7-305 of the Annotated Code of Maryland, a student who has been determined by the expelled for a minimum of 365 consecutive days. The Superintendent may specify, on a case-by-case basis a shorter period of expulsion for a student expelled under the provisions of the Gun-Free Schools act of 1994. Any student suspended for bringing a firearm onto school property shall not be permitted to enroll in the Alternative Education Program. Students served under an IEP or 504 plan may not be subject to this provision.

- E. Arson/Fire - Attempting to, aiding in, or setting fire to a building or other school property.
- F. Serious Bodily Injury - Bodily injury which involves (1) substantial risk of death; (2) extreme physical pain; (3) protracted and obvious disfigurement; or (4) protracted loss or impairment of a function of a bodily member, organ or mental faculty.
- G. Sexual Attack - Physical sexual attack on a staff member or student.

H. False Alarm/Bomb Threat - The conveyance of threats or false information concerning the placement of explosive or destructive substances. Initiating a report warning of a fire or other catastrophe without cause in person, by phone or portable communication device. Misuse of 911. Discharging a fire extinguisher.

XI. Student Possession, Use or Transference of Controlled Dangerous Substances

The Board of Education of Harford County is committed to promoting and providing a drug-free academic environment for all students and providing appropriate safeguards with respect to the administration of prescription medication and over-the-counter products, and believes that collaboration with parents and the larger committee is essential to achieving a drug-free environment. School system efforts to deter the use of alcohol and other drugs by students will include a comprehensive program designed to inform students of the negative effects of alcohol and other drug use, to provide parents referral information on evaluation and treatment services related to student use of alcohol and other drugs, as well as appropriate consequences for students who violate this policy.

A. Definitions

1. Controlled Dangerous Substance (CDS) - Controlled dangerous substances include, but are not limited to, the substances listed in Title 5 of the Criminal Law Article. In addition, substances including medicine not registered with the school nurse, which are intended, implied, or reasonably perceived to produce the same or similar effects as substances listed in Title 5 are also regarded as controlled dangerous substances.
2. Medicine - Any preparation used in treating disease or illness. This includes prescription and over-the-counter drugs.
3. Inhalant or other intoxicant - any compound or substance (such as glue and solvents) which may cause a loss of self-control or inebriation.
4. Paraphernalia – items which are commonly used for the purpose of the ingestion of drugs. Typical paraphernalia would include but are not limited to: pipes for the smoking of marijuana, manufactured paper, homemade clips or wire-formed devices used for holding marijuana "roaches," gelatin capsules, measuring spoons, scales, strainers, and other items as defined by law.
5. Substance Misrepresented - A substance which a student leads others to believe is a controlled dangerous substance, implies is a controlled dangerous substance, or will produce the effects of a controlled dangerous substance.

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6. Transference - To pass to another person or to make reasonably available to another person a controlled dangerous substance or medicine or alcohol or paraphernalia or a substance misrepresented to be a controlled dangerous substance.
-
- B. A student who has been found to be either in possession of or to be using a controlled dangerous substance, alcohol, an inhalant or other intoxicant, or to be in possession of paraphernalia or a substance misrepresented to be a controlled dangerous substance or alcohol may be suspended for ten school days by the principal and referred to the office of the Superintendent of Schools for further disciplinary action. If the Superintendent concurs with the findings of the principal, an extended suspension or expulsion will be imposed after considering the nature and severity of the behavior and other factors related to the student's school record. In addition, the appropriate police agency will be notified promptly.

If the parent(s) and the student agree to participate in a substance abuse evaluation at the Harford County Mental Health and Addictions/Adolescent Addiction Services and agree to follow the recommendations for treatment made as part of that evaluation, at no cost to the Harford County Public Schools, the Superintendent of Schools will reduce the length of the suspension which would otherwise be imposed. This option will not be offered for transference of a controlled dangerous substance, medicine, alcohol, an inhalant or other intoxicant or paraphernalia or substance misrepresented to be a controlled dangerous substance, medicine, alcohol, an inhalant or other intoxicant or paraphernalia.

Further, this option is contingent upon the continuing availability of funding to the Harford County Mental Health and Addictions/Adolescent Addiction Services to enable that agency to provide this service.

- C. Any offense for the actual transference of a controlled dangerous substance, medicine, alcohol, an inhalant or other intoxicant or paraphernalia or substance misrepresented to be a controlled dangerous substance, medicine, alcohol, an inhalant or other intoxicant or paraphernalia will result in a ten-day suspension of the student by the principal and a referral to the office of the Superintendent of Schools with the recommendation for further disciplinary action. If the Superintendent concurs with the findings of the principal, the Superintendent may extend the suspension or expel the student after considering the nature and severity of the behavior and other factors related to the student's school record. In addition, the appropriate police agency will be notified promptly.

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D. Over-the-Counter and Prescription Medications

Students are not permitted to possess or use over-the-counter medication on school buses or on school property, except as permitted by Board of Education Policy 02-0047-000, Possession and Self-Administration of Medication. Violations of this policy will result in disciplinary action to the student, with a parent conference available immediately to clarify this policy.

- E. When a student is determined to be in violation of HCPS drug and alcohol policies, parent(s) and the student will be provided with information regarding available resources in the community and encouraged to seek appropriate evaluation and treatment for the student.

Approved By:



Barbara P. Canavan
Superintendent of Schools

PROCEDURE

Harford County Public Schools

Procedure Action Dates					
ACTION	DATE	ACTION	DATE	ACTION	DATE
Adopted	9/2/14				
Amended	9/11/14				
Amended	11/17/15				
Amended	09-01-17				

Responsibility for Procedure Maintenance & References	
LAST EDITOR/DRAFTER NAME: Bernard Hennigan	JOB POSITION OF LAST EDITOR/DRAFTER: Director of Student Services
PERSON RESPONSIBLE: Patrick P. Spicer	JOB POSITION OF PERSON RESPONSIBLE: General Counsel
DESIGNEE NAME:	DESIGNEE POSITION:

LEGAL REFERENCES¹

References are set forth in the Procedure.

¹ All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.

POLICY

POLICY TITLE: STUDENT DISCIPLINE		
ADOPTION/EFFECTIVE DATE: 6/11/1990	MOST RECENTLY AMENDED: 7/21/14	MOST RECENTLY REAFFIRMED: 04/10/2017
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Students		

I. PURPOSE

The purpose of this policy is to set forth the position and philosophy of the Board regarding student discipline.

II. DEFINITION

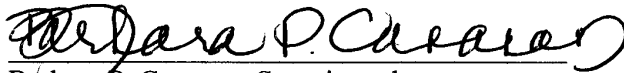
- A. Expulsion: Means the exclusion of the student from the student's regular school program for 45 school days or longer.
- B. Suspension: Means the exclusion of a student from the student's regular program for a designated period of school days.
- C. Student Misconduct: Any act or omission by a student while under the control or supervision of HCPS or at other times in accordance with Section III. B. below, which violates, Board policies, Harford County Public School Student Disciplinary Procedures, Harford County Public School procedures generally, school rules; or, violates criminal law; or, would violate criminal law had the student been an adult.

III. Statement of Policy

- A. The Board commits to an approach to the discipline of students who have committed acts of misconduct which:
 - 1. maintains order, safety and discipline necessary for effective learning;
 - 2. fosters, teaches and acknowledges positive behavior;
 - 3. keeps students connected to school so they may graduate and be career ready;

4. allows for discretion in imposing discipline;
 5. addresses ways in which educational and counseling needs of a suspended student may be met;
 6. uses expulsion and suspension as discipline when other disciplinary actions have been used without success or would be insufficient given the nature and extent of the misconduct in question.
- B. Acts of students which occur when students are not subject to the control and supervision of Harford County Public Schools including acts occurring off campus, shall be subject to discipline if such acts reasonably could or have jeopardized the safety of any member of the school community or the school environment or disrupted the educational process.
- C. The Superintendent shall issue such procedures as may be required to implement this policy.

Board Approval Acknowledged By:



Barbara P. Canavan, Superintendent
Board of Education of Harford County

POLICY

Harford County Public Schools

Policy Action Dates					
ACTION	DATE	ACTION	DATE	ACTION	DATE
Adopted	6/11/1990	Amended	6/10/1996	Reaffirmed	04/10/2017
Amended	7/8/1991	Amended	4/14/1997		
Amended	5/10/1993	Reaffirmed	4/22/2002		
Amended	6/12/1995	Amended	7/21/14		

Responsibility for Policy Maintenance & References	
LAST EDITOR/DRAFTER NAME: Unknown	JOB POSITION OF LAST EDITOR/DRAFTER: Unknown
PERSON RESPONSIBLE:	JOB POSITION OF PERSON RESPONSIBLE:
DESIGNEE NAME: N/A	JOB POSITION OF DESIGNEE: N/A
POLICY NUMBER PRIOR TO NOVEMBER 1, 2005: School Administration - .02.08.024	

LEGAL REFERENCES¹

All references are set forth in the Policy.

¹ All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.

HCPS Disproportionality Action Plan (DAP)

The DAP will be submitted as an addendum on or before 11/1/2019

**Harford County Public Schools
Action Plan for Component D– Parent Involvement 2019-2020**

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Assurance 1. Parent and Family Engagement	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little, Coordinator of Title I	PI Policy and Procedures will be shared via LEA website, <u>Title I Facebook</u> page, distribution through student backpacks, shared at Family Involvement Meetings and copies placed in the office. LEA will post PI Policy and Procedures on Website and <u>Title I Facebook</u> page. LEA will utilize Title 1 District level parent involvement policy/plan requirements checklist .	August	
Assurance 1. Parent and Family	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little Coordinator of Title I	LEA will send Policy and Procedure survey and cover letter to Schools.	August	
Assurance 1. Parent and Family	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little Coordinator of Title I	Schools will send PI Cover Letter and Survey to all parents in newsletter . Schools will send evidence back to LEA.	September	
Assurance 1. Parent and Family	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little Coordinator of Title I	PI Policy and Procedures will be shared at Fall FIT (Family Involvement Team) meetings. Survey will be handed out.	October	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Assurance 1. Parent and Family	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little Coordinator of Title I	LEA will review & write up Survey results of PI Policy & Procedures. LEA will determine if changes need to be made to PI Policy or Procedure.	December	
Assurance 1. Parent and Family	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	Coordinator of Parent Involvement attends FIT meetings.	Ongoing	
Assurances 1 & 6. Parent and Family	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	LEA holds four TS (Title I Teacher Specialist) Meetings	Ongoing	
Assurance 4. Parent and Family BC2	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	LEA coordinates Central Parent Trainings during the Fall	Fall	
Assurance 4. Parent and Family Engagement BC4	LEA coordinates parental involvement strategies.	Jake Little Coordinator of Title I	LEA will review the existing generic MOA to be used with various groups.	May	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Assurance 4 Parent and Family Engagement BC4	LEA coordinates parental involvement strategies.	Jake Little Coordinator of Title I	LEA will continue partnerships with Mountain Christian, HCEF, EPICENTER in Edgewood, and Harford Community Action Agency.	May	
Assurance 3. Parent and Family Engagement	Distribution of Funds at LEA Level	Jake Little, Coordinator of Title I	LEA will distribute the Title I Satisfaction Survey (Question 39).	April	
Assurance 1. Parent and Family Engagement	School Level Parent Survey of HCPS PI Policy & PI Procedures	Jake Little Coordinator of Title I	School Level Family Engagement Plan is jointly developed with parents. Parents participate and develop the SPA (School Performance and Achievement) plan as a functioning member of the team. Parent Feedback forms that parents are filling out at FIT Meetings concerning their review of the School Level Parent Involvement Plan are required.	March	
Assurance 1. Parent and Family Engagement	School Level Parent Survey of HCPS PI Policy & PI Procedures	Jake Little Coordinator of Title I	The School Level Parent Involvement Plan is distributed to parents of Title I students. School must provide information to LEA concerning how the School Level PI Plan is distributed.	Fall	
Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes

Assurance 3. Parent and Family Engagement	Distribution of Funds at School Level	Jake Little Coordinator of Title I	<p>Parents of Title I Students are involved in the decisions regarding the spending of the parent involvement funds at the school level.</p> <p>SANE documentation or surveys from FIT meetings pertaining to parent input into spending of school-based parent involvement funds.</p>	May	
Assurance 4 Parent and Family Engagement BC	LEA Provides Technical Assistance and Oversight into required meeting	Jake Little Coordinator of Title I	<p>Records that all 2019-2020 Title I schools conducted an annual parent meeting.</p> <p>SANE documentation from back-to-school nights that parents conducted an annual parent meeting.</p>	Aug./September Back To School Nights	
Assurance 4. Parent and Family Engagement BC4	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	<p>Provide assistance to parents in understanding the state's academic content standards and student achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement</p> <p>-Schools need to provide the "Topic List" of things discussed with the accompanying sign-in sheet.</p>	Fall	
Assurance 4 Parent and Family Engagement BC1	LEA Provides Technical Assistance and Oversight into required meeting	Jake Little Coordinator of Title I	<p>Develop additional slides for back-to-school power point presentation. Topics will include; State's Academic Content Standards, Student Academic Content Standards, State and Local Assessments, Requirements of Title I, Parent Monitoring of student progress (Edline 3,4,5 & Report Cards K,1,2)</p>	August	
Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes

Updated 9/9/2019

Assurance 6. Parent and Family Engagement BC2	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	Coordinator of Title I attends FIT meetings and coordinates Professional Development on content specific standards for Reading and Math as requested by parents.	Ongoing	
Assurance 6. Parent and Family Engagement	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	LEA will monitor schools through internal program review to ensure requests by parents are met, accommodated, and there is adherence.	Sept.-Oct.	
Assurance 1 Parent and Family Engagement	LEA Provides Technical Assistance and oversight	Jake Little Coordinator of Title I	Schools will ensure school-parent compacts are developed jointly with parent input.	Sept.-Oct.	
Assurance 6 Parent and Family Engagement BC2	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	LEA will encourage literacy events which will support student learning in TS meetings. LEA will encourage schools to use funds during Teacher Specialist meetings .	April	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Assurance 4 Parent and Family Engagement BC 5	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	Information is shared in a format parents can understand	On-going	

Assurance 4 Parent and Family Engagement BC6	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	Provide other reasonable support for PI activities, as parents may request	On-going	
Assurance 4 Parent and Family Engagement Accessibility E.	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.	On-going	
Policy Involvement 1.	LEA Provides technical Assistance and Oversight	Jake Little Coordinator of Title I	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?	August- September	
Policy Involvement 2.	LEA Provides technical Assistance and Oversight	Jake Little Coordinator of Title I	Schools offer a flexible number of meetings, such as morning and evening.	On-going	
Policy Involvement 4.	LEA Provides technical Assistance and Oversight	Jake Little Coordinator of Title I	Parents/families will be provided timely information about school programs.	On-going	
Policy Involvement 5.	LEA Provides technical Assistance and Oversight	Jake Little Coordinator of Title I	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.	On-going	

PROCEDURE

Harford County Public Schools

PROCEDURE TITLE: TITLE 1 PARENT INVOLVEMENT		
ADOPTION/EFFECTIVE DATE: MAY 1, 2009	MOST RECENTLY AMENDED:: JUNE 20, 2016	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY:		

I. Purpose

The purpose of this procedure is to set forth procedures to implement the Board's Parent/Community Involvement Policy with a specific focus on Title 1 parent involvement.

II. Definitions

- A. **Title 1** means 20 U.S. Code section 6311-6339.
- B. **Parental Involvement** means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:
 - 1. That parents play an integral role in assisting their child's learning.
 - 2. That parents are encouraged to be actively involved in their child's education at school.
 - 3. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
 - 4. The carrying out of other activities, such as those described under Title 1.

III. Procedures

- A. HCPS shall be governed by the definition of parental involvement. Its Title 1 schools shall carry out programs, activities and procedures in accordance with such definition.
- B. The Title 1 Parent Involvement Procedures shall be implemented to establish a strong and effective system of parent involvement within the

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Title 1 schools, and to establish standards and criteria thereto. HCPS agrees to implement the following statutory requirements:

1. HCPS shall plan and put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title 1 programs.
2. HCPS shall incorporate this district wide parental involvement plan into its LEA plan developed under Title 1.
3. In carrying out the Title 1, Part A parental involvement requirements to the extent practicable, HCPS and its schools shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of students deemed homeless and parents of migratory children, including providing information and school reports required under Title 1 through streamline communication to ensure the connection between school and parent.
4. If the LEA plan for Title 1, Part A, is not satisfactory to the parents of participating children, HCPS shall submit any parent comments with the plan when HCPS submits the plan to the State Department of Education.
5. HCPS shall involve the parents of participating children served in Title 1, Part A schools in decisions about how the one percent of Title I, Part A funds set aside for parental involvement is spent, and shall ensure that not less than 95 percent of the one percent set aside goes directly to the schools.
6. This procedure applies to all identified Title 1 schools (school-wide or targeted assistance status) and students deemed homeless within Harford County Public Schools.

C. Implementation

1. HCPS shall provide multiple communications to disseminate information to parents including county and state Parental Information. Annual input from parents shall be solicited on the HCPS Website (Title 1 link) pertaining to the HCPS Master Plan.
2. HCPS shall invite Title 1 parents on a bi-annual basis to develop and revise the HCPS Master Plan to ensure joint development of

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Harford County Public Schools

the district-wide parental involvement policy under Title 1. Additionally, parents shall be invited to assist in an annual revision of the Home/School Compact.

3. HCPS shall invite Title 1 parents from each school in the district to serve on the school improvement team with the task of developing Title 1 school improvement plans and parent involvement procedures as well as convey to the parents their right to be involved.
4. HCPS shall provide technical assistance, and other support to assist Title 1, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
5. HCPS' central Title 1 Office shall
 - a. Enhance awareness of faculty and staff at each school site on (1) how to involve the parents in a way that makes the parent feel as an equal partner in their child's academic success and (2) the significance of parents' influence on their child's academic success.
 - b. Enhance awareness of faculty and staff at each school site on the importance of streamlining communication between home and school, ensuring, to the extent possible, that the information sent home is in a language and form that parents can understand.
 - c. Provide materials and training to help parents with their child's academic achievement.
 - d. Schedule regular meetings with parents at each school site, encouraging participation to become an active participant in their child's learning process.
 - e. Visit the school sites regularly to assure the policies and plans are being implemented.
 - f. Develop and disseminate a district-wide and school-wide calendar of Parental Involvement activities.
6. HCPS shall coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies

with the School Readiness programs supported by the Pre-Kindergarten Program, the Full-Day Kindergarten Program, the Maryland State Curriculum, the Pre-Kindergarten programs for children with disabilities and other programs/activities to encourage and support parents in participating in the education of their children.

7. HCPS shall conduct, with the involvement of parents, an ongoing evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title 1, Part A schools. The evaluation shall include identifying barriers to greater participation by parents in parental involvement activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) by:
 - a. Conducting an annual Regional Title 1 Parent Survey Evaluation from each Title 1 school, which is compiled at the Central Title 1 Office and the Office of Accountability. Data from the survey shall be provided to schools for review and shall be disseminated to school communities. As a result of the survey data, changes shall be instituted.
 - b. Assisting in the growth and development of parent groups at each school site.
 - c. Providing copies of the Title 1 Parent Involvement Procedure at each school and on each school's web page for parents' to view.
8. HCPS shall use the findings of the evaluation regarding its parental involvement procedure and activities to design strategies for more effective parental involvement, and to revise, if necessary (with parent involvement) its district parental involvement policy to:
 - a. Make recommendations to each participating school to integrate the changes in their respective school level parent involvement plans.
 - b. Provide suggestions for incorporating parent involvement as they relate to school improvement.

9. Capacity Building

HCPS shall build the schools' and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school, involved parents, and the community to improve student academic achievement through the following activities.

a. HCPS shall, with the assistance of its Title 1, Part A schools, provide assistance to parents of children served by HCPS or school, to develop better understanding through parent workshops, conferences and classes. HCPS shall hold an annual meeting for Title 1 parents to provide information on:

- 1) the State's academic content standards
- 2) the State's student academic achievement standards
- 3) the State and local academic assessments including alternate assessments
- 4) the requirement of Title 1, Part A
- 5) how to monitor their child's progress
- 6) how to work with educators

10. HCPS' central Title 1 Office provides assistance, funding, and materials for parents in the following areas:

- a. Maryland State Department of Education/NCLB sponsored workshops
- b. MSA scoring/data meetings/workshops
- c. Training on progress monitoring and assessments for their child.
- d. The role of the Title 1 Family Liaison
- e. Parental Rights Booklets

11. HCPS shall, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, to foster parental involvement. Support shall be provided in the following areas:

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- a. HCPS' central Title 1 Office provides funding for materials to help parents work with their children in the following programs:
 - 1) SIPPS – Reading Intervention
 - 2) Success Maker -Math Intervention
 - 3) I Station -Reading Intervention
 - 4) Harcourt – HCPS Reading Core Curriculum
 - 5) Everyday Math -HCPS Math Core Curriculum
 - 6) Technology-Use of computer programs
 - 7) Summer Jumpstart program

12. HCPS shall educate the entire school staff on how to communicate and work with parents as equal partners and how to coordinate parent programs between parents and schools, by:
 - a. Coordinating in-service at each school site
 - b. Meeting regularly with Family Involvement Team (FIT) at each school site
 - c. Meeting with School Improvement Team (SIT) at each school site
 - d. Meeting with Principals and Instructional Facilitators at each school site
 - e. Meeting with Family Liaisons and Title 1 Teacher Specialists at each school site
 - f. Providing input at school improvement team meetings on professional development for staff
 - g. Providing opportunities on a quarterly basis (or bi-annually) for parents to have input on Principal meetings, New Teacher Orientation, Title 1 Parent Conference, etc.
 - h. Planning and implementing the Annual Parent Involvement Training for parents and staff which shall be held in the fall of each year

13. HCPS shall take the following actions to ensure that information related to the school/parent programs, meetings, and other activities is sent to the parents of children in an understandable format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.
 - a. HCPS' central Title 1 Office shall provide school related documents, to the extent possible, for parents in a language and form they can understand by sending press

- releases, newsletters, and systematic calendars to parents.
- b. HCPS' central Title 1 Office shall provide translation for documents, to the extent possible, for parents. Interpreters at parent meetings shall be provided, if needed.
- c. HCPS' central Title 1 Office supports the efforts of the ELL Office throughout the county.

14. Discretionary LEA Title 1 Parent Involvement Plan Components

HCPS in consultation with its parents, may choose to undertake to build parents' capacity for involvement in the school and school system, and to support their children's academic achievement, through the following discretionary activities listed under Title 1.

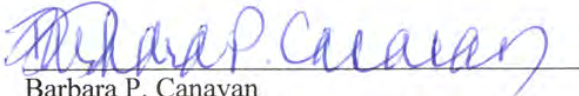
- a. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
 - b. Providing necessary literacy training for parents from Title 1, Part A funds, if HCPS has exhausted all other reasonably available sources of funding.
 - c. Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
 - d. Training parents to enhance the involvement of other parents.
 - e. Maximizing parental involvement in their children's education by arranging school meetings at a variety of times (evenings, weekends, daytime) and locations (off-site in the community), or conducting in-home conferences between teachers who work directly with participating children and parents who are unable to attend conferences at school.
 - f. Adopting and implementing model approaches to improving parental involvement.
 - g. General Educational Development (GED) program for parents-partnership with Harford Community College
15. Continuing a district wide parent advisory council to provide advice on all matters including those related to parental involvement in Title 1, Part A programs.

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16. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
 - a. Hold annual meeting to convey components of Title 1
 - b. Meet quarterly with non-public schools to monitor Title 1 schools
17. Providing other reasonable support for parental involvement activities under Title I as parents may request.
18. Maintain Parental Information Resource Centers (PIRCs) at each Title 1 school site with flexible hours of operation for parent use.

Approved By:


Barbara P. Canavan

Superintendent of Schools


Date

PROCEDURE

Harford County Public Schools

Procedure Action Dates		
ACTION	DATE	ACTION DATE
Adopted	05/01/2009	
Revised	07/11/2013	
Revised	06/20/2016	

Responsibility for Procedure Maintenance & References	
LAST EDITOR/DRAFTER NAME: Brad Palmer	JOB POSITION OF LAST EDITOR/DRAFTER: Supervisor – HCPS Title 1 Office
PERSON RESPONSIBLE: Jacob Little	JOB POSITION OF PERSON RESPONSIBLE: Coordinator – HCPS Title I Office
DESIGNEE NAME:	DESIGNEE POSITION:
PROCEDURE NUMBER PRIOR TO NOVEMBER 1, 2005:	

LEGAL REFERENCES¹

References are set forth in the Procedure.

¹ All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.

Schools and families will work to build knowledge to better help our students achieve.

HCPS will work cooperatively with families and staff through workshops, conferences, and classes to discuss an array of topics affecting our students.

Title I office will provide assistance, funding and materials for families and staff related to providing academic assistance to our children in and out of school.

The school district will work with families and staff to provide materials and training in regards to specific programs designed to help students succeed in school.

The school district will work with families and staff to communicate effectively and work as equal partners.

The school district will make sure that information sent to families is in an understandable format.

.....
To see the original documents
Go to HCPS.org,
click on Title I Schools
under the Parents Tab
Scroll down to General Info

Harford County Public Schools
A.A. Roberty Building
102 S. Hickory Avenue
Bel Air, MD 21014

Participating Schools

Tara Dedeaux, Principal
Bakerfield Elementary
36 Baker St., Aberdeen, MD

Gregory Lane, Principal
Deerfield Elementary
2307 Willoughby Beach Rd.
Edgewood, MD

Cynthia Ross, Principal
Edgewood Elementary
2100 Cedar Dr., Edgewood, MD

Christine Langrehr, Principal
George D. Lisby Elementary at Hillisdale
810 Edmund St., Aberdeen, MD

Christina Douglas, Principal
Halls Cross Roads Elementary
203 E. Bel Air Ave., Aberdeen, MD

Ronald Wooden, Principal
Havre de Grace Elementary
600 S. Juniata St., Havre de Grace, MD

Audrey Vohs, Principal
Magnolia Elementary
901 Trimble Rd., Joppa, MD

Tammy Bosley, Principal
William Paca/Old Post Road Elementary
2706 Old Philadelphia Rd., Abingdon, MD



Title I in Harford County Public Schools Mission Statement

The Mission of Title I in Harford County Public Schools is to ensure academic achievement for at-risk students attending schools in high poverty areas.

We believe in:

Implementing research-based instructional practices
Utilizing additional resources in instruction
Involving parents and community



Harford County Public Schools Office of Title I

Parent and Family Engagement District Plan 2019-2020

Parent and Family Engagement Plan

Purpose: To establish a strong commitment between communities, families, and Harford County Public Schools (HCPS) in supporting the school environment.

Purpose: The Title I Family Engagement procedure is completed to build a strong and effective system of family involvement in HCPS in order to break down barriers that allow greater participation from our families.

HCPS will support an effective system of family and community involvement in schools by involving parents, family members and communities. (Board of Education Meetings, Community forums)

HCPS will promote and help schools with meaningful effective partnerships among schools and parents. (Office of Community Engagement, Cultural Proficiency Council)

HCPS will inform and involve families in school activities. (HCPS/School Websites, Facebook, Classroom Dojo)

HCPS will promote open and on-going communication. (Public/Community Forums)

HCPS will support family engagement in student learning. (Board of Education Meetings, PTA Meetings, Family Engagement Meetings)

HCPS will promote and assist volunteering in schools. (Public/Community Forums)

HCPS will encourage parents to participate in the decision making at the school and system level. (School Performance & Achievement Meetings, Board of Ed. Meetings)

The school district will plan activities for family engagement with Title I schools.
(College Fairs)

The school district will provide opportunities for all parents to participate, such as parents with limited English and parents with disabilities.
(Language Line, Trusted Translations Inc.)

The school district will submit any comments that are not satisfactory to HCPS Title I Office.
(Email, Facebook)

The school district will involve families in the decision of how the one percent of funds set aside for family engagement is spent.
(Title I School Satisfaction Survey, Family Engagement Team Meetings)

The Title I Office will work with staff at each school on how to involve parents as equal partners and the importance of communication between home and school.
(School Counselor, Teacher Specialists, Building Administrators, Social Workers, ESOL Teachers)

The Title I office will provide materials to parents, if needed, on how to help support their child in school.
(Family Engagement Team Meetings, Conference Day and Back-to-School Nights)

The Title I Office will schedule meetings with families, encouraging them to stay involved in their child's education.
(Regional Parent Trainings, Family Engagement Meetings)

The Title I Office will visit the schools often to make sure plans are being implemented.
(School Based Program Review, Walkthroughs)

The Title I Office will ensure that parental involvement activities are located on district-wide and school-wide calendars.
(HCPS Communications Office)

We will provide multiple communications of information to families. (Newsletters, Phone Calls, HCPS Title I Website, Postcards, Facebook)

We will invite Title I families to work with the school performance and achievement team. (A team that develops School Performance & Achievement Plan)

We will provide help with effective family engagement activities. (Teacher Specialist Meetings, School Performance & Achievement Team Meetings)

We will support family engagement in Pre-K and K-5 in regards to Maryland 's College and Career-Ready Standards. (What students work on at each grade level). (Parent Meetings, Conference Day , Grade Level Events in Reading and Math)

We will conduct ongoing evaluation of the parent involvement plan. (Family Engagement Meetings, Title I Website)

We will use the findings to plan a more effective family engagement plan.
(Meetings with HCPS Leadership)

**Harford County Public Schools
Title I School Satisfaction Survey
2018-2019**



31
Magnolia Elementary

We would like your opinion on how well we are doing and what you feel is important for our school. **There are no right or wrong answers.** We also welcome any comments you may have concerning our school. We will use this information to assist us in planning goals for the future.

Parents – Please complete and return this survey to your child's teacher by **Friday, May 10, 2019.**

Marking Instructions

- Use a blue or black pen.
- Make solid marks that fill the circle completely.
- Mark an "X" over darkened circle you wish to change.

Academics

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1 Students are given the help they need to learn.	④	③	②	①	①
2 Teachers in this school teach in ways to ensure a high level of success for all students.	④	③	②	①	①
3 Teachers test student performance in a variety of ways.	④	③	②	①	①
4 Teachers use computers and other technology to teach in their classrooms.	④	③	②	①	①

School Improvement and Planning

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
5 I am familiar with the School Performance and Achievement Plan (SPA) and its goals.	④	③	②	①	①
6 Administrators, teachers, and other professional staff, and parents work together to develop the SPA Plan.	④	③	②	①	①
7 The SPA Plan clearly indicates the plan for the year.	④	③	②	①	①
8 100% of the Title I Parent Involvement funds (1% of Total Allocation) should be allocated directly to the Title I schools.	④	③	②	①	①
9 What additional Parent Involvement Activities would you like to see?					

Communication

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
10 There is open communication among parents/guardians, faculty and administrators.	④	③	②	①	①
11 Parents/guardians and community members are informed about and involved in school activities.	④	③	②	①	①
12 School administrators respond to parent/guardian concerns.	④	③	②	①	①
13 Teachers communicate student progress to parents/guardians.	④	③	②	①	①
14 The benefits of Title I are clearly communicated to parents/guardians, teachers, and staff.	④	③	②	①	①

Survey continued on other side.

Communication (continued)

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
15	The school newsletter provides timely, helpful information.	4	3	2	1	0
16	Parents/guardians know how they can get involved in their child's education.	4	3	2	1	0
17	The Title I Facebook page assists with communication and building ties between parents and schools (http://www.facebook.com/HCPSTitleI)	4	3	2	1	0
18	How would you like your child's teacher to communicate with you? (Mark All the Apply)					
	E-mail		Phone	Face-To-Face	Text Message	Notes Home
	(E)		(P)	(F)	(T)	(N)

Other, (Please explain): _____

Parent / Family Engagement

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
19	The school convenes an annual meeting (Back To School Night), at convenient times, for me to learn about the school's role and requirements of implementing Title I.	4	3	2	1	0
20	I am satisfied with the opportunities for family involvement (events, education opportunities, and resources).	4	3	2	1	0
21	I feel welcomed to visit my child's classroom during the day.	4	3	2	1	0
22	I am included in the decisions affecting my child's education.	4	3	2	1	0
23	The school offers a flexible number of opportunities (Morning and Evening) for me to be involved with my child's education.	4	3	2	1	0
24	School administrators, teachers, and staff know and appreciate the cultural heritage of my child.	4	3	2	1	0
25	I am provided information from the school in a timely manner.	4	3	2	1	0
26	I have adequate access to the school and teachers by phone, by e-mail, and in person.	4	3	2	1	0
27	As a parent, I have been provided an opportunity to give input into the decisions regarding how Title I funds are spent within the school building.	4	3	2	1	0
28	I have been provided documents (Translated, Shortened, Free of Educational Jargon) that allow me to better participate in my child's education.	4	3	2	1	0
29	Identify reasons (barriers) that might prevent you and/or other parents from participating in your child's school experience?					

Additional Comments:

Do you have any additional comments you would like to add about the Title I Program?

2018-2019 Title I School Satisfaction Survey

Academics / School Improvement and Planning

We would like your opinion on how well we are doing and what you feel is important for our school. There are no right or wrong answers. We also welcome any comments you may have concerning our school. We will use this information to assist us in planning goals for the future.

*** 1. At which Title I School do your children attend?**

- Bakerfield Elementary
- Deerfield Elementary
- Edgewood Elementary
- G. Lisby Elementary @ Hillsdale
- Hall's Cross Road's Elementary
- Havre de Grace Elementary
- Magnolia Elementary
- William Paca / Old Post Road Elementary

*** 2. Academics:**

Please rate how much you agree or disagree with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
Students are given the help they need to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school teach in ways to ensure a high level of success for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers test student performance in a variety of ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers use computers and other technology to teach in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*** 3. School Improvement & Planning:**

Please rate how much you agree or disagree with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
I am familiar with the School Performance and Achievement Plan (SPA) and its goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrators, teachers, and other professional staff, and parents work together to develop the SPA Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The SPA Plan clearly indicates the plan for the year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100% of the Title I Parent Involvement funds (1% of Total Allocation) should be allocated directly to the Title I schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What additional Parent Involvement Activities would you like to see?

/

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2018-2019 Title I School Satisfaction Survey

Communication

*** 5. Communication:**

Please rate how much you agree or disagree with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
There is open communication among parents/guardians, faculty and administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents/guardians and community members are informed about and involved in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School administrators respond to parent/guardian concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers communicate student progress to parents/guardians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The benefits of Title I are clearly communicated to parents/guardians, teachers, and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school newsletter provides timely, helpful information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents/guardians know how they can get involved in their child's education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Title I Facebook page assists with communication and building ties between parents and schools (http://www.facebook.com/HCPSTitleI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How would you like your child's teacher to communicate with you? (Mark All that Apply)

- Email
- Phone
-

- Face-To-Face
- Text Message
- Notes Home
- Other (please specify)

Prev

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2018-2019 Title I School Satisfaction Survey

Parent / Family Engagement

* 7. Parent / Family Engagement:

Please rate how much you agree or disagree with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
The school convenes an annual meeting (Back To School Night), at convenient times, for me to learn about the school's role and requirements of implementing title I.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied with the opportunities for family involvement (events, education opportunities, and resources).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel welcomed to visit my child's classroom during the day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am included in the decisions affecting my child's education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school offers a flexible number of opportunities (Morning and evening) for me to be involved with my child's education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School administrators, teachers, and staff know and appreciate the cultural heritage of my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am provided information from the school in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have adequate access to the school and teachers by phone, by e-mail, and in person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a parent, I have been provided an opportunity to give input into the decisions regarding how Title I funds are spent within the school building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



I have been provided documents
(Translated, Shortened, Free of Educational
Jargon) that allow me to better participate in
my child's education.

8. Identify reasons (barriers) that might prevent you and/or other parents from participating in your child's school experience?

4

9. Additional Comments:

Do you have any additional comments you would like to add about the Title I Program?

/

Prev

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WORKSHEET - TITLE I FY '20 PARENT INVOLVEMENT ALLOCATION CALCULATION (as of 8/26/2019)

FY '20 Parent Involvement Allocation Amount **\$57,494.65** 1.066654% x **\$5,390,188.00**

PUBLIC School Name	Public School Grade Span	10/31/2018 Percent of Poverty	Total Enrollment 9/30/2018	Students Low Income October 10/31/2018	Total Low Income FTE 10/31/2018	Per Pupil Allocation (PPA)	Parent Involvement Allocation * NOT Rounded
HARFORD COUNTY PUBLIC SCHOOLS							
MAGNOLIA ELEMENTARY	PREK-5	86.27%	568	490	490.0	\$20.75	\$10,167.5000
HALLS CROSS ROADS ELEMENTARY	PREK-5	79.08%	502	397	371.0	\$19.72	\$7,316.1200
DEERFIELD ELEMENTARY	PREK-5	72.81%	765	557	557.0	\$19.51	\$10,867.0700
GEORGE D LISBY ELEM AT HILLSDALE	PREK-5	71.67%	406	291	276.5	\$19.30	\$5,336.4500
WM PACA/OLD POST RD ELEM	PREK-5	70.98%	803	570	570.0	\$19.09	\$10,881.3000
BAKERFIELD ELEMENTARY	PREK-5	67.68%	427	289	270.0	\$18.88	\$5,097.6000
EDGEWOOD ELEMENTARY	PREK-5	66.14%	381	252	230.5	\$18.86	\$4,347.2300
HAVRE DE GRACE ELEMENTARY	PREK-5	56.84%	512	291	283.5	\$12.28	\$3,481.3800
			4364	3137	3048.5	TOTAL	\$57,494.6500

Harford County Public Schools
Component E: Equitable Services
Internal Controls

The HCPS Title I Office is committed to providing equitable services to eligible private school students, teachers, and parents. These services and other benefits will be comparable to the services and other benefits provided to the public school children and teachers participating in Title I programs. The HCPS Title I Office will assess, address, and evaluate the needs of private school students and teachers. The system will spend the required proportional share ensure identified students receive services.

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
End of Year / Affirmation of Consultation Meeting	Participating Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Initial consultation meeting. 1. Determine data source for counting eligible students. (Identifying pool of eligible students is private school responsibility.) 2. Identify multiple, educationally related criteria for choosing students. (LEA responsibility.) 3. Discuss academic goals of eligible students, appropriate assessments. 4. Solicit views on service delivery options, including “pooling” or consolidating funds option. 5. Discuss size and scope of services, the proportion of funds, and how the proportion will be determined 6. Determine services for parents and teachers of participating students. 7. Inform private school officials of the HCPS Title I, Part A, complaint procedure. 8. Collect signed affirmation form private school officials. 9. Determine equitable services amount based on number of eligible students and proportion of funds. 10. Identify students to participate (serviced).	End of 2019 School Year	various	5/13 – Trinity 5/13 – St. Joan 5/20 – Bethel
Dispute Resolution	Participating Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	HCPS Title I, Part A complaint procedure will be utilized to ensure all issues or concerns are attempted to be resolved, before escalation to the State Ombudsman. HCPS Title I Office believes open, honest, and fair communication between private schools should occur at all times. HCPS Title I Office strives to ensure understanding and agreement with all private schools.	July – June, 2019/2020		This complaint procedure is shared with each private school during the Affirmation of Consultation meeting
Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Work with other counties / states to sign MOU’s and exchange money for students who generated funds from the previous school year.	July – June, 2019/2020	Various	TBD - CCPS TBD –BCPS TBD – BCityPS

Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Contact Finance Grants Accountant to ensure additional accounts are created to allow for the deposit of incoming out of county funds. Ensure Catapult is aware these costs must be broken out on the monthly invoices.	August 2019		HCPS is giving funds to CCPS (3 students). HCPS is receiving funds from CCPS (1 student).
Renew Third Party Contract	Denise Semenkow, Purchasing Agent Catapult Learning	Sign Renewal of Third Party Contract if necessary. Discuss upcoming year's contract. Review any changes.	June 2019	April 18, 2019	Office of Purchasing handled the contract signatures based upon RFP.
Discuss Third Party Contract	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Discuss upcoming year's contract. Review any changes. This meeting and the fact that the Affirmation of Consultation meetings have already taken place will ensure that services to private school students start at the beginning of the school year.	August 2019	August 12, 2019	Scheduled - Review contract, discuss expect PPA amounts available for each private school for upcoming year.
Review / Revise HCPS Title I generated annual progress rubric	Thomas Webber, Assistant Title I Assistant Supervisor	Revise HCPS Title I generated annual progress rubric, used by third party vendor to create Initial Management Plan. The type of assessment used, and the expectations defined to measure the effectiveness of the Title I program will be included.	August 2019	August 12, 2019	Scheduled - The annual progress rubric will be discussed & disseminated in our meeting.
Meet with Third Party vendor to discuss enhanced Fiscal Monitoring.	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Meet with Third Party Vendor in order to ensure additional information is included in invoices, including the need to break down all purchases.	August 2019	August 12, 2019	Scheduled - Discuss Last Year's Results, Contract, Expectations, Implementation of Program, PD, Program Fees, administrative Fees, and enhanced Fiscal Monitoring.
Transmit Affirmation of Consultation Agreement to State Ombudsman	Thomas Webber, Assistant Title I Assistant Supervisor MSDE Title I State Ombudsman	Transmit Affirmation of Consultation Agreement to State Ombudsman. The signed Affirmation of Consultation will be transmitted to the Ombudsman before the start of the school year. If any issues or disagreements occur during the May/June Affirmation of Consultation meetings, HCPS Title I Office will work closely with Private Schools to de-escalate issues before state ombudsman is involved.	August 2019 -		The Affirmation of Consultation Agreements are sent with the HCPS Master Plan

Revised: July 11, 2019

Check on Status of Program	Participating Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	Speak with each of the administrators to ensure that services to private school students have started at the beginning of the school year.	Late August / Early September.		Will send out a welcome email & amount of funds generated after meeting with 3 rd Party Provider															
Title I Approval of Equipment or Material Purchases	Thomas Webber, Assistant Title I Assistant Supervisor	Currently no Title I funds are used to purchase equipment. No Equipment is allowed to be purchased for use in Private Schools. Regardless, equipment inventory and audit will take place each year during school year.	Ongoing		Equipment Inventory check will take place during 1 st quarter meetings															
Title I Approval of Equipment or Material Purchases	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Any materials purchased by Catapult are reviewed by Title I Office to ensure Educational Supplies / Materials are appropriate and supplemental before payment is made. All Educational Supplies / Materials are included on Inventory Sheet and labeled with "HCPS Title I Property Labels" Title I Office ensures all materials are labeled in kept in an area so that the materials cannot be used by other non-Title I entities.	Ongoing		Material Inventory as well as Title I Property labels are checked during quarterly meetings with private schools.															
Title I Storage of Equipment or Materials	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	All Educational Supplies / Materials are included on Inventory Sheet and labeled with "HCPS Title I Property Labels" Title I Office ensures all materials are labeled in kept in an area so that the materials cannot be used by other non-Title I entities. If school are continuing services through the next year, during the 4 th quarter meeting, discussion are held as to how the materials should be stored, or if they should be picked up by Title I Office. At beginning of school year, materials are re-inventoried to ensure completeness.	Ongoing		Material Inventory are discussed during quarterly meetings with private schools.															
Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Exchange Funds with Baltimore County, Baltimore City, and Cecil County (as applicable)	September – December																	
		<table border="1"> <thead> <tr> <th colspan="3">Student Generator Information</th> </tr> <tr> <th>County</th> <th># of HCPS Students attending (Monies to be sent)</th> <th># of Out-of-County Students (Monies to receive)</th> </tr> </thead> <tbody> <tr> <td>Cecil County</td> <td>3</td> <td>1</td> </tr> <tr> <td>Baltimore City</td> <td>3</td> <td>0</td> </tr> <tr> <td>Baltimore County</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	Student Generator Information			County	# of HCPS Students attending (Monies to be sent)	# of Out-of-County Students (Monies to receive)	Cecil County	3	1	Baltimore City	3	0	Baltimore County	1	0			
Student Generator Information																				
County	# of HCPS Students attending (Monies to be sent)	# of Out-of-County Students (Monies to receive)																		
Cecil County	3	1																		
Baltimore City	3	0																		
Baltimore County	1	0																		

Revised: July 11, 2019

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
<p>Communicate with Third Party vendor to develop the management plan.</p>	<p>Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning</p>	<p>The Third Party Vendor In consultation with HCPS, will implement the management plan that was developed for their program. The required elements of the plan include:</p> <ul style="list-style-type: none"> A. Holding an Affirmation of Consultation meeting and follow-up monitoring throughout the school year. Minutes of the meetings will be kept to document attendees, such as non-public officials, classroom teachers, Catapult personnel and HCPS Title I personnel and will be distributed the same day as the meeting. B. Consulting with the HCPS Title I Office before proceeding with any changes to the program. C. A discussion of methods of quality control for products and general operational performance. D. A discussion of proposed lines of authority, coordination and communication among sub CONTRACTOR, (if applicable), field based staff (if any), and the management staff. E. An indication of time commitments of key personnel, by task or activity, and for the project as a whole, expressed in person days. A chart shall be included, which summarizes this information. F. A chart showing task and subtasks, deadlines, decision points, and deliverables over the duration of the contract. The expected ending date for each task and subtask, in calendar weeks from the implementation of the contract, shall be indicated. The individual(s) to be involved or consulted for each decision point shall also be included. G. Submission of a plan to assess annual progress using a HCPS generated rubric. H. A list of materials or services the CONTRACTOR expects Harford County Public Schools or participating non-public schools to provide. I. Time for required Harford County Public Schools approval before initiating work on key events or tasks. <p>Include plan to assess annual progress to HCPS for review and approval with October Management Plan.</p> <hr/> <p>HCPS Annual Evaluation Report</p>	<p>August – September</p>		<p>This discussion will take place during August 3rd Party meeting along with various phone calls during the months of August and Early September.</p>

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		<p>Develop the criteria for the annual evaluation which will be established through the consultation process between HCPS and private school officials.</p> <p>The annual evaluation report will include results from:</p> <ul style="list-style-type: none"> • surveys of teachers and parents of participating students, • input from students receiving services; • quantitative and qualitative results from assessments administered by the CONTRACTOR, and • other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards. 		
Identify students who will generate the funds	Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	Private Schools will identify which students for the 2019-2020 School Year will generate the funding for the 2020-2021 School Year. Low-income status will be used to determine number of low-income families.	September, 30	
Parent Involvement Activities Plan	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will develop a plan to provide parental involvement activities. This plan will be due to the HCPS Title I Office by October 1, 2019. The Title I Office will ensure the PI is meeting the needs of the Title I Participants and only serviced Title I students and their families are invited to participate.	October 1, 2019	TBD – Received Management Plan with PI Activities Plan Included.
Professional Development Activities Plan	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will submit a plan to develop a plan to provide Professional Development activities. This plan will be due to the HCPS Title I Office by October 1, 2019. The Title I Office will ensure the PD is meeting the needs of the Title I Participants and is not general in nature.	October 1, 2019	TBD – Received Management Plan with PD Activities Plan Included.
Initial Management Plan	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will prepare and submit an Initial Management Report for the accomplishments of the tasks, subtasks, key events, deadlines, and deliverables. This plan will be due to the HCPS Title I Office by October 1, 2019	October 1, 2019	TBD – Received Initial Management Plan
Updated Student Services List / Teacher Schedules	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will prepare and submit the first of three Student Serviced List as well as the Teacher Schedules as per contract.	October 15, 2019	TBD – Received Student Services List / Teachers Schedules.

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Identify Student's Generating Funds for next year.	Thomas Webber, Title I Assistant Supervisor	Identify students attending private schools in Harford County and living in other Maryland LEAs. Send letters to these LEAs and any surrounding LEA. (In-State Out of County students will only be serviced, if funds were generated during the previous school year.)	October / November / December		
Alert other states about out of state students	Thomas Webber, Title I Assistant Supervisor	Identify students attending private schools in Harford County and living in other states, not Maryland. Send letters to these state Title I Offices. (In-State Out of County students will only be serviced, if funds were generated during the previous school year.)	October / November / December		
Fall Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress, Receive updates on Parent Involvement, Professional Development, Management Plan, and Review sample Correspondence between Private Schools and Families. • Evaluate program compliance • Review the evaluation results of the 2017-2018 Title I program. Explain to Private Schools the assessments which will be used to measure the effectiveness of the Title I program and what constitutes progress. • Review the address-eligible September 30th student list, discuss plan to determine student poverty rates. • Explain to Private Schools how the Title I program will be modified if expected standards/benchmarks have not been met. These measures will include; working with 3rd Party provider to examine student attendance and ensure students are receive necessary instruction. Re-working schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Title I Materials – Schools will be queried to ensure consumables and other materials are labeled and stored an area that is inaccessible to other school personnel. Schools are reminded that all materials and equipment remain under control of Title I at all times. • Review PD and PI Opportunities. All PD & PI must meet the needs of the Title I participants and not be general in nature. 	Mid/Late October 2019	TLCS – TBD SJA – TBD BCA – TBD	

Revised: July 11, 2019

RFP	Thomas Webber, Title I Assistant Supervisor	Start RFP process for third party contractor when applicable	October/ November		RFP must be done this year. Year 5 of 5 year (Yearly Renewable RFP).
Winter Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Attending Quarterly meeting at Private Schools <ul style="list-style-type: none"> Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. Receive updates on Parent Involvement, Professional Development, Management Plan, Review sample Correspondence between Private Schools and Families. Evaluate program compliance Discuss poverty data results with private school officials and estimated instructional funds generated based upon proportionality Yearly Equipment inventory – Currently no Title I funds are used to purchase equipment, but all schools will be queried to ensure consumables and other materials are labeled and stored an area that is inaccessible to other school personnel. Schools are reminded that all materials and equipment remain under control of Title I at all times. 	Jan 2018		TLCS – TBD SJA – TBD BCA – TBD
Updated Student Services List / Teacher Schedules	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will prepare and submit, the second of three Student Serviced List as well as the Teacher Schedules as per contract.	January 15, 2020		TBD - Received 2 nd Student Services List
Federal HCPS Programs Consultation meetings	Mary Beth Stapleton, HCPS Supervisor for Curriculum and Instructional Grants, Thomas Webber, Title I Assistant Supervisor	Invite eligible private schools to the federal programs informational meeting for upcoming school year	Mid-January, 2020		TBD - Letters sent out in December, 2019. Two Meetings are scheduled. <ul style="list-style-type: none"> January ??, 2020 February ??, 2020
Parent, teacher, & administrator surveys	Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Distribute parent, teacher, & administrator surveys for Title I program satisfaction/effectiveness	February / March 2020		

Revised: July 11, 2019

Meet with New, Interested Private Schools	Thomas Webber, Title I Assistant Supervisor	Identify private schools that indicated intent to participate in the program for the upcoming year	February / March 2020		
Spring Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Receive updates on Parent Involvement, Professional Development, Management Plan, • Review sample Correspondence between Private Schools and Families. • Evaluate program compliance 	March /April 2020	TLCS – TBD SJA – TBD BCA – TBD	
Updated Student Services List / Teacher Schedules	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will prepare and submit, the Final of three Student Serviced List as well as the Teacher Schedules as per contract.	April 15, 2020		
RFP	Thomas Webber, Title I Assistant Supervisor	Complete procurement process for contracting with third-party contractor when applicable	May 2020		Year 5 of 5 year (Yearly Renewable RFP).
End of School year Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Receive updates on Parent Involvement, Professional Development, Management Plan, • Review sample Correspondence between Private Schools and Families. • Evaluate program compliance • Conduct initial consultation meeting for following school year if applicable. 	May / June 2019	TLCS – TBD SJA – TBD BCA – TBD	

Revised: July 11, 2019

<p>End of Year Evaluation</p>	<p>Ms. Lisa Kriss, Catapult Learning</p>	<p>Within one month of the end of each contract year, the CONTRACTOR shall prepare and submit an end of year evaluation report which includes:</p> <ul style="list-style-type: none"> A. The results of the assessment of the Title I programs the CONTRACTOR is providing, demonstrating whether participating children are meeting, or making annual yearly progress toward meeting the student academic achievement standards or the alternative standards. B. A description of program services and activities, especially new services, activities, methods, etc. and the results of their use. C. An evaluation of the parental involvement activities to determine the effectiveness of the activities in increasing the participation of parents, to identify barriers to greater participation of parents in activities, and to use the findings to improve the strategies for program improvement and parental involvement. D. An evaluation of professional development activities conducted for eligible non-public school staff members. E. Special problems encountered and solutions applied or anticipated. 	<p>Mid-July, 2020</p>		
<p>HCPS Annual Evaluation Report</p>	<p>Thomas Webber</p>	<p>Title I Office will complete an annual evaluation of the Title I nonpublic program. Criteria for the annual evaluation will be established through the consultation process between HCPS and private school officials.</p> <p>The annual evaluation report will include results from:</p> <ul style="list-style-type: none"> • surveys of teachers and parents of participating students, • input from students receiving services; • quantitative and qualitative results from assessments administered by the CONTRACTOR, and • other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards. 	<p>Late July, 2020</p>		

Harford County Public Schools (HCPS)
Education of Homeless Children and Youth Internal Controls 2019-2020*(as of 7/11/19)*

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
PREFACE			These processes and procedures are based on the new ESSA regulations that replace the previous term “NCLB” requirements (effective 7/1/16). Because of the financial nature of Component F, duplicate procedures have remained in Component H – Fiscal for the management & oversight of homeless funds.		
1. Homeless Funds – Allowable and Access	Access to Reserve Funds - All Schools (Homeless)	Supervisor-Title 1 Asst. Supervisor -Title 1 HCPS Homeless Coordinator HCPS Pupil Personnel Workers Title I Office – Admin Support Secretary	<p>The reserve funds for Homeless (\$5,000 for the ‘20 Budget) were placed in the budget and can be accessed by PPWs for ALL homeless students in HCPS.</p> <ul style="list-style-type: none"> • Central Homeless Funds - \$5,000 to be used among ALL HCPS schools. The set aside amount is determined based upon analysis of historic fund usage in previous years and the historic number of HCPS homeless students. Process is done at the annual meeting with the HCPS Title I Supervisor and the HCPS Homeless Coordinator. • Purpose: Provide allowable items for identified homeless students. Homeless transportation funds will be supplied, as needed, by the Office of Student Services. (see Allowable Items section below). • How to access: Contact Title 1 Office prior to the expense. An email confirmation will be sent from Title 1 Office with the Access to Homeless Funds form completed by the PPW. The completed form is sent to Title 1 Office for approval. 	On-going	Summer 2019

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
			<ul style="list-style-type: none"> • Clear delineation between the Homeless-Title 1 Funds and the McKinney-Vento Act funds managed by the HCPS Office of Student Support Services is made to avoid improper use of the two funding sources. • Consultation with HCPS Homeless Liaison is done to provide input into funding amount, purpose of funding and communication with PPWs. • See MOA for 2019-2020, including meeting 	August of each year.	
2 Homeless Funds – Use and Monitoring of Funds	Fiscal monitoring of Homeless Expenses	Supervisor-Title 1 Asst. Supervisor -Title 1 HCPS Homeless Coordinator HCPS Pupil Personnel Workers Title I Office – Admin Support Secretary	Homeless fund use will be limited to HCPS PPW and personnel designated by the HCPS Title I Supervisor. Funds will be used only for the allowable purposes. Monitoring of the Homeless funds will be done as follows: <ol style="list-style-type: none"> 1. Access to Homeless Funds form is completed. 2. Purchase is made by HCPS Title I secretary in collaboration with the PPW making the request. 3. Purchase is entered on HCPS Title I spreadsheet under a separate tracking tab. 4. The date, description, \$ amount and account number are all entered. 5. A running balance, based on the established \$ amount, will be kept. 6. Monthly updates will be reported to the Title I Supervisor. 	On-going	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
			<p>7. If the Homeless funds are running low or are depleted completely, the Title I Supervisor will contact the HCPS Homeless Coordinator to develop a plan of action (e.g., request for additional funds through amendment, use of Carryover funds, request through other agencies or community partners, etc.).</p>		
<p>3. Homeless Funds – Allowable Items/Use</p>	<p>Allowable items to be charged as Title I Homeless Expenses</p>	<p>Supervisor-Title 1 Asst. Supervisor -Title 1 HCPS Homeless Coordinator HCPS Pupil Personnel Workers Title I Office – Admin Support Secretary</p>	<p>Only allowable items/use will be permitted with the use of Title I Homeless Funds. Examples of allowable uses include:</p> <ul style="list-style-type: none"> • Items of clothing necessary to meet a school’s dress or uniform requirement or 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) or 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. 	<p>Updated as directed by MSDE</p>	

Educational Stability Memorandum of Agreement

This Memorandum of Agreement is entered into by Harford County Public Schools and Harford County Department of Social Services, collectively referred to as the “Parties” and individually as “Party”. The Parties agree as follows:

I. PURPOSE

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

II. STATUTORY AUTHORITY

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

III. BACKGROUND

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

Whereas, these laws provide that when a student is initially placed in foster care or changes out-of-home placements, the student may remain in the school of origin and receive transportation to that school, unless changing schools is in the student’s best interest;

Whereas, if there is a determination that it is in the student’s best interest to change schools, the student is entitled to enroll immediately in the school serving the out-of-home placement’s geographic attendance area;

Whereas, these laws also direct public school systems and local departments of social services to monitor and support the educational stability and success of students in foster care in other ways,

including ensuring the prompt transfer of school records and the maintenance and sharing of school records in accordance with FERPA.

IV. DEFINITIONS

- A. **Academic school year** – The period beginning on the first day of school for students in August or September and ending with the last day of school for students in June.
- B. **Additional transportation costs** – The difference between what HCPS otherwise would spend to transport the student to the school serving the geographic attendance area of the out-of-home placement and what HCPS must spend to transport the student from the out-of-home placement to the school of origin.
- C. **Best interest determination** – HCDSS’ decision regarding whether or not it is in the best interest of the student to remain in the school of origin or to transfer to a new school, taking into consideration the multiple factors specified in COMAR 07.02.11.12.
- D. **Business day** – Monday through Friday, except for federal/state or school calendar holidays when schools and central offices are open for business but students are not required to attend.
- E. **Child welfare agency (CWA)** - A local department of social services created or continued in a county or in Baltimore City under § 3-201 of the Human Services Article.
- F. **Enroll/Enrollment** – Attending classes and participating fully in school activities.
- G. **Foster care** –
 - a. 24 hour substitute care for children placed away from their parents or guardians and for whom the CWA has placement and care responsibility.
 - b. Foster care includes, but is not limited to, placements in foster family homes, homes of relatives through kinship care, group facilities, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.
 - c. For the purpose of this agreement, Foster care would not include placement of a child in any of the following placements: a detention facility; a forestry camp; a training school; a State-owned and State-operated facility that accommodates more than 25 children; or any other facility operated primarily for the detention of children who are determined to be delinquent.
- H. **HCPS foster care liaison and HCDSS point of contact (POC)** – Staff people designated to work with HCPS and HCDSS, respectively, in connection with the identification, enrollment, and provision of support to students who are in foster care.

- I. **Immediate** – As promptly as possible, without delay
- J. **Local zoned school** – School serving the catchment area of the student’s out-of-home placement.
- K. **Out-of-home placement** – Location where HCDSS places the child when in foster care.
- L. **Pupil Personnel Worker** – HCPS administrator authorized to enroll students into school
- M. **School day** – any day, including a partial day, that children are in attendance at school for instructional purposes.
- N. **School of origin** – The school the student attended prior to placement in out-of-home care or the school in which the student was last enrolled. School of origin also includes feeder schools the student has not yet attended, but was zoned to attend, public prekindergarten, and public charter schools.

V. DETERMINATION AND NOTIFICATION OF BEST INTEREST DECISION

A. Basic Procedure

1. When a student is placed in foster care or the out-of-home placement changes, the HCDSS point of contact or caseworker will immediately notify the HCPS Pupil Personnel Worker (PPW) assigned to the student’s school of origin.
2. This notification prompts the need for a best interest determination regarding whether the student will remain at the school of origin or whether the student will change schools.
3. The presumption is that the student will remain in the school of origin so that the student may benefit from school stability and educational continuity.
4. The best interest determination must occur within five (5) business days of the student’s placement in foster care or the change of the out-of-home placement.
5. HCDSS shall seek HCPS’ input in the best interest decision through the PPW and other school of origin representatives, as necessary, such as a school counselor, classroom teacher, school social worker, school psychologist, special education coordinator, coach, or other representative from an extracurricular activity in which

the student is involved, as well as a representative from the HCPS Transportation Department.

6. HCDSS shall consider the student's preference in making the best interest decision, if appropriate.
7. HCDSS shall make all reasonable efforts to include in the best interest determination process people who are able to contribute relevant information to the best interest determination made under this section, unless doing so would create undue delay in placement. Individuals who have knowledge of the student may include, but not be limited to: the parent; current and prior custodians; the student's attorney; parent surrogate for educational decisions, if applicable; and any other significant person who has knowledge of the student.
8. Participation in the best interest determination process may occur through in-person meetings, phone calls, teleconferences, emails or other electronic means.
9. The student shall remain enrolled in the school of origin until a best interest decision is made. The transportation of the student to the school of origin during that time period is the responsibility of HCDSS.

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

In determining the student's best interest for school placement, HCDSS shall, in consultation with HCPS, consider the factors set forth in COMAR 07.02.11.12, and as set forth in the **Best Interest Determination Form, School Enrollment of Student in Out-of-Home Placement**, which is attached hereto.

C. Documentation and Notification

1. The HCDSS caseworker shall document the best interest determination on the Best Interest Determination Form, and include a copy in the student's case file in the statewide automatic child welfare information system. Additional documentation in the case file should include the best interest factors considered, participants involved in the collaborative process, and the school placement decision. A copy of the Best Interest Determination Form shall be sent to the PPW that participated in the decision.

2. Documentation of the best interest determination shall be maintained in both the HCDSS case file and the HCPS student record.
3. Once HCDSS makes the best interest determination, the HCDSS caseworker must notify the PPW of the decision. The PPW will complete and upload an application to the Special Admissions database and initiate a transportation request form (TRSS) to the Transportation Department, if school of origin transportation is needed.

D. Best Interest Determinations Made by HCPS Prior to December 10, 2017

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

VI. SCHOOL ENROLLMENT IF IN THE STUDENT'S BEST INTEREST TO ENROLL IN THE SCHOOL SERVING THE OUT-OF-HOME PLACEMENT'S GEOGRAPHIC ATTENDANCE AREA

- A. After receiving notification from the HCDSS case worker that it is not in the best interest of the student to remain at the school of origin, the PPW will alert the new school of the pending enrollment of the student.
- B. The HCDSS caseworker, or another person who is authorized to enroll the student, must enroll immediately the student in the local zoned school serving the out-of-home placement.
- C. The zoned school serving that area must enroll the student immediately, even if the student does not have the entire school record at the time of enrollment. Only the following documentation is required at the time of enrollment:
 1. Documentation that the child is in foster care, including
 - (a) The parts of the most recent court order establishing legal custody or a letter on the letterhead of the placement agency that has custody of the child explaining that the child is in foster care; and

- (b) A written statement of the address of the out-of-home placement. The written statement need not be in the form of a lease, utility bills, etc.
- 2. Identification of the person who is authorized to enroll the student, including:
 - (a) Documentation that identifies the person as a HCDSS caseworker, or someone else authorized to enroll a child; and
 - (b) Photo identification.
- D. The zoned school is responsible for promptly obtaining the student's educational records from the school of origin. HCDSS shall promptly present any additional required documentation after enrolling the student.

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

HCDSS agrees to reimburse HCPS for additional transportation costs, and HCPS agrees to provide transportation to a student who remains enrolled in the student's school of origin pursuant to a best interest determination as follows:

- A. If HCDSS determines that it is in the student's best interest to remain in the school of origin, HCPS shall establish the most appropriate and cost-effective transportation for the student to remain enrolled there.
- B. HCPS will provide transportation to the student's school of origin during the academic year for the duration of the student's time in an out-of-home placement, as long as HCDSS finds that it continues to be in the student's best interest to attend the school of origin.
- C. For students whose out-of-home placement is in a group facility, HCDSS will advise HCPS if transportation to school is provided and funded by the facility.
- D. Within two (2) school days of learning that, pursuant to the best interest decision, a student in foster care will remain enrolled in the school of origin, HCPS will advise HCDSS of the transportation plan for the student.
- E. HCPS will arrange and implement the student's transportation to the school of origin within five (5) school days of learning of the best interest decision.
- F. HCPS will examine existing transportation options available for the student, including incorporating the student into an existing bus route, modifying an existing bus route,

use of public buses, use of transportation routes provided through other school systems, private transportation services, or other no-cost or low-cost options.

- G. HCPS will assess whether the student is entitled to transportation services under another entitlement, including as a related service under Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act, or some other locally funded program. If the student is entitled to receive transportation services through another entitlement, HCPS will provide and fund such transportation services.
- H. HCDSS will not be charged for additional costs for students whose school of origin is a countywide programs to which within-county transportation is otherwise provided (e.g. John Archer, HTHS, AEP, magnet programs). This exception does not apply to students attending regional programs (e.g. Classroom Support Program, S.T.R.I.V.E.).
- I. When HCPS has exhausted all appropriate no-cost options and transportation of a student to his or her school of origin will require “additional costs,” HCDSS will assess whether resources are available for foster parents or other custodians to provide transportation with mileage reimbursement or other adult ride share to the school or to a stop on an existing bus route.
- J. HCPS will verify to the HCDSS that the transportation plan for a particular student is the most appropriate and cost-effective by completing the **Transportation Plan Form, Attending School of Origin From Out-of-Home Placement**, which is attached hereto.
- K. If HCDSS determines that it is more cost effective for HCDSS to arrange and implement transportation, and it chooses to assume such responsibility, HCDSS will notify HCPS in writing of its decision. HCPS will document the arrangement on the **Transportation Plan Form, Attending the School of Origin From Out-of-Home Placement**, which is attached hereto, and include the written notification from HCDSS. HCDSS will request reimbursement from HCPS for monies that HCPS would have otherwise spent on transportation.
- L. In the five (5) school days during which HCPS is developing and implementing a transportation plan for the student to attend his or her school of origin, interim transportation will be provided by HCDSS to reduce delays for the student in foster care while transportation is being put into place. Interim transportation will be addressed during the best interest determination.

- M. For each student in foster care remaining at the student's school of origin, HCDSS will reimburse HCPS for any additional costs incurred for the transportation of each student to that student's school of origin provided that HCPS produces an invoice proving such additional costs associated with each student, indicating clearly the period of time each student was transported to that student's school of origin.
- N. At the end of each fiscal year quarter, HCPS will invoice HCDSS for transportation costs and HCDSS will pay bills within 30 days of receipt.
- O. HCDSS will provide a contact for billing purposes, including a name, address, telephone number, and email address to ensure that bills are directed to the proper individual and are paid promptly.
- P. HCPS' Superintendent or designee may allow a student who exits foster care (through reunification with a parent, guardianship, custody to a relative/nonrelative, or adoption) before the end of an academic year and relocates to a home outside of the school of origin's catchment area to remain in the school of origin if requested by the student's parent or guardian, so long as transportation is provided by the parent or guardian, or the Parties agree, in writing, to provide and pay for the student's transportation.

VIII. DISPUTE RESOLUTION

It is the responsibility of HCDSS and HCPS to collaborate in determining the child's best interest for school enrollment and to resolve any conflict concerning the school enrollment determination. Whenever possible, HCDSS and HCPS will attempt to informally resolve any enrollment dispute involving a child in foster care. HCDSS and HCPS will pursue the formal dispute resolution procedures below when informal resolution is not possible, or when informal resolution would result in disruptions to the child's education.

If HCPS and HCDSS representatives cannot come to an agreement on the child's best interest determination:

- The child will remain in the school of origin pending the resolution of the disagreement;
- HCPS will provide transportation or advise HCDSS if it is unable to do so and HCDSS will arrange for safe and timely transportation;

- HCPS' Foster Care Liaison and HCDSS' Assistant Director of Services will confer to discuss an appropriate resolution. Representatives from HCPS' Title 1 Office will be invited as needed;
- If agreement cannot be reached regarding school placement, HCDSS will be considered the final decision maker in determining school placement.

IX. COLLABORATION

Quarterly, HCDSS' Assistant Director of Services and HCPS' Foster Care Liaison will coordinate a meeting with one another and with additional staff from each agency as necessary. The purpose of these meetings is to:

- Review the status of implementation of this policy over the preceding quarter, and develop strategies to address any implementation or compliance challenges
- Plan ongoing training on the implementation of this policy, and strategies to support the academic success of students in out-of-home care

X. INFORMATION SHARING AND CONFIDENTIALITY

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

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

XI. AMENDMENTS OR MODIFICATIONS

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

XII. TERMINATION

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

Authorization by HCPS Point of Contact:

Bernard Hennigan 12/12/2017
(Signature) (Date)

Bernard Hennigan Director of Student Services
(Printed Name) (Title)

Authorization by HCDSS Director:

Jerome M. Anderson 12/13/17
(Signature) (Date)

Jerome M. Anderson DIRECTOR - HANFORD COUNTY
(Printed Name) (Title)
DEPARTMENT OF SOCIAL SERVICES

Webber, Thomas

From: Hennigan, Bernard
Sent: Tuesday, February 20, 2018 2:00 PM
To: Webber, Thomas; Richards, Steve
Subject: Signed MOU
Attachments: Foster Care MOU.pdf

We finally received the fully executed MOU for foster care. Keep for your files. I will send to MSDE.

Bernard Hennigan
Director of Student Services

A.A. Roberty Building
102 S. Hickory Avenue
Bel Air, MD 21014
Phone: 410-588-5334
Fax: 410-638-4313
www.HCPS.org
Bernard.Hennigan@hcps.org



Karen B. Salmon, Ph.D.
State Superintendent of Schools

February 22, 2019

Bradley Palmer
Supervisor
Office of Title I
Harford County Public Schools
102 S. Hickory Avenue
Bel Air, Maryland 21014

Dear Mr. Palmer:

Thank you for your letter dated February 5, 2019, informing the Maryland State Department of Education (MSDE) of the local school system's intent to skip the Center for Educational Opportunity (CEO) for Title I purposes in school year 2019-2020. Your letter stated that the decision to skip this school is due to the fact that the 2018-2019 poverty percentage for the CEO is 86.96% (60 FaRMS students on October 31, 2018 from a total enrollment of 69 on September 30, 2018), placing the school within the FY20 Harford County Public Schools grade span poverty threshold for a Targeted Assistance Program for the 2019-2020 school year.

Section 1113(b)(1)(D) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) includes a "skipping provision" that permits the local school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:

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

Harford County Public Schools provided MSDE with information demonstrating the plan for supplemental funding that will be allocated to the CEO and information about other key factors influencing the decision to request this school be skipped. Based on the information provided, MSDE will allow the Center for Educational Opportunity to operate as skipped school for school year 2019-2020.

Mr. Bradly Palmer
February 22, 2019
Page 2

Please be mindful that any school that is skipped will need to be included in the rank order of Title I schools on the **Title I Allocation Worksheet** and equitable services calculations must be applied. In addition, please submit the completed **Title I Skipped School Addendum** and the **Title I Skipped School Allocation Worksheet** according to the established MSDE timelines for Title I Application and the 2020 Master Plan Update.

If you have any questions or concerns please contact your MSDE specialist, Tricia Crafton at patricia.crafton@maryland.gov or 410-767-3553. Ms. Crafton will be pleased to assist you.

Thank you for submitting this request in a timely manner. Please forward a copy of this letter to staff in your system with the need to know this information.

Best Regards,



Paula M. Harris, M.Ed.
Director, Title I
Division of Curriculum, Instructional Improvement
and Professional Learning

GCD/TC/crt

c: Ms. Patricia Crafton

PROCEDURE

Harford County Public Schools

PROCEDURE TITLE: Supplement not Supplant Requirements for Federally Funded Programs		
ADOPTION/EFFECTIVE DATE: March 1, 2018	MOST RECENTLY AMENDED: September 4, 2019	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY		

I. Purpose

The purpose of this procedure is to set forth specific criteria to ensure that Federal Funds add to (supplement) and do not replace (supplant) state and local funds.

II. Definitions:

- A. Federal Funds: Any federal funds received by an local education agency (LEA) from a direct or secondary grant issued by an agency of the U.S. Government.
- B. School Allocated Operating Funds: Funds allocated equitably to each HCPS school for the purpose of instructional support to the school (e.g., materials of instruction, instructional equipment, etc.).
- C. School Staffing Allocations: Staffing allocated equitably to each HCPS school for the purpose of instructional support to the school.
- D. Comparability Report: Annual report under Title I, Part A (federal grant for improving the academic achievement of economically disadvantaged students) requirements that compare staffing allocations of HCPS non-Title I schools with HCPS Title I schools to ensure that staffing is allocated equitably, before federal Title I funds are utilized to supplement school staffing at Title I schools.
- E. Title I: means Title I of the Strengthening and Improvement of Elementary and Secondary School law at 20 U.S. Code section 6311-6339.

III. Procedures

- A. Although the definition may change from statute to statute, supplement, not supplant provisions basically require that recipients of grants of Federal Funds use state or local funds for all services required by state law, State Board of Education (SBOE) rule, or local policy and prohibit state or local funds from being diverted for other purposes in circumstances where Federal Funds are available. Federal Funds shall supplement—add to, enhance, expand, increase, extend—the programs and services offered with

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Harford County Public Schools

state and local funds. Federal Funds shall not be used to supplant—take the place of, replace—the state and local funds used to operate those programs and services.

- B. Federal Funds shall not be used to provide services that would be supported with state or local funds in the absence of Federal Funds.
- C. All HCPS funded school allocations are approved annually as part of the HCPS Operating Budget. State and local funds are not distributed to schools based on the Federal Funds the schools will receive. The amount of Federal Funds that a school may receive has no weight in the decision regarding the amount of state or local funds a school may receive.
- D. The methodologies for distributing state and local funds are as follows:
 - 1. School Staffing Allocation— Allocations are based upon FTE (Full Time Equivalency) positions. The following class size calculations are used as guidelines to establish staffing at the school level.
 - a. Elementary School
 - i. Pre-Kindergarten Classes (2 Staff Members / 20 Students Class Session)
 - ii. Primary (Kindergarten – Grade 2) Classes
 - 1. School FARMS Rate (0.0 – 50.0%) – 1 staff member / 25 students
 - 2. School FARMS Rate (50.1 – 75.0%) – 1 staff member / 23 students
 - 3. School FARMS Rate (75.1 – 100.0%) – 1 staff member / 21 students
 - iii. Intermediate (Grade 3 – Grade 5) Classes
 - 1. School FARMS Rate (0.0 – 50.0%) – 1 staff member / 30 students
 - 2. School FARMS Rate (50.1 – 75.0%) – 1 staff member / 27 students
 - 3. School FARMS Rate (75.1 – 100.0%) – 1 staff member / 24 students
 - b. Secondary School – 1 staff member / 20 students

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2. School Allocated Operating Funds – all allocation funds are distributed at the same level of funding per student. (Based upon a “weighted per pupil” funding calculation). The total amount of funding is based upon the total number of students enrolled per school.
- C. Review Process - To ensure no Federal Funds are supplanting school allocations, the following methodologies shall be used:
1. The yearly comparability report shall be used to monitor school staffing to ensure no Federal Funds are used to supplant state and local funds.
 2. The HCPS Office of Finance shall use the individual school’s “Report of Expenditures” to ensure all per pupil allocations are in the same amount based upon the total number of students enrolled per school. (Based upon a “weighted per pupil” funding calculation).
 3. The HCPS Budget Office position control budget analyst shall semi-annually review each individual school’s current staffing to ensure the staffing allocation matches the School Staffing Allocation referenced above. (Based upon an “equity weighted per pupil” staffing calculation)

Approved By:



Sean W. Bulson Ed.D.
Superintendent of Schools

9/4/19

Date

PROCEDURE

Harford County Public Schools

Procedure Action Dates					
ACTION	DATE	ACTION	DATE	ACTION	DATE
Adopted	March 1, 2018				
Amended	October 10, 2018				
Amended	September 4, 2019				

Responsibility for Procedure Maintenance & References	
LAST EDITOR/DRAFTER NAME Bradley Palmer	JOB POSITION OF LAST EDITOR/DRAFTER Supervisor of Title 1
PERSON RESPONSIBLE Thomas Webber	JOB POSITION OF PERSON RESPONSIBLE Assistant Supervisor - Title 1
DESIGNEE NAME	DESIGNEE POSITION
PROCEDURE NUMBER PRIOR TO NOVEMBER 1, 2005:	

LEGAL REFERENCES¹

References are set forth in the Procedure.

¹ All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.

PROCEDURE

Harford County Public Schools

PROCEDURE TITLE: Field Trips		
ADOPTION/EFFECTIVE DATE: 03-11-2015	MOST RECENTLY AMENDED: 8-30-17	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY:		

I. Purpose and Scope

This procedure is established to authorize and to establish criteria relating to and governing field trips sponsored by Harford County Public Schools (HCPS). Unless a field trip has been approved and carried out pursuant to this procedure, it is not sponsored by HCPS and is not recognized as an authorized field trip.

II. Definitions

A. School Sponsored means authorized, supervised and controlled by HCPS or a particular school.

B. Extracurricular Activity means school sponsored events, programs or undertakings that:

- 1) generally occur after the regular school day;
- 2) are not graded and for which a credit is not earned, and is not described as part of a course of study or subject offering in the course description guide including, but not limited to, interscholastic sports; and,
- 3) which is coached or supervised by Harford County Public Schools (HCPS) staff paid pursuant to a collective bargaining agreement or a coach appointed pursuant to Code of Maryland Regulations (CMAR) 13A.06.03.04B.

C. Extracurricular Organization means a group of two or more students which pursues an extracurricular activity.

D. Interscholastic Sports means athletic competitions conducted pursuant to COMAR 13A.06.03.

E. Club means a group of three or more students of a school who meet to pursue recreational, philosophical, or other activities which are not extracurricular in nature, including dance teams, chess clubs, language clubs and which has a school sponsor.

F. Field Trip means a school sponsored activity which occurs off school premises, which includes but is not limited to trips aligned with instruction, trips taken by an extracurricular organization or by a club. Interscholastic

athletics are exempt unless it involves an overnight stay as part of the trip.

- G. Day Field Trip means a field trip whereby students arrive at their school after the beginning of the regular school day and leave for and return from their field trip before dismissal time.
- H. Extended Day Field Trip means a field trip which extends beyond the regular school day but which does not involve students staying in overnight lodging.
- I. Overnight Field Trip means a field trip, which will involve students staying in overnight lodging.
- J. Sponsoring Teacher or Administrator means the teacher or administrator who has been designated by the school Principal as having overall responsibility for the planning and the implementation of the field trip.
- K. Chaperone means a parent of Harford County Public School student or a person aged 21 or over who agrees to participate with a sponsoring teacher or administrator in a field trip and who has been approved to do so by the school Principal.
- L. Field Trip Proposal means information set forth on an approved form, which sets forth at least the following information:
 - 1. Destination.
 - 2. Name of group.
 - 3. The sponsoring teacher or administrator.
 - 4. Objectives of the trip and the anticipated outcomes.
 - 5. Cost per pupil.
 - 6. Transportation to be used.
 - 7. Date of trip.
 - 8. Times of departure and return.
 - 9. Arrangements for meals.
 - 10. Ratio of chaperones to students.
 - 11. Names of all staff members involved in the field trip.
 - 12. Plans for informing all chaperones or potential chaperones regarding information concerning the field trip.
 - 13. Plans for emergencies.
 - 14. Plans for inclement weather.
 - 15. Names of any chaperones who have offered to serve as such.

III. Procedures

A. General requirements for all field trips

1. All day field trips must be approved by the school Principal and the applicable content Supervisor.
2. No field trip will be approved without the sponsoring teacher or administrator submitting a field trip proposal form.
3. Only the Principal is authorized to enter into a contract with a third party in connection with a field trip. All documents requiring a signature should be reviewed by the Office of Risk Management and, as appropriate, the Office of the General Counsel.
4. Unless the trip is a walking trip, HCPS buses must be the first means of transportation requested for field trips. If HCPS buses are unavailable, sponsors must contact the Transportation Department to obtain use of a HCPS Contractor owned bus, or if no HCPS bus or Contractor bus is available, approval to obtain a bus owned by a commercial carrier. No bus of any kind may be utilized for a field trip unless such use has been approved by the Director of Transportation.
5. If a commercial carrier bus is to be utilized, evidence of required and appropriate licensure and insurance must be on file with the Transportation Department. The sponsoring teacher/administrator must confirm with the Transportation Department that the appropriate documentation is on file and if it is not, participate in obtaining all appropriate documentation.
6. No field trip proposal shall be approved if any disabled student, within the meaning of applicable federal or state law or regulation would, due to their disability, be unable to participate within accordance with the requirements of federal and state law.
7. No mandatory fund raising in any form shall be permitted with respect to the planning or execution of a field trip.
8. No funds shall be collected for any field trip until and unless such trip has been approved pursuant to this procedure.
9. All funds collected from students related to any field trip must be deposited into, separately accounted for and disbursed from the school activity fund for control purposes. (See Policy 06-0021-000).

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10. No student shall be denied participation in a field trip because of inability to pay. This requirement extends to provision of or payment for meals of students who are unable to pay for the field trip (see Board policy 06-0017-000 Student Fees).
11. Participation in the field trip shall be limited to a sponsoring teacher or administrator, students and chaperones.
12. Written permission must be secured from a parent/guardian for each student who will participate in the field trip.
13. Board of Education policies and school rules govern shall be enforced throughout the duration of the field trip including policies and rules relating to student behavior.
14. Chaperones shall be assigned based on the age and number of students, location and type of activity.
15. All chaperones, students and to the extent possible the sponsoring teacher or other staff shall travel together in the same bus.
16. HCPS reserves the right, at its sole discretion, to cancel any field trip for any reason without reimbursement to any or all parties except with respect to contracts with third party providers of transportation, lodging or other services which such reimbursement shall be controlled by such contracts. All students and their parents/guardians shall be informed of same prior to obtaining parental authorization for a student to participate in the field trip.
17. Schools shall not permit the posting or distribution of any information regarding any field trip of any kind unless such trip is a field trip authorized pursuant to this procedure.
18. A student may not participate in a field trip if the student and/or the student family have the ability to pay the required fee but refuse to do so.

B. Additional requirements for extended day and overnight field trips

1. A list of contact numbers must be maintained for the purposes of communicating an emergency change or other change of plans via an automated call system.
2. A medical form for students with special medical needs shall be obtained and copies shall be kept by the sponsoring teacher/administrator with the permission slips in the school office.

3. With respect to overnight field trips, no chaperone shall be lodged in the same room with a student unless that student is his/her child.
4. Appropriate supervision and activities shall be provided for students with respect to time that is spent in overnight lodging.
5. No overnight field trip shall cause a student to miss more than two (2) consecutive school days and shall not be for a duration of greater than four (4) consecutive days unless approved by the appropriate Executive Director.
6. Overnight field trips must be approved by the school Principal, applicable content Supervisor and the applicable Executive Director. Prior to such approval, the field trip proposal and any related documents must be reviewed by the Director of Safety and Security, the Supervisor of Risk Management and the Director of Transportation who shall advise the Principal, content Supervisor and applicable Executive Director of any comments or concerns he/she may have regarding the proposal and related forms.
7. Schools shall not permit the advertisement, dissemination of any information, collection of funds, meetings, or any field trip or trip, except for field trips authorized pursuant to this procedure entitled *Field Trips*. This includes the use of HCPS email accounts and HCPS resources.

C. Disclaimers

1. HCPS specifically disclaims sponsorship of any trip which is sponsored by an individual **or** organization other than a teacher or administrator pursuant to this policy. Any such trip is not a school sponsored trip.
2. No field trip described in paragraph C (1) shall be planned during the regular school day; money related thereto shall not be collected in the school; and information concerning the trip shall not be posted or distributed in the school.
3. Appropriate disciplinary action shall be pursued against any employees who violate these procedures and appropriate legal proceedings shall be pursued against any other person who violates these procedures.

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D. Exhibits

The sponsoring teacher or administrator shall complete all forms necessary with regard to field trips. These forms are attached to this procedure and are set forth in [Attachment A](#), Forms 1 – 12.

Approved By:


Barbara P. Canavan
Superintendent of Schools

Procedure Action Dates					
ACTION	DATE	ACTION	DATE	ACTION	DATE
Adopted	3-11-15				
Amended	8-30-17				

Responsibility for Procedure Maintenance & References	
LAST EDITOR/DRAFTER NAME: Katie Kutsy	JOB POSITION OF LAST EDITOR/DRAFTER: Risk Manager
PERSON RESPONSIBLE: Susan Brown, Ed. D.	JOB POSITION OF PERSON RESPONSIBLE: Executive Director Division of Curriculum, Instruction, and Assessment
PROCEDURE NUMBER PRIOR TO NOVEMBER 1, 2005:	

LEGAL REFERENCES¹

References are set forth in the Procedure.

¹ All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.

FY '20 Regular Title 1 Allocation - School-based Budget Narrative

School: Bakerfield Elementary School

Title 1 FY '20 Allotment: **\$94,244.15**

as of July 2019

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Special Programs	Salary	03-02	51170 (Other)	Provide 1 full day sub per quarter for teachers to meet and plan instruction- 8 subs x \$100 / day x 4 days= \$3,200.00 Substitute coverage to support School Improvement Process Data Analysis- 8 subs x \$100 / day x 3days = \$2,400.00 Inclusive of providing sub coverage for teachers to meet with ELL families to review WIDA scores 2 subs x \$100 / day = \$200.00 Substitute coverage for peer coaching \$100 / day x 2 subs per day x 4 days= \$800.00	Planning with the Title 1 teacher will provide job embedded professional development and will help to support the creation and implementation of high quality lessons and units.	\$6,600.00	7%	
	Contracted Serv	05-02	52170 (Other)	Technology licenses to support engagement with families: Reading A to Z \$200.00 Science A-Z (Classroom reading support license \$200 x 3 classes= \$1,200.00 First in math \$8.16 / license x 210 students= \$1,713.60	Online technology will be used to enhance school based instruction.	\$3,113.60	3%	
			52205 (Consultant)			\$0.00	0%	
	Supplies	04-02	53170 (Other)	Materials to support reading and math instruction \$2,000.00	Items will be used to support daily instruction.	\$2,000.00	2%	
		04-02	53710 (PBIS-Other)	PBIS Materials to support PBIS program \$500.00	PBIS incentives will be used to increase engagement and academic achievement.	\$500.00	1%	
	Other	05-02	54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-02	55170 (Other)	3 laptop carts= \$555.45 x 3 = \$1666.35 Student laptops with touchscreen- 75 x \$528.00 = \$39,600.00 Teacher Laptops- \$870 x 21= \$18,270.00	Technology will be used to enhance instruction in the classroom	\$59,536.35	63%	\$71,749.95
Student Transportation	Student Transportation	09-90	52300 (Buses)	Transportation for grade levels to take education field Trips (8 Trip Grades / PBIS Trip x \$350.00 / grade level = \$2,800.00) PK- Farm, K- Farm, 1st- Zoo, 2nd - MD Science Center, 3rd-Aquarium, 4th- FT. McHenry, 5th- Philadelphia/DC PBIS incentive trip - Movie Theater	Field trips are designed to enhance the daily instruction of classrooms.	\$2,800.00	3%	\$2,800.00

Staff Development	Salary	03-09	51170 (Other)	<p>Before school or after school planning for teachers to plan for instruction of students each week (\$20 / hour x 1 hr / week x 15 teachers x 30 weeks = \$9,000.00)</p> <p>Provide 6 hours of planning per teacher during the summer to prepare for upcoming school year. (18 teachers x 6 hours x \$20 / hour= \$2,160.00)</p> <p>Provide Title 1 teachers 3 days of planning to prepare for instruction. (2 teachers x 3 days x 6 hours/day x \$20 / hour= \$720.00)</p>	On-going, job-embedded professional development opportunities for faculty and staff will build capacity and increase student achievement. These planning sessions and work sessions align with School Improvement Plan.	\$11,880.00	13%	
	Contracted Serv	05-09	52205 (Consultant)			\$0.00	0%	
	Supplies	04-09	53170 (Other)	<p>Materials to support Engagement through Book Study activities. Wild Card Book= \$1,000.00</p> <p>Professional resources to support goal teams in the development of PD. \$732.29</p>	To help with professional development as we support teachers in creating classroom lessons.	\$1,732.29	2%	
			53710 (PBIS-Other)			\$0.00	0%	
	Other	05-09	54750 (Conferences - must be approved first)	<p>Principal to attend Learning Forward Institute as part of the Learning Forward Academy= \$2,520.35</p> <p>2 teachers to attend a reading conference = (\$500 x 2= \$1,000.00)</p> <p>2 teachers to attend math conference = (\$500 x 2 = \$1,000.00)</p>	Increased personal growth opportunities with content knowledge on school improvement.	\$4,520.35	5%	\$18,132.64
Fixed Costs					\$1,561.56	2%	\$1,561.56	
Total							100%	\$94,244.15
Difference						\$0.00		

Parent Involvement Allocation = **\$5,097.60**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																			
Reg Programs	Supplies	04-01	53170 (Other)	Parent event mailings and supplies - \$500.00 Materials to support home instruction- \$2,000.00 Materials to build capacity of parents through training and family events- \$1,397.60	Building Instruction Capacity with families so they can better support their children's academic achievement.	\$3,897.60	76%																																				
		04-01	53710 (PBIS-Other)			\$0.00	0%																																				
	Other	05-01	54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Family Involvement Team Meetings</td> <td>50</td> <td>\$1.00</td> <td>4</td> <td>\$200.00</td> </tr> <tr> <td>Mega Night</td> <td>200</td> <td>\$1.00</td> <td>2</td> <td>\$400.00</td> </tr> <tr> <td>Honor Roll Breakfast</td> <td>200</td> <td>\$1.00</td> <td>2</td> <td>\$400.00</td> </tr> <tr> <td>Fathers Event</td> <td>100</td> <td>\$1.00</td> <td>2</td> <td>\$200.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$1,200.00</td> </tr> </tbody> </table>		Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Family Involvement Team Meetings	50	\$1.00	4	\$200.00	Mega Night	200	\$1.00	2	\$400.00	Honor Roll Breakfast	200	\$1.00	2	\$400.00	Fathers Event	100	\$1.00	2	\$200.00	Total				\$1,200.00	Building Instruction Capacity with families so they can better support their children's academic achievement.	\$1,200.00	24%
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Total							100%	\$5,097.60																																			
Difference						\$0.00																																					

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1
Supervisor - Brad Palmer

Date

Approval Signature, Tara Dedeaux, Principal,
Bakerfield Elementary School

Date

FY '20 Regular Title 1 Allocation - School-based Budget Narrative

School: Deerfield Elementary School

Title 1 FY '20 Allotment: **\$18,315.33**

as of July 2019

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total			
Special Programs	Salary	03-02	51170 (Other)	Supplemental Reading Planning for Grades K, 01, 02, 03, 04, 05 Title I teachers, and homeroom teachers to collaboratively plan before/after school . (1-2 teachers / grade level + Title I Reading Teachers + 1 Title I Teacher Specialist + Reading Specialist = 12 people) (12 people * \$20 / hour * 7 hours = \$1,680.00) Supplemental Math Planning for Grades K, 01, 02, 03, 04, 05 Title I teachers with co-teachers to collaboratively plan before/after school (6 classroom teachers + Title I Math Teachers (5) + 1 Teacher Specialist = 12 people) (12 people * \$20 / hour * 7 hours = \$1,680.00) Professional development in writing, math, or reading during the day for teachers in need (non-tenure) for grades K-5 (10 days x \$96.00 / substitute day = \$960.00)	Title I students will have the opportunity to participate and enhance their academic skills through meaningful and well planned activities within the intervention programs. Meets school improvement goals with working with Title I students based on data. Teachers would have opportunities to meet with veteran teachers to plan great enagaging lessons in reading and math.	\$4,320.00	24%				
	Contracted Serv	05-02	52170 (Other)			\$0.00	0%				
			52205 (Consultant)			\$0.00	0%				
	Supplies	04-02	53170 (Other)	Supplemental In-school Reading and math instructional materials for students in grades K-5. (~\$459.32/grade level * 6 grades = \$2,755.97)	Provide additional, supplemental materials to increase student achievement and meet the School Improvement Plan goals for reading and math.	\$2,755.97	15%				
			53710 (PBIS-Other)			\$0.00					
		Other	05-02	54170 (Other)			\$0.00	0%			
				54720 (Mileage)			\$0.00	0%			
				54735 (Refreshments - Parent Support ONLY)			\$0.00	0%			
Equipment	05-02	55170 (Other)			\$0.00	0%	\$7,075.97				
Student Transportation	Student Transportation	09-90	52300 (Buses)			\$0.00	0%	\$0.00			
Staff Development	Salary	03-09	51170 (Other)	PBIS Summer Program Planning (7 teachers x 2 days x 7 hours x \$20.00/hr = \$1,960.00) School Performance Achievement Team Meetings (2 times * 2.5 hours * \$20/hr * 18 staff members = \$1,800.00) Summer planning for teachers with math and reading = 30 teachers * \$20/hr * 3 hrs = \$1,800.00 Afterschool professional development for PBIS, reading, writing, or math = (2 time offerings for 25 teachers x \$20/hr) = \$1,000.00	Funds used for staff development to enhance math and reading lessons while backward mapping in the summer. Also, staff development to further skills in the areas of writing, reading, and math throughout the year. The PBIS team and SPA team will analyze data and surveys to make decisions for our students and staff to help out PBIS and all areas of the school.	\$6,560.00	36%				
				Contracted Serv	05-09	52205 (Consultant)		\$0.00	0%		
				Supplies	04-09	53170 (Other)			\$0.00	0%	
					04-09	53710 (PBIS-Other)			\$0.00		
				Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	Learning forward conference = \$2,900.00 State of Maryland Literacy conference = 4 attendees @ \$215/day = \$860	Increased personal growth opportunities will enhance content knowledge, build capacity and increase student achievement, from well known organizations and presenters.	\$3,760.00	21%	\$10,320.00			
Fixed Costs					\$919.36	5%	\$919.36				
Total							100%	\$18,315.33			

Difference **\$0.00**

Parent Involvement Allocation = **\$10,867.07**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																													
Reg Programs	Supplies	04-01	53170 (Other)	Parent training material for during and after school meetings to support classroom strategies and intervention = \$7,951.07 Mailing costs for Title I families = \$200.00	Parent/families supplies will build capacity in our school community so that families can better support their children's academic achievement.	\$8,151.07	75%																																														
		04-01	53710 (PBIS-Other)			\$0.00	0%																																														
	Other	05-01	54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Books and Breakfast</td> <td>80</td> <td>\$3.00</td> <td>7</td> <td>\$1,680.00</td> </tr> <tr> <td>Dudes and donuts</td> <td>80</td> <td>\$2.00</td> <td>1</td> <td>\$160.00</td> </tr> <tr> <td>Family Nights for Math, Reading, & STEM</td> <td>100</td> <td>\$2.78</td> <td>2</td> <td>\$556.00</td> </tr> <tr> <td>Transition night for Pre-K to K and 5th</td> <td>20</td> <td>\$1.00</td> <td>2</td> <td>\$40.00</td> </tr> <tr> <td>Family Involvement Team Meetings</td> <td>20</td> <td>\$3.00</td> <td>2</td> <td>\$120.00</td> </tr> <tr> <td>Title I Celebrations During the Day</td> <td>20</td> <td>\$2.00</td> <td>4</td> <td>\$160.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$2,716.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Books and Breakfast	80	\$3.00	7	\$1,680.00	Dudes and donuts	80	\$2.00	1	\$160.00	Family Nights for Math, Reading, & STEM	100	\$2.78	2	\$556.00	Transition night for Pre-K to K and 5th	20	\$1.00	2	\$40.00	Family Involvement Team Meetings	20	\$3.00	2	\$120.00	Title I Celebrations During the Day	20	\$2.00	4	\$160.00	Total				\$2,716.00	The parent workshops, family nights and increased volunteerism increases parental involvement which increases student achievement. Parents will become more informed about the School Improvement Plan, Parent Involvement Plan, and the benefits of attending a Title I school. The refreshments will help to improve attendance at the parent events.	\$2,716.00	25%	
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Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor -
Brad Palmer

_____ Date

Approval Signature, Gregory Lane, Principal,
Deerfield Elementary School

_____ Date

FY '20 Regular Title 1 Allocation - School-based Budget Narrative

School: Edgewood Elementary

Title 1 FY '20 Allotment: **\$63,447.01**

as of July 2019

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Special Programs	Salary	03-02	51170 (Other)	Substitutes for K-5 teachers to perform testing, attend PD in core subject areas, attend academic review meetings in math and reading and plan instruction related to SPA goals and objectives. Salaries for Extended Day Program Subs for teacher testing 15 tchrs x \$92.00 / sub day = \$1,380.00 Subs for student academic review meetings (15 teachers x 5 days / teacher x \$92.00 / sub day = \$6,900.00 Subs for during day PD activities = (4 teachers x 1 day / teacher x \$92.00 / sub day = \$368.00	Substitute teachers will be used to cover professional learning for certified staff, meetings to analyze student work and achievement and certified staff for benchmark assessments.	\$8,648.00	14%	
	Contracted Serv	05-02	52170 (Other)			\$0.00	0%	
			52205 (Consultant)			\$0.00	0%	
	Supplies	04-02	53170 (Other)	Pk-5 Supplemental Instructional Materials, Resources and Supplies to support core content area subjects (7 grade levels x ~\$1,647.94) = \$11,535.55 Headphones (\$14.13 x 80)= \$1,130.40	A common feature of an effective instructional program is student access to a wide variety of materials, resources and supplies that will enhance teaching.	\$12,665.95	20%	
		04-02	53710 (PBIS-Other)			\$0.00	0%	
	Other	05-02	54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-02	55170 (Other)	Purchase of 40 student laptops (\$528.00 x 40) = \$21,120.00 Two mobile carts (2 x \$555.45) = \$1,110.90	Technology will be used to enhance daily instruction and to provide lessons that engage students in learning.	\$22,230.90	35%	\$43,544.85
Student Transportation	Student Transportation	09-90	52300 (Buses)	Transportation for the Extended Day Programs (including mentoring programs) at Edgewood Elementary (\$64.70 x 68 days) = \$4,399.60	To transport students home after the extended day evening programs have ended.	\$4,399.60		\$4,399.60

Staff Development	Salary	03-09	51170 (Other)	Summer / After-school SPA and ILT Meetings (16 teachers x 6 meetings x 2 hours / meeting x \$20.00 / hour) = \$3,840.00 Extended day Planning Time for Staff (2 teachers x 14 weeks x 1 hour/wk x \$20.00) = \$560.00	SPA team members will meet throughout the school year to analyze school performance data, student interventions, academic achievement and progress related to school goals and improvement plan.	\$4,400.00	7%	
	Contracted Serv	05-09	52205 (Consultant)	Teachers College Reading and Writing Project (TCRWP) Staff Developer \$10,000.00	TCRWP Staff developer will help to build teacher capacity with the implementation of the Lucy Calkins Writing Program	\$10,000.00	16%	
	Supplies	04-09	53170 (Other)			\$0.00	0%	
		04-09	53710 (PBIS-Other)			\$0.00	0%	
	Other	05-09	54750 (Conferences - must be approved first)			\$0.00	0%	\$14,400.01
Fixed Costs						\$1,102.56	2%	\$1,102.56
Total							100%	\$63,447.01
Difference						\$0.00		

Parent Involvement Allocation = **\$4,347.23**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																			
Reg Programs	Supplies	04-01	53170 (Other)	Supplies and resources to purchase items that will support events and activities sponsored by the school. Some of the parent activities include literacy and math nights, STEM night, Wellness Events, Back to School Night, FIT Meetings, Etc. (\$3,264.73)	Materials and resources will be secured to support family evening events and activities, which will support student learning at home.	\$3,264.73	75%																																				
		04-01	53710 (PBIS-Other)			\$0.00	0%																																				
	Other	05-01	54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>STEM Night</td> <td>100</td> <td>\$2.50</td> <td>1</td> <td>\$250.00</td> </tr> <tr> <td>Family Literacy Night</td> <td>100</td> <td>\$2.50</td> <td>1</td> <td>\$250.00</td> </tr> <tr> <td>Family Involvement (FIT) Meetings</td> <td>25</td> <td>\$2.50</td> <td>5</td> <td>\$312.50</td> </tr> <tr> <td>Back to School Night</td> <td>100</td> <td>\$2.70</td> <td>1</td> <td>\$270.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$1,082.50</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	STEM Night	100	\$2.50	1	\$250.00	Family Literacy Night	100	\$2.50	1	\$250.00	Family Involvement (FIT) Meetings	25	\$2.50	5	\$312.50	Back to School Night	100	\$2.70	1	\$270.00	Total				\$1,082.50	Providing food and refreshments will encourage parents and families to participate in evening activities and events.	\$1,082.50	25%	
Parent Involvement Events																																											
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Difference						\$0.00																																					

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

Approval Signature, Cynthia Ross, Principal, Edgewood Elementary School

Date

FY '20 Regular Title 1 Allocation - School-based Budget Narrative

School: G. Lisby Elementary @ Hillsdale

Title 1 FY '20 Allotment: **\$73,502.31**

as of July 2019

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total	
Special Programs	Salary	03-02	51170 (Other)	Staff substitutes to provide classroom coverage and instructional support to students for staff members who are completing required assessments with students, participating in PD opportunities, school improvement activities, or other learning experiences and are not present to provide daily instruction (19 teachers x 4.5 days x \$100/day = \$8,550.00) Staff substitutes to provide classroom coverage and instructional support to students for staff members who are attending professional learning conferences or other learning experiences and are not present to provide daily instruction (34 teachers x 1day x \$100/day = \$3,400.00)	Substitutes will allow professional learning opportunities for staff to achieve and support school goals and initiatives. PBIS Ride Along initiative will model/teach/reinforce expected bus behavior for students.	\$11,950.00	16%		
	Contracted Serv	05-02	52170 (Other)	Funds to purchase 3 grade levels First in Math licenses for mathematics support (210 seats x \$8.00/seat = \$1,680.00) Funds to supplement PTO and grant money to fund class field trips: PreK - Whoa Nellie Farm (Admission Fee = \$320.00) Kindergarten - Milburn Orchard (Admission Fee = \$504.00) + Plumpton Zoo (Admission Fee = \$472.60) = \$948.60 Grade Two - Herr's Chip Factory (Admission Fee = \$200.00) PBIS Initiative - Funds to supplement PTO and grant money to fund school wide PBIS "Lisby Legends" and House System field trips: Bowling - \$5.00 x 75 students = \$375 + Mini Golf/ice cream \$7.50 x 130 students = \$975) = \$1,350.00	All computer based interventions will provide targeted students with daily intervention. All interventions are approved by HCPS. Field trips are designed to enhance the daily instruction of the classroom.	\$4,498.60	6%		
			52205 (Consultant)				\$0.00	0%	
	Supplies	04-02	53170 (Other)	Purchase supplemental materials of instruction to support all curricular areas, purchase supplementary materials (copy paper, ink cartridges, poster paper, laminating film, chart paper, etc) for daily instruction (7 grade levels x ~\$735.12 / grade level = \$5,145.85)	Provide additional supplemental materials to increase student achievement.	\$5,145.85	7%		
		04-02	53710 (PBIS-Other)	PBIS Initiative - funds to purchase additional materials to support PBIS initiatives (RISE, Ron Clark, Restorative Practices, Open House Welcome, "Lisby Legends" and new House System), daily behavior management, attendance, classroom instruction, character education, health and wellness, and school related activities to assist our efforts to promote positive student choices, decrease behavior referrals, and improve student achievement. (8 grade levels/teams x \$600.00/grade level/team = \$4,800.00)	Supplementary materials for Positive Behavior Interventions and Supports. PBIS is a program in the school improvement plan to improve behavior, social learning, and increase student achievement.	\$4,800.00	7%		
	Other	05-02	54720 (Mileage)	Mileage for Title 1 Social Worker to conduct home/community visits = \$100.00 .	Home/community visits will help to develop relationships with families and the community while providing parents with supports to work with their child.	\$100.00	0%		
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%		
	Equipment	05-02	55170 (Other)			\$0.00	0%	\$26,494.45	

Student Transportation	Student Transportation	09-90	52300 (Buses)	<p>Transportation for each grade level to participate in educational field trips in grades PreK-5: PreK - Whoa Nellie Farm (1 trip x 1 bus x \$201.92 = \$201.92) Kindergarten - Milburn Orchard and Plumpton Zoo (1 trip x 3 buses x \$150/bus = \$450.00) + Plumpton Zoo (1 trip x 3 buses x \$212.50/bus = \$637.50) = \$1,087.50 Grade One - Baltimore Zoo (1 trip x 2 regular buses x \$246.00/bus = \$492.00) Grade Two - Herr's Chip Factory (1 trip x 2 regular buses x \$226.15/bus = \$452.30) Grade Three - MD Science Center (1 trip x 1 regular bus and 1 SE bus x \$377.50/bus = \$755.00) Grade Four - Vulcan Quarry (1 trip x 2 regular buses x \$64/bus = \$128.00) Transportation to PBIS field trips - bowling alley (1 bus x 59.00/bus = \$59.00) + mini golf/ice-cream (2 buses x \$100/bus = \$200.00) = \$259.00</p>	Bus transportation provides students the opportunity to take educational field trips to expand their knowledge and experiences. Each trip is based on grade level content and curriculum.	\$3,375.72		\$3,375.72
Staff Development	Salary	03-09	51170 (Other)	<p>Staff development funds for Before/After school work and/or summer stipends for work that supports curriculum/content knowledge, professional development, school improvement, and increased student achievement (29 teachers x 6 hours x 3 days x \$20/hr = \$10,440.00 + 10 teachers x 6 hours x 1 day x \$20/hr = \$1,200.00) = \$11,640.00 PBIS Summer planning (10 staff x 6 hrs x 2 days x \$20/hr) = \$2,400.00 School improvement/data review analysis (11 staff x 6hrs x 1 day x \$20/hr) = \$1,320.00 Grade level team planning, grade level chair meetings, PBIS Committee planning, and work on school improvement initiatives. (24 teachers x 3 hours x \$20/hr x 4 quarters = \$5,760.00)</p>	Teachers will provide students with high quality instruction using the knowledge and strategies gained through professional development resulting in increased student achievement.	\$21,120.00	29%	
	Contracted Serv	05-09	52205 (Consultant)			\$0.00	0%	
	Supplies	04-09	53170 (Other)			\$0.00	0%	
		04-09	53710 (PBIS-Other)			\$0.00	0%	
	Other	05-09	54750 (Conferences - must be approved first)	<p>Payment for registration fees, airfare, and other appropriate expenses for staff members to attend approved professional development conferences: PBIS initiative - Ron Clark Academy (5 staff members x \$1,048.00 / person) = \$5,240.00 SoMirac Conference (4 staff members x \$220/day x 2days) = \$1,760.00 Cherish the Child Conference (1 staff member x \$75/person) = \$75.00 Get Your Teach On conference (1 administrators & 5 staff members x ~ \$1,218.79 / person) = \$7,312.72 NAREN (2 teachers x \$340.00 / person) = \$680.00 Common Ground (1 admin + 5 teachers x \$775.00/person) = \$4,650.00</p>	Will increase teacher and administrator capacity through professional development as outlined in the SPA Plan.	\$19,717.72	27%	\$40,837.72
Fixed Costs						\$2,794.42	4%	\$2,794.42
Total							100%	\$73,502.31
						Difference	\$0.00	

Parent Involvement Allocation = **\$5,336.45**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																																	
Reg Programs	Supplies	04-01	53170 (Other)	Student Agenda Books - \$3.00 x 450 planners = \$1,350.00 Instructional supplies and materials for family events. Examples include Recognition breakfasts and workshops, "Good Start" events, PBIS House Night, Math with Muffins, Mega Night, Parent/Admin Coffee, Reading Night = \$1,452.45 Mailing costs of Title 1 events = \$300.00	Building instructional capacity with families so they can better support their child's academic achievement.	\$3,102.45	58%																																																		
		04-01	53710 (PBIS-Other)	PBIS Parent Incentives to help show pride in student work and to building parent capacity about Attendance and PBIS House Initiatives - \$600.00 PBIS Parent Incentives - Printing costs of RISE rewards, BRRs/Referrals, copies of which are sent home for communication of student behavior - \$300.00.	Building positive relationships and having continual communication with families contributes to higher attendance and increased student behavior and achievement.	\$900.00	17%																																																		
	Other	05-01	54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Academic Achievement Event</td> <td>200</td> <td>\$1.00</td> <td>2</td> <td>\$400.00</td> </tr> <tr> <td>Good Start Community Event</td> <td>100</td> <td>\$2.00</td> <td>1</td> <td>\$200.00</td> </tr> <tr> <td>PBIS House Intro Parent Night</td> <td>204</td> <td>\$1.00</td> <td>1</td> <td>\$204.00</td> </tr> <tr> <td>Math with Muffins</td> <td>75</td> <td>\$2.00</td> <td>1</td> <td>\$150.00</td> </tr> <tr> <td>MEGA Night</td> <td>275</td> <td>\$1.00</td> <td>1</td> <td>\$275.00</td> </tr> <tr> <td>Parent / Admin Title I Coffee PI Sharing</td> <td>30</td> <td>\$1.00</td> <td>1</td> <td>\$30.00</td> </tr> <tr> <td>Reading Night Story Time</td> <td>75</td> <td>\$1.00</td> <td>1</td> <td>\$75.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$1,334.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Academic Achievement Event	200	\$1.00	2	\$400.00	Good Start Community Event	100	\$2.00	1	\$200.00	PBIS House Intro Parent Night	204	\$1.00	1	\$204.00	Math with Muffins	75	\$2.00	1	\$150.00	MEGA Night	275	\$1.00	1	\$275.00	Parent / Admin Title I Coffee PI Sharing	30	\$1.00	1	\$30.00	Reading Night Story Time	75	\$1.00	1	\$75.00	Total				\$1,334.00	The parent workshops, family events and increased volunteerism increases parental involvement which increases student achievement. Parents will become more informed about our SPA Plan, Parent Involvement Plan, and the benefits of attending a Title 1 school.	\$1,334.00	25%
Parent Involvement Events																																																									
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																																																					
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Total				\$1,334.00																																																					
Total							100%	\$5,336.45																																																	
Difference						\$0.00																																																			

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of
Title 1 Supervisor - Brad
Palmer

_____ Date

Approval Signature, Chris Langrehr, Principal, G. Lisby
Elementary School @ Hillsdale

_____ Date

FY '20 Regular Title 1 Allocation - School-based Budget Narrative

School: Havre de Grace Elementary

Title 1 FY '20 Allotment: **\$8,148.19**

as of July 2019

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Special Programs	Salary	03-02	51170 (Other)			\$0.00	0%	
	Contracted Serv	05-02	52170 (Other)			\$0.00	0%	
			52205 (Consultant)			\$0.00	0%	
	Supplies	04-02	53170 (Other)	Purchase supplemental instructional materials to support grade level curriculum and grade level thematic unit initiative. A poster maker will be included to enhance visual aids to support the Maryland Common Core State Standards. (Additional resources that align with each of our science, social studies, math, and reading units.) This is to include reading level text and hands on materials to support science, social studies, math, and reading concepts and skills. 7 grade levels (PK-5) x \$600.00 per grade level = \$4,200.00 Take home academic materials for quarterly academic achievement events = \$2,065.00	Student materials will enhance student achievement and motivate students to want to learn.	\$6,265.00	77%	
		04-02	53710 (PBIS-Other)			\$0.00	0%	
	Other	05-02	54720 (Mileage)			\$0.00	0%	
		05-02	54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-02	55170 (Other)	Refresh 2 Dell Latitude Teacher Laptops (\$870.00 x 2) and 1 Doc Bar for connection to Whiteboard (\$143.19) = \$1,883.19	Students will become more proficient with technology as a learning tool.	\$1,883.19	23%	\$8,148.19
Student Transportation	Student Transportation	09-90	52300 (Buses)			\$0.00	0%	\$0.00
Staff Development	Salary	03-09	51170 (Other)			\$0.00	0%	
	Contracted Serv	05-09	52205 (Consultant)			\$0.00	0%	
	Supplies	04-09	53170 (Other)			\$0.00	0%	
		04-09	53710 (PBIS-Other)			\$0.00	0%	
	Other	05-09	54750 (Conferences - must be approved first)			\$0.00	0%	\$0.00
Fixed Costs						\$0.00	0%	\$0.00
Total							100%	\$8,148.19
					Difference	\$0.00		

Parent Involvement Allocation = **\$3,481.38**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Supplies	04-01	53170 (Other)	Instructional supplies and materials for family grade level events. (\$1,000.00) Reading and Math Night materials (such as books, cards, and calculators) (\$1,000.00)	Building instructional capacity with families so they can better support their children's academic achievement.	\$2,000.00	57%	
		04-01	53710 (PBIS-Other)	PBIS Initiative - Parent Incentives to help show pride in student work. (\$1,481.38)	Building positive relationships with families contribute to higher attendance and increased student behavior and achievement.	\$1,481.38	43%	
	Other	05-01	54735 (Refreshments - Parent Support ONLY 25% Maximum)			\$0.00	0%	
Total							100%	\$3,481.38
Difference						\$0.00		

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1
Supervisor - Brad Palmer

_____ Date

Approval Signature, Ronald Wooden,
Principal, Havre de Grace Elementary

_____ Date

FY '20 Regular Title 1 Allocation - School-based Budget Narrative

School: Hall's Cross Roads Elementary

Title 1 FY '20 Allotment: **\$103,046.05**

as of July 2019

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total	
Special Programs	Salary	03-02	51170 (Other)	Rotating substitutes for professional development and supported teacher planning. 65 subs x \$100 / day = \$6,500.00 Substitutes for data collection and analysis. 30 subs x \$100 / day= \$3,000.00 Student Support Team (SST) substitutes. 12 subs x \$100 / day = \$1,200.00 School Performance & Achievement (SPA) Team Substitutes for SPA meetings, SPA Goal Team Meetings, and SPA Initiatives. 30 subs x \$100 / day = \$3,000.00	Providing additional opportunities to work toward proficiency in reading, math, writing, and science with support of our highly qualified Title I Resource Teachers accelerates student achievement.	\$13,700.00	13%		
	Contracted Serv	05-02	52170 (Other)	Reading A to Z = \$500.00 Brain I Station Pop = \$2,395.00 25 Unlimited Seats = \$1,500.00 Dreambox 100 seats x \$25.00 = \$2,500.00 <u>Field Trip Admission Total = \$2,596.45</u> PreK to Bel Air Armory for Nutcracker Play = \$528.00 Grade K to Plumpton Park Zoo = 656.45 Grade 1 to National Aquarium = \$0.00 Grade 2 to Maryland Science Center = \$790.00 Grade 3 to Maryland Zoo = \$72.00 Grade 4 to Steppingstone Farm Museum = \$350.00 Grade 5 to Philadelphia = \$0.00 Grade 5 to Biztown = \$200.00	Students will increase their knowledge of identified grade level content and increase engagement through the use of approved technology programs. Students will utilize approved technology based interventions for reading and math before, during, and after the school day. Students will increase their knowledge of identified grade level content through educational field trips. Each trip is directly connected to grade level content and curriculum.	\$9,491.45	9%		
			52205 (Consultant)				\$0.00	0%	
	Supplies	04-02	53170 (Other)	Grade level supplies for 7 grade levels x \$2,000.00 = \$14,000.00	Increase opportunities and experiences in reading, writing, math, science, and technology.	\$14,000.00	14%		
		04-02	53710 (PBIS-Other)	PBIS Initiatives - student materials for implementing the PBIS School-wide initiatives. \$5,849.60	Supplementary materials for Positive Behavior Interventions and Supports (PBIS). PBIS is a program in the School (SPA) plan to improve behavior, student engagement, and student achievement.	\$5,849.60			
	Other	05-02	54720 (Mileage)					0%	
			54735 (Refreshments - Parent Support ONLY)				\$0.00	0%	
Equipment	05-02	55170 (Other)	Refresh Mobile Cart 4 of 24 student laptops with touch screens x \$528.00 = \$12,672.00	Technology will be used to enhance daily instruction and to provide lessons that enhance student learning and engagement.	\$12,672.00	12%	\$55,713.05		
Student Transportation	Student Transportation	09-90	52300 (Buses)	<u>Field Trip Transportation = \$5,916.90</u> PreK to Bel Air Armory = \$528.00 Grade K to Plumpton Park Zoo = \$660.00 Grade 1 to National Aquarium = \$744.00 Grade 2 to Maryland Science Center = 737.70 Grade 3 to Maryland Zoo = \$797.20 Grade 4 to Steppingstone Farm Museum = \$555.00 Grade 5 to Philadelphia = \$1,095.00 Grade 5 to Biztown = \$800.00	Students will increase their knowledge of identified grade level content through educational field trips. Each trip is directly connected to grade level content and curriculum.	\$5,916.90		\$5,916.90	

Staff Development	Salary	03-09	51170 (Other)	SPA and SPA Goal Team Meetings during summer & before / after school. (60 days x 6 hours / day x \$20.00 / hour = \$7,200.00) Teacher planning and professional development during summer & before / after school.to support SPA initiatives and coteaching partnerships. 120 days x 6 hours / day x \$20.00 / hour = \$14,400.00	Teachers will provide students with high quality instruction using knowledge and strategies gained through professional development resulting in increased student achievement.	\$21,600.00	21%	
	Contracted Serv	05-09	52205 (Consultant)	Striving Readers Grant Teacher's College Consultants (\$10,000.00)	Provide job-embedded professional development in the area of writing to support teacher implementation of Lucy Calkins writing units in order to raise students achievement in the area of writing.	\$10,000.00	10%	
	Supplies	04-09	53170 (Other)	Lost at School is a book, used for staff professional development, in a Book Study format, on working with challenging students. (35 books x \$26.95 / book = \$943.25)	Increase teacher' capacity to grow professionally.	\$943.25	1%	
		04-09	53710 (PBIS-Other)			\$0.00		
	Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	ASCD Conference on Educational Leadership November 7 thru 10 for Principal and Assistant Principal = (2 administrators x \$2300.00 / person = \$4,600.00) Cherish the Child Symposium for school counselor = \$90.00 SoMIRAC for 4 teachers x 300.00 = 1,200.00	Increase professional development opportunities for faculty to build capacity for effective leadership and increasing student achievement school-wide.	\$5,890.00	6%	\$38,433.25
Fixed Costs						\$2,982.85	3%	\$2,982.85
Total							100%	\$103,046.05
						Difference	\$0.00	

Parent Involvement Allocation = **\$7,316.12**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																													
Reg Programs	Supplies	04-01	53170 (Other)	Families will receive instructional manipulatives which will enhance student success in math, science, reading, and writing. These materials will be available throughout the year and during parent events. \$1,728.62 Student Planners for students in grades 1 thru 5 to support effective communication between home and school and support organizational skills. 550 students x \$5.00 = \$2,750.00 Home and School Weekly Communication Folder for students in grades PK thru 5 to support effective communication of student work and school initiatives. 550 students x \$2.00 = \$1,100.00	Help build parent capacity and knowledge through academic materials and resources. Create and maintain open communication between home and school. Foster and improve student organizational skills.	\$5,578.62	76%																														
			53710 (PBIS-Other)						0%																												
	Other	05-01	54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Math Night</td> <td>350</td> <td>\$2.00</td> <td>1</td> <td>\$700.00</td> </tr> <tr> <td>Reading and Wellness Night</td> <td>350</td> <td>\$2.00</td> <td>1</td> <td>\$700.00</td> </tr> <tr> <td>FIT Meetings</td> <td>30</td> <td>\$2.25</td> <td>5</td> <td>\$337.50</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$1,737.50</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Math Night	350	\$2.00	1	\$700.00	Reading and Wellness Night	350	\$2.00	1	\$700.00	FIT Meetings	30	\$2.25	5	\$337.50	Total				\$1,737.50	Help build strong parent and community relationships and foster a better understanding of curriculum and school-wide initiatives.	\$1,737.50	24%
Parent Involvement Events																																					
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																																	
Math Night	350	\$2.00	1	\$700.00																																	
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FIT Meetings	30	\$2.25	5	\$337.50																																	
Total				\$1,737.50																																	
Total							100%	\$7,316.12																													
Difference						\$0.00																															

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer _____
Date _____

Approval Signature, Christina Douglas, Principal, Hall's Cross Roads Elementary School _____
Date _____

FY '20 Regular Title 1 Allocation - School-based Budget Narrative

School: Magnolia Elementary
 Title 1 FY '20 Allotment: **\$92,672.80**

as of July 2019

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total	
Special Programs	Salary	03-02	51170 (Other)	Before/After School Program - (8 teachers x 36 days x 1 hour a day x \$35.00/hour= \$10,080.00 Substitutes for K-5 teachers to perform testing, attend PD in core subject areas, attend academic review meetings in math and reading and plan instruction related to SPA goals and objectives. Subs for teacher testing with student (7 teachers x 1 days / teacher x \$100.00 / sub day) = \$700.00 Subs for student academic review meetings (7 teachers x 1 days / teacher x \$100.00 / sub day) = \$700.00 Sub for during day Teacher Planning (7 teachers x 1 days / teacher x \$100.00 / sub day) = \$700.00 Subs for during day PD activities = (7 teachers x 1 days / teacher x \$100.00 / sub day) = \$700.00	Providing additional opportunities to work toward proficiency in reading and mathematics with the support of our highly qualified teachers accelerates student achievement. Ride along initiative will model and teach expected bus behavior for students	\$12,880.00	14%		
	Contracted Serv	05-02	52170 (Other)	Allocated supplemental fund to support attendance to field trips for students first grade through fifth grade (\$8 per 550 students; Pre-K and kindergarten field trips are co-funded with the Judy Center) (\$8 X 550 students = \$4,400.00) Field Trip this year will include: PK-Port Discovery K-Chapel Hill Nursery Grade 01 - Clark's Eloika Farm Grade 02 - North Harford HS Ag Program, Grade 03 - Science Center, Grade 04 - Baltimore Meteorology Day Grade 05 - Port Discovery, Fort McHenry	Providing additional experiences, through field trip attendance, to increase students' background knowledge and experiences.	\$4,400.00	5%		
			52205 (Consultant)				\$0.00	0%	
	Supplies	04-02	53170 (Other)	Purchase supplemental instructional materials to support grade level curriculum and grade level thematic unit initiative. Additional resources that align with each of our science, social studies, math, reading and writing units - to include multiple informational reading leveled text and hands on materials to support science, math, and reading concepts and skills. Money amounts will be determined by the grade level needs throughout the year (7 grade levels x ~\$3,407.65) = \$23,853.52	This will afford students the opportunity to access needed resources to supplement those provided by the county. Students get the opportunity to expand their experiences with supplemental materials.	\$23,853.52	26%		
		04-02	53710 (PBIS-Other)	PBIS Initiative - Take home materials for quarterly academic achievement events= \$2,000.00 PBIS Initiative - Provide supplies for supplemental SPA initiative (PBIS) to assist in our efforts to promote positive student choice, decrease behavior referrals and increase student achievement. 7 grade levels (PK-5) X 350.00 per grade level = \$2,450.00	Recognizing Students for PBIS positive behaviors (responsibility, respect, perseverance, encouragement, and cooperation) establishes pride in their school and resuces distractions in learning resulting in increased academic achievement.	\$4,450.00	5%		
	Other	05-02	54720 (Mileage)	Mileage for Title 1 Social Worker to conduct home/community visits = \$300.00	Home/community visits will help to develop relationships with families and the community while providing parents with supports to work with their child.	\$300.00	0%		
			54735 (Refreshments - Parent Support ONLY)				\$0.00	0%	
	Equipment	05-02	55170 (Other)				\$0.00	0.00%	\$45,883.52

Student Transportation	Student Transportation	09-09	52300 (Buses)	Transportation for our after school intervention (\$150 / bus x 2 buses x 36 days = \$10,800.00) Providing additional experiences, through field trip attendance, to increase students' background knowledge and experiences (8 trips x \$500 = \$4,000.00). Field Trip this year will include: PK-Port Discovery K-Chapel Hill Nursery Grade 01 - Clark's Eloika Farm Grade 02 - North Harford HS Ag Program, Grade 03 - Science Center, Grade 04 - Baltimore Meteorology Day Grade 05 - Port Discovery, Fort McHenry	This will afford students the opportunity to take educational field trips to expand their knowledge and experiences. Students get the opportunity to attend the After School Intervention Program and expand their experiences with supplemental field trips. Providing transportation for families on Parent/ Teacher Conference Day increases the number of parents able to attend the conference with their child(ren)'s teacher.	\$14,800.00	16%	\$14,800.00
Staff Development	Salary	03-09	51170 (Other)	Provide funds to pay teachers for additional planning/data analysis in reading, writing, mathematics and technology (39 teachers x 2 days / teacher x 6 hrs / day x \$20 / hr = \$9,360.00)	Teachers will provide students with high quality instruction using the knowledge and strategies gained through collaboratively planning resulting in increased student achievement.	\$9,360.00	10%	
	Contracted Serv	05-09	52205 (Consultant)	Teachers College/Striving Readers Grant-Staff Developer Funding \$5,000.00	Staff developers will provide ongoing professional development to teachers in grades K-5 in the area of writing.	\$5,000.00	5%	
	Supplies	04-09	53170 (Other)	Provide teachers with resources to implement the professional development. Professional development will be differentiated based on grade level needs. Our entire school will engage in professional development in the content areas of mathematics, social emotional health, reading and writing. (7 grade levels x \$250.00 / grade level = \$1,750.00)	Provide the needed materials to implement high quality professional development.	\$1,750.00	2%	
		04-09	53710 (PBIS-Other)			\$0.00		
	Other	05-09	54750 (Conferences - must be approved first)	Payment for registration fees, airfare, and other appropriate expenses for staff members to attend approved professional development conferences: Learning Forward - 1 administrator = \$3,000.00 Common Ground (2 staff members x \$1,000.00/person) = \$2,000.00 Lucy Calkins Saturday Reunion Conference (9 teachers x \$1,000/person)= \$9,000.00	Increase personal growth opportunities will enhance content knowledge, build capacity and increase student achievement school-wide. The principal will choose sessions that align with School Improvement goals and relevant Title I initiatives when possible. The Lucy Calkins Saturday Reunion Conference is a one-day conference held at Columbia University in New York City. The conference is presented by the Lucy Calkins organization. HCPS has adopted the writing curriculum from the Lucy Calkins organization as well as piloting the reading curriculum from the Lucy Calkins organization. The conference, as a professional development opportunity, is directly related to the HCPS curriculum and therefore is an approved conference.	\$14,000.00	15%	\$30,110.00
Fixed Costs					\$1,879.28	2%	\$1,879.28	
Total						100%	\$92,672.80	
Difference						\$0.00		

Parent Involvement Allocation = **\$10,167.50**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																								
Reg Programs	Supplies	04-01	53170 (Other)	The funds will be used to provide opportunities to build capacity for parents to work with their children to increase academic achievement through workshops and family nights. Funds will also be used to provide materials and resources for students and parents to maintain open communication with the school as well as to work with their child at home to practice skills and strategies learned during the school year and summer break. \$6,147.50	The parent workshops, family nights and increased volunteerism increases parental involvement which increases student achievement. Parents will become more informed about our School Improvement Plan, Parent Involvement Plan, the benefits of attending a Title 1 school and be more involved in decisions.	\$6,147.50	60%																																									
		04-01	53710 (PBIS-Other)	PBIS Incentive - Parent Incentives to help show pride in student work and in the school. \$1,500.00	Building positive relationships with families contribute to higher attendance and increased student behavior and achievement.	\$1,500.00	15%																																									
	Other	05-01	54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Pre-K Transition to Kindergarten Evening</td> <td>300</td> <td>\$4.50</td> <td>1</td> <td>\$1,350.00</td> </tr> <tr> <td>Quarterly FIT Meetings</td> <td>30</td> <td>\$1.50</td> <td>4</td> <td>\$180.00</td> </tr> <tr> <td>STEM Family Event</td> <td>125</td> <td>\$2.00</td> <td>1</td> <td>\$250.00</td> </tr> <tr> <td>Math Family Wellness Night</td> <td>200</td> <td>\$2.50</td> <td>1</td> <td>\$500.00</td> </tr> <tr> <td>Academic Achievement Event</td> <td>120</td> <td>\$1.00</td> <td>2</td> <td>\$240.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$2,520.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Pre-K Transition to Kindergarten Evening	300	\$4.50	1	\$1,350.00	Quarterly FIT Meetings	30	\$1.50	4	\$180.00	STEM Family Event	125	\$2.00	1	\$250.00	Math Family Wellness Night	200	\$2.50	1	\$500.00	Academic Achievement Event	120	\$1.00	2	\$240.00	Total				\$2,520.00	The parent workshops, family nights and increased volunteerism increases parental involvement which increases student achievement. Parents will become more informed about our School Improvement Plan, Parent Involvement Plan, the benefits of attending a Title 1 school.	\$2,520.00	25%	
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Total				\$2,520.00																																												
Total							100%	\$10,167.50																																								
Difference						\$0.00																																										

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

Approval Signature, Audrey Vohs, Principal, Magnolia Elementary School

Date

FY '20 Regular Title 1 Allocation - School-based Budget Narrative

School: William Paca / Old Post Road Elementary

Title 1 FY '20 Allotment: **\$95,989.47**

as of July 2019

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total	
Special Programs	Salary	03-02	51170 (Other)	<p>PBIS Initiative - Penguin Star Camp Summer 2019 Program (4 Days x 13 Teachers x 2 hours / day x \$35.00 / hour = \$3,640.00)</p> <p>PBIS Initiative - Penguin Star Camp Summer 2020 Program (4 Days x 13 Teachers x 2 hours / day x \$35.00 / hour = \$3,640.00)</p> <p>Supplemental administrative support (38 hours / month x 10 months x ~ \$14.86 / hour = \$5,647.50)</p>	<p>Teachers working with kindergarten and 1st grade students on pre-school readiness behaviors to prepare for the social, emotional and behavioral expectations within an elementary school.</p> <p>Will support additional/supplemental requirements for Title I regulatory requirements.</p> <p>Additional administrative support to allow lead secretary time to effectively manage the Title I budget. This support is only provided and approved for the large HCPS Title I Schools over 800 enrolled students. Only one school qualifies: William Paca / Old Post Road Elementary (803 students – 9/30/2018).</p>	\$12,927.50	13%		
	Contracted Serv	05-02	52170 (Other)	<p>Brain Pop Licenses (School-Wide license for 803 students) = \$2,500.00</p> <p>Reading A-Z Licenses (12 classroom licenses for 350 students x ~\$41.66 / license = \$500.00)</p> <p>RAZZ Kids Licenses (12 classroom licenses for 350 students x ~\$58.33 / license = \$700.00)</p> <p>Starfall License = (1 classroom license for 20 students x \$150.00 / license = \$150.00)</p>	All computer-based resources will provide supplemental support for content areas during daily instruction across grade levels.	\$3,850.00	4%		
				52205 (Consultant)	Digital duplicating machines purchased with Title I funds to support family involvement center (previous purchase of equipment) - annual service contract 2 machines @ \$397.00 = \$794.00	Maintenance of Title I purchased machines provide parents volunteers with opportunities for family involvement.	\$794.00	1%	
	Supplies	04-02		53170 (Other)	<p>Student School Supplies (6 grade levels x \$3,409.40 / grade level) = \$20,456.40</p> <p>Do the Math Fractions (Manipulatives) = \$1,422.00</p>	Provide additional, supplemental materials to increase student achievement.	\$21,878.40	23%	
		04-02		53710 (PBIS-Other)	PBIS Initiative - PARCC Assesment Incentives = \$500.00	Provide additional, supplemental materials to increase student achievement.	\$500.00		
	Other	05-02		54720 (Mileage)			\$0.00	0%	
				54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-02		55170 (Other)	<p>Refresh of 60 Student Instructional Laptops (Mobil Labs 3 & 8) (\$528.00 x 60 computers) = \$31,680.00</p> <p>2 Mobil Laptop Carts - 30 Unit (\$555.45 x 2) = \$1,110.90</p>	Will maintain the level of technology to enhance student learning initially purchased using Title I funds. This supplemental technology will support students in their ability to navigate a variety of software and programs and become keyboard proficient. Will provide student capacity through the latest technology opportunities.	\$32,790.90	34%	\$72,740.80

Student Transportation	Student Transportation	09-90	52300 (Buses)	<p>PBIS Initiative - Penguin Star Camp Summer 2019 Program (3 Buses x 4 days x \$200 / day = \$2,400.00)</p> <p>PBIS Initiative - Penguin Star Camp Summer 2020 Program (3 Buses x 4 days x \$200 / day = \$2,400.00)</p> <p>Allocate supplemental funds to support transportation for academically based field trips for students pre-k through fifth grade. (7 grade level field trips x \$500 / trip = \$3,500.00)</p> <p>PreK = Plumpton Zoo Kindergarten = Pumpkin Farm 1st Grade = Baltimore Zoo 2nd Grade = Science Center 3rd Grade = Steppingstone Museum 4th Grade = Fort McHenry or Washington Zoo 5th Grade = Baltimore Zoo</p>	Bus transportation provides students the opportunity to take educational field trips to expand their knowledge and experiences. Bus transportation provides students the opportunity to participate in team building activities in support of appropriate school behaviors for the school year.	\$8,300.00		\$8,300.00
Staff Development	Salary	03-09	51170 (Other)	<p>PBIS Initiative - Penguin Star Camp 2019 Program (6 hours planning x 1 teachers x \$20.00 / hour = \$120.00)</p> <p>PBIS Initiative - Penguin Star Camp 2020 Program (6 hours planning x 1 teachers x \$20.00 / hour = \$120.00)</p> <p>Scheduling Team to Finalize Master Schedule (6 hours x 4 teachers x \$20/hour = \$480.00)</p> <p>Resource/Intervention Teacher Meeting (6 hours x 9 teachers x \$20/hour = \$1,080.00)</p> <p>RTI/SST Substitutes (9 months x 4 per month x \$100/day = \$3,600.00)</p>	Will provide professional development opportunities for staff to achieve and support school goals and initiatives.	\$5,400.00	6%	
	Contracted Serv	05-09	52205 (Consultant)	<p>Teachers College for Reading and Writing Consultants \$5,000.00</p>	<p>These consultants are in support of the Striving Reader's Grant that was initiated during the 2018-2019 school year to support writing practices through job-embedded professional development from the college consultants.</p> <p>WPOPR will allocate \$5,000.00 of the '20 Carryover budget to pay the remaining balance for the consultants to total \$10,000.00.</p>	\$5,000.00	5%	
	Supplies	04-09	53170 (Other)			\$0.00	0%	
		04-09	53710 (PBIS-Other)			\$0.00		
	Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	<p>Learning Forward Conference (1 attendee x \$3,000.00 - includes all expenses) = \$3,000.00</p>	Will increase administrator capacity through professional learning outlined in SPA plan.	\$3,000.00	3%	\$13,400.00
Fixed Costs					\$1,548.67	2%	\$1,548.67	
Total						100%	\$95,989.47	
Difference						\$0.0000		

Parent Involvement Allocation = **\$10,881.30**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																													
Reg Programs	Supplies	04-01	53170 (Other)	Student Agenda Books = \$2,000.00 Student Binders = \$3,500.00 Word Work HomeLinks (supporting Family Engagement Event) = \$1,200.00 Family Engagement Event (Reading, STEM, Math, Culmination Supplies, Star Penguin Camp Meetings)(6 grades = \$2,000.00)	The funds will be used to provide opportunities to build capacity for parents to work with their children to increase academic achievement through workshops and family nights. Funds will also be used to provide materials and resources for students and parents to maintain open communication with the school as well as to work with their child at home to practice skills and strategies learned during the school year and summer break.	\$8,700.00	80%																														
		04-01	53710 (PBIS-Other)	PBIS Initiative - Summer Home Resources for students that attend the Star Penguin Camp = \$1,256.30	The funds will be used to provide opportunities to build capacity for parents to work with their children to increase academic achievement through workshops and family nights. Funds will also be used to provide materials and resources for students and parents to maintain open communication with the school as well as to work with their child at home to practice skills and strategies learned during the school year and summer break.	\$1,256.30	12%																														
	Other	05-01	54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>End of Year Instructional Volunteer/Community Partnering Debriefing</td> <td>50</td> <td>\$5.00</td> <td>1</td> <td>\$250.00</td> </tr> <tr> <td>Read Across America Breakfast</td> <td>75</td> <td>\$3.00</td> <td>1</td> <td>\$225.00</td> </tr> <tr> <td>A Taste of Academic Excellence Presidential Reception</td> <td>150</td> <td>\$3.00</td> <td>1</td> <td>\$450.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$925.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	End of Year Instructional Volunteer/Community Partnering Debriefing	50	\$5.00	1	\$250.00	Read Across America Breakfast	75	\$3.00	1	\$225.00	A Taste of Academic Excellence Presidential Reception	150	\$3.00	1	\$450.00	Total				\$925.00	The parent workshops, family nights and increased volunteerism increases family involvement. Increased family involvement is an important component in supporting student success.	\$925.00	9%
Parent Involvement Events																																					
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																																	
End of Year Instructional Volunteer/Community Partnering Debriefing	50	\$5.00	1	\$250.00																																	
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Total				\$925.00																																	
Total							100%	\$10,881.30																													
Difference						\$0.00																															

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer

_____ Date

Approval Signature, Tammy Bosley, Principal, Edgewood Elementary School

_____ Date

HARFORD COUNTY PUBLIC SCHOOLS IS NOT AWARDED TITLE I, PART D FUNDS

Title I, Part D – Subpart 2 Application



**Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk**

Appendix D

Revised June 2019



Title II, Part A

Systems of Support for Excellent Teaching and Leading

TITLE II, PART A: SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

Local Education Agency: Harford County Public Schools

Fiscal Year 2020

Title II-A Coordinator: Jackie Tarbert

Telephone: 410-273-5621

Email: Jacqueline.Tarbert@hcps.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
- Identified Priorities

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.

**TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**

Local Education Agency: Harford County Public Schools

Fiscal Year 2020

To be eligible to receive a subgrant, a local school system 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 school system 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

Consultation: In developing the application a local school system will:

(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 IIA.

(B) Seek advice from the individuals and organizations described in subsection (A) regarding how to best to improve LSS activities to meet the purpose of the title

(C) Coordinate activities with related strategies, programs, and activities being conducted in the community.

(D) Required consultation cannot interfere with the timely submission of the application

**TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**

Local Education Agency: Harford County Public Schools

Fiscal Year 2020

1.0 TARGETED SUPPORTS AND CONSULTATION – **Required**

Please provide a description of how the local school system activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124 (c).

Prioritizing Resources:

- The Harford County Board of Education (BOE) is accelerating efforts and making necessary changes to the current way of doing business and has approved a Strategic Plan that aligns with the HCPS Local ESSA Consolidated Plan. HCPS believes all students can meet high standards. To that end, HCPS commits to preparing all students to be college and career ready.
- Supporting the transition to enhanced standards and high-quality assessments;
- Using data to improve instruction;
- Supporting great teachers and great leaders; and
- Turning around HCPS lowest-achieving schools.

BOE Strategic Plan Goals:

- Goal 1:** To prepare every student for success in postsecondary education and a career.
- Goal 2:** To engage families and the community to be partners in the education of our students.
- Goal 3:** To hire and support highly skilled staff who are committed to building their own professional capacity in order to increase student achievement.
- Goal 4:** To provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning, creativity and innovation.

The mission of Harford County Public Schools is to ensure that each student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff. The Harford County Board of Education (BOE) supports this mission by fostering a climate that supports deliberate change and monitoring progress through measurable indicators. Although many students achieve academic success, HCPS is dedicated to ensuring that ALL students are successful. This strategic plan allows for intentional efforts to address some of the most concerning challenges.

The HCPS Central School Performance and Achievement Team Process and the HCPS Local Accountability Model will strongly impact overall achievement in all 54 schools. HCPS ensures the implementation of aligned, evidence-based practices through a centralized school performance and achievement process. The Central School Performance and Achievement Team (SPA) comprised of central office directors, supervisors and coordinators, meets to analyze individual school data and school

**TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**

Local Education Agency: Harford County Public Schools

Fiscal Year 2020

performance goals and objectives. The Central SPA reviews instructional programming and data for all HCPS schools including: academic data, attendance data, discipline data, school climate/culture survey results and student motivation survey data and looks for a direct correlation between the data and the strategies listed in the schools' School Performance and Achievement Plans (SPAs). The Central SPA will support schools in ESSA Accountability measures as they work with the ESSA Framework. Tier 1, 2 and 3 levels of instruction are analyzed for each school during this meeting to ensure fidelity. Student group data is analyzed and focused on. It is required that each school set specific benchmarks for student groups that are not meeting state standards. Careful attention is paid to our special education and ELL student groups.

In addition to needs regarding student achievement on state and local standardized tests, several schools have a higher number of first-year teachers in need of instructional and behavioral management support. This is a support model where schools identified will receive additional resources and supports that are aligned with identified school-based needs. School SPA teams work to identify the root causes of students and teachers' needs, developing interventions that are evidence-based strategies and aligned with identified needs and school performance funding for research-based before and after school programs and additional teacher paid planning opportunities with their school performance and achievement teams. The levels of support vary based upon the individualized needs as identified through the data and interventions developed at the school-based level.

Each HCPS school is required to identify potential root causes or the "story behind the data" as to why certain groups of students may struggle. Schools gather academic data, attendance data, discipline data, and school climate/culture survey results and student motivation survey data. The Central Office SPA reviews each school's plan, looking for a direct correlation between the data and the strategies listed in the schools' School Performance and Achievement Plans (SPAs). The Central SPA team reviews these identified local needs, summarizes their findings and shares this information with each school principal. Afterwards, the Superintendent and members of the Executive Leadership Team visit each school. During the visit, school-based leadership teams respond to questions posed about their instructional program and its connection to the Board Strategic Plan, their school culture and climate and their data analysis processes and protocols. Follow-ups occur based on these Superintendent visits. Specific content supervisors/coordinators are asked to work with the school to support their efforts.

Schools with Highest Numbers of Children living in Low Income Families - Title I Schools:

The schools with the highest percentage of children living in low-income families in Harford County are identified as Title I elementary schools (at least 66.1% Free and Reduced Meals). In addition to the resources provided through the Central SPA and school-based SPA plans, Title I schools receive prioritized funding through additional personnel resources including, instructional coaches; resource teachers; teacher specialists; and school social workers. Instructional supports included are new teacher training, additional planning time throughout the school year and regional mandatory and voluntary professional development.

**TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**

Local Education Agency: Harford County Public Schools

Fiscal Year 2020

Targeted Support and Improvement Schools (TSI):

Utilizing a blend of operating and grants funds, the eight HCPS schools identified as TSI receive additional, targeted supports. Using Title I funds, English language learners/families are invited to Culture Nights to provide community and academic resources to encourage engagements in our schools. Title III funds are used to provide additional resources for schools including language tutors who provide targeted support during the day and offer specialized workshops/trainings for school staff and families. Specific professional learning sessions are offered for staff in SIOP, language development, specially designed instruction, diversity, and trauma-informed practices. Content offices work directly with the principals of these schools to complete instructional walkthroughs, teacher team planning, instructional observations, and professional learning sessions. Instructional coaches serve our non-tenured teachers. Instructional coaches are funded through Title II and operating funds.

Please provide a description of how the local school system 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.

Consultation:

In developing Title II, Part A, and the entire HCPS Local ESSA Consolidated Plan, HCPS central office and school-based administrators continuously solicit input from a variety of stakeholders including teachers, principals, and other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, students, and higher education. The ideas, beliefs, perceptions, and recommendations of representatives of the various groups were collected and assimilated into Title II-A. HCPS personnel will continue to communicate and collaborate with the stakeholders with regard to implementation of the plan and progress towards achieving the goals set forth by the HCPS Board of Education, including presentations to the Board of Education regarding professional development activities and Human Resources recruitment efforts presentations are televised on the local Harford Cable Network.

In addition, the list below identifies the variety of forums utilized to gather data from and communicate with stakeholders:

- Town meetings open to all citizens;
- Harford County Regional Association of Student Councils town meeting with Superintendent and Leadership Team;
- Board of Education's Citizen Advisory Committees;
- Harford County Business Roundtable;
- Harford County Council of PTA's presentations;

**TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**

Local Education Agency: Harford County Public Schools

Fiscal Year 2020

- Harford County Council of PTA’s monthly meetings with Superintendent;
- Superintendent’s meetings with HCPS unions representing teachers, support staff, non-certified administrative staff, and administrators;
- Superintendent and Board of Education’s meetings with Harford Community College Board of Directors;
- Superintendent’s meetings with state delegates and senators;
- Superintendent’s monthly meetings with County Executive;
- Superintendent’s weekly leadership meetings;
- Departmental Citizen Advisory meetings; and
- HCPS Website - Internet feedback forum.
- The Superintendent’s Cultural Proficiency Council
- Superintendent’s Student Council
- HCPS Professional Development Advisory Council (PDAC)
- HCPS Customer Service Task Force
- HCPS Family and Community Partnerships – Parent Academy

The HCPS Professional Development Advisory Council (PDAC) comprised of the fifteen system-level leaders work to identify school-based and system professional learning needs. PDAC utilizes a variety of data to inform decisions including teacher and principal evaluation data, system professional development surveys, and school climate/culture surveys. The work of the PDAC is to plan, lead the professional development for all leadership meet and receive feedback on the needs of staff via the HCPS unions representing teachers, support staff, non-certified administrative staff, and administrators. PDAC periodically reports out to HCPS Senior Staff. In addition, the PDAC focuses on coordinating activities with other related strategies, programs, and activities, ensuring all use of Title II-A funds are used effectively and decisions about resource allocation are fully informed through meaningful consultation with all stakeholders.

Organizations and Partners with Expertise: HCPS administrators consult with numerous partners and seek advice from stakeholders regarding how to best improve all professional development activities, including Title II A. Organizations partnering with HCPS including the Teachers College Reading and Writing Project, New Teacher Center, the Maryland State Department of Education, and numerous area University partners, especially Goucher College and Towson University. In addition, to address the increasing challenges of social and emotional health of HCPS students and the challenges that could be presented for new teachers, numerous partners are assisting in professional development support including: the Harford County Health Department; Social Services; Harford County Child Advocacy Center; the Harford County Office on Mental Health; and the Harford County Local Management Board, Office of Community Services.

**TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**

Local Education Agency: Harford County Public Schools

Fiscal Year 2020

Please provide a description of how the local school system will use data and ongoing consultation to continually update and improve activities supported by Title IIA.

Title II-A activities have been developed in response to the needs assessed through the HCPS Central School Performance and Achievement Team Process and the HCPS Local Accountability Model. HCPS ensures the implementation of aligned, evidence-based practices through a centralized school performance and achievement process. The Central School Performance and Achievement Team (SPA) comprised of central office directors, supervisors and coordinators, meets to analyze individual school data and school performance goals and objectives. Central SPA reviews instructional programming and data for all HCPS schools. The Central SPA reviews academic data, attendance data, discipline data, school climate/culture survey results and student motivation survey data and looks for a direct correlation between the data and the strategies listed in the schools' School Performance and Achievement Plans (SPAs). Tier 1, 2 and 3 levels of instruction are analyzed for each school during this meeting to ensure fidelity. Student group data is analyzed and focused on. It is required that each school set specific benchmarks for student groups that are not meeting state standards. Careful attention is paid to our special education and ELL student groups. The team summarizes their findings and shares this information with each school principal. Afterwards, the Superintendent and members of the Executive Leadership Team visit each school. During the visits, school-based leadership teams respond to questions posed about their instructional program and its connection to the Board Strategic Plan, their school culture and climate and their data analysis processes and protocols. Priorities and supports needed in teacher professional development are identified at the school level. Follow-ups occur based on these Superintendent visits. Specific content supervisors/coordinators are asked to work with the school to support their efforts, and Title II-A grant activities have been identified and shared through these school visits.

Included in the School Performance and Achievement planning process, schools are required to identify the number of new teacher and non-tenured staff as well as the professional development strategies that they will use to provide support for new teachers.

**TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**

Local Education Agency: <u>Harford County Public Schools</u>	Fiscal Year 2020
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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			
Item	Line Item	Description	Public School Costs
2.1	Indirect Fee	HCPS Indirect fee charged for grant administration [3.1% of \$775,827 = \$24,051]	N/A
2.2			
2.3			
2.4			
		Total for Section 2.0	\$24,051

**TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**

Local Education Agency: <u>Harford County Public Schools</u>	Fiscal Year 2020
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To ensure that every student has access to excellent educators, SEAs and LSSs 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 LSSs 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)).

**TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**

Local Education Agency: <u>Harford County Public Schools</u>	Fiscal Year 2020
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3.0 ENSURING EQUITABLE ACCESS – Required
Based on the review of equitable access data, which equity gaps are current priorities for your LSS? Cite specific data points.
<p>Based on the review of the tenured and non-tenured teachers in HCPS and HCPS teacher county evaluation results, there are a higher number of first year teachers in HCPS low-income and high minority schools. In order to address these discrepancies, ten Instructional Coaches will provide instructional and behavioral management support to first year teachers. Instructional coaches work to support these teachers and ensure individualized job-embedded professional development. Instructional coaches provide non-tenured teachers with professional dialogue around the Danielson Framework and the use of data to drive differentiated student instruction. Instructional coaches are members of the Department of Curriculum, Instruction, and Assessment and receive ongoing curriculum updates. Each instructional coach is assigned to work with a specific curriculum content office to support the design and implementation of high-quality professional development. Instructional coaches are supervised by the Coordinator of Teacher Induction in the HCPS Professional Development office.</p> <p>Based on the review of the tenured and non-tenured teachers in HCPS and HCPS teacher county evaluation results, there are a higher number of inexperienced teachers in HCPS low-income and high minority schools. There is not a higher number of ineffective teachers at low-income and high minority schools.</p> <ul style="list-style-type: none">• Ineffective teachers are addressed through the annual HCPS Memorandum concerning ineffective teachers.• Out-of-field teachers are addressed through the HCPS Title I Certification and Licensure Process Document that prevents out of field teachers from being employed at low-income, Title I schools.• The Coordinator of Induction will allocate resources for professional development for second- and third-year teachers. Intentional design, resource allocation, and scheduling are considerations in determining high quality targeted professional development.• Inexperienced teachers (new teachers) in Title I schools are also given a multitude of resources. Inexperienced teachers receive supports at both the LEA level and the Title I school level in the following areas: teacher mentors, instructional coaches, resource teachers, and teacher specialists.• The HCPS Supervisor of Office of Equity and Cultural Proficiency works closely with the Superintendent of Schools and Executive Directors and Human Resources to ensure all students have access to effective teachers. The Office of Equity and Cultural Proficiency supports the schools with high minority and high poverty populations to ensure the staff has capacity to reach diverse learners.

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Recruitment Plan

Objectives:

- Continue to decrease critical shortage area vacancies prior to the start of the school year.
- Continue to increase the number of teacher of color hires within Harford County Public Schools.
- Study current workforce subgroups to determine if there are other strategies not currently utilized that will increase the overall retention rate of the HCPS workforce.

A comprehensive recruitment plan is used to attract effective teachers to HCPS. The plan focusses efforts among local and regional colleges and universities as well as planned visitation to locations where the pool of candidates further supports attraction to difficult-to-fill positions. HCPS participates in over fifty (50) offsite recruitment events around Maryland, Pennsylvania, New Jersey, Delaware, Virginia, and West Virginia. Advertising through targeted websites and social media have been used to attract viable instructional and support candidates. HCPS accepts unsolicited applications year-round to fill known and anticipated teacher vacancies. Attracting and recruiting a diverse workforce is important for HCPS. The Supervisor of Equity and Cultural Diversity is overseeing this recruiting process. Eight (8) of the fifty (50) planned off-site recruiting events specifically targeted historically black colleges and universities (HBCU) and minority recruitment expos. HCPS Human resource personnel met with a diverse group of thirty-one educators as part of a retention focus group. Findings from the retention focus group indicate salary and benefits as top components of retention, along with the type and depth of intentional support and professional network and social opportunities.

Evaluation: Here is a link to the required Yearly Report to Board of Education which monitors progress:

<https://www.hcps.org/boe/BoeAgendaExhibits.aspx?MeetingID=1887>

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Section 4.0 Recruiting, Preparing, and Training Effective Teachers and Principals- REQUIRED
**If the school system is not using Title IIA funds for one or more of these purposes in this section, please record N/A in the appropriate boxes.*

Item #	US Ed Allowable Activities	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Timeline • Audience • Implementation Evaluation 	Cite: <ul style="list-style-type: none"> • the level of evidence • study or studies that support this activity/series • the rationale for your rating 	Public School Costs
1. Strategies and Activities to Recruit and Hire Effective Teachers and Principals				
1.1	<p>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).</p> <p>The LSS may develop initiatives that provide:</p>	N/A		

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1.1.1	expert help in screening candidates and enabling early hiring [Section 2103](b)(3)(B)(i)	N/A		
1.1.2	<p>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</p> <p><i>*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)].</i></p>	N/A		
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)	N/A		
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;	N/A		

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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	N/A		
	Other Evidence-Based Activities Related to Recruiting and Hiring Effective Teachers and Principals:	N/A		
2. Strategies and Activities to Improve the Quality of the Teaching Force				
2.1	<p>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.</p> <p>The LSS may develop initiatives that:</p>	N/A		

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2.1.1	help all students develop the skills essential for learning readiness and academic success;	N/A		
2.1.2	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;	N/A		
2.1.3	effectively engage parents, families, and community partners, and coordinate services between school and community;	N/A		
2.1.4	effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);	N/A		
2.1.5	provide opportunities for experiential learning through observation	N/A		
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)	N/A		

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2.1.7	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	N/A		
2.2	<p>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</p> <p>The LSS may develop initiatives that increase:</p>	N/A		
2.2.1	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;	N/A		
2.2.2	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	N/A		

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	school staff and educators in preschool programs that address the transition to elementary school;			
2.2.3	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	N/A		
2.2.4	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	N/A		
2.2.5	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	N/A		
2.2.6	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	N/A		
2.2.7	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	N/A		

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2.2.8	provide 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)	N/A		
	Other Evidence-Based Activities Related to Improving the Quality of the Teaching Force:	N/A		
3. Strategies and Activities to Retain and Provide Support to Effective Educators				
3.1	<p>Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students</p> <p>The LSS may develop initiatives that:</p>			
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	<p>HCPS will hire seven (7) instructional coaches 7/19 – 6/20</p> <p>Implementation: Both qualitative survey data and quantitative observation/evaluation data indicated that the Title IIA funded Instructional Coach program provided meaningful, applicable support to identified teachers which increased their professional practice and the performance of their students. Based on the data, HCPS added two additional Instructional</p>	<p>Coaching: A Strategy for Developing Instructional Capacity Promises and Practicalities</p> <p>https://www.annenberginstitute.org/sites/default/files/product/268/files/Coaching.pdf</p>	<p>Seven (7) instructional coaches to work with first-year teachers at an average salary of</p>

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	<p>Coach positions to the 2019-2020 operating budget. These Coaches worked across identified schools to provide instructional and behavioral management support to teachers collaboratively identified by the appraisal team and the Instructional Coach. These identified teachers include those who are non-tenured, those who are new to their content area, those who have been reassigned schools, and those who have been placed on a Plan for Professional Growth (PPG). The schools were identified based on two main factors: the percentage of staff who were non-tenured, new to content and/or building, and/or on a PPG; and achievement gaps among student groups. Through a coordinated effort between the Office of Curriculum, Instruction, and Assessment and the Student Services Office, teachers in buildings that do not receive the services of an Instructional Coach are supported by other specialists. The Coordinator of Teacher Induction meets with all specialists monthly to ensure support and assistance is provided to all identified teachers in an efficient and effective manner.</p> <p>The Instructional Coaches provide job-embedded support to identified teachers through demonstration lessons, co-teaching, co-planning, data collection, reflective conversations, and structured visits to master teachers' classrooms. In addition, the Instructional Coaches assist in the creation and implantation of an orientation conference, afterschool workshops for targeted content areas and certification types, opportunities to observe model classrooms, and collaboration with the Principal in order to use formal observation and evaluation feedback as areas for practical growth.</p>	<p>Focusing on Teacher Learning Opportunities to Identify Potentially Productive Coaching Activities</p> <p>http://journals.sagepub.com/doi/pdf/10.1177/02248711702579</p> <p>Instructional Coaching is a level 4 program. While no empirical studies have been conducted for Instructional Coaches, there is a rationale that Instructional Coaches are likely to improve relevant outcomes based on the high-quality research findings cited above.</p>	<p>\$78,310 per coach.</p> <p>\$548,170</p> <p><u>Fixed Charges</u></p> <p>FICA 7.65% \$41,935 + W/C 0.85% \$4,659 + State Retirement \$86,557 + Health/Life/Dental \$94,506 = \$227,657</p> <p>Total Activity 3.1.1</p> <p>\$775,827</p>
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		<p>Instructional Coaches implement best practices based on research conducted by the MSDE sponsored New Teacher Center. The following is a list of activities available systemwide and designed to support non-tenured teachers:</p> <ul style="list-style-type: none"> • Instructional Coaches – Coaches are selected after a rigorous application and screening process and then provided bi-weekly support through the Office of Professional Development to use best mentoring practices such as those associated with cognitive coaching and adult learning theory. Coaches are deployed to schools with the highest percentages of non-tenured teachers and the greatest gaps in student groups’ achievement. Coaches provided job-embedded professional development directly in the teacher’s classroom by working side-by-side on daily and unit planning, classroom organization, using standards and curriculum materials, giving students meaningful feedback, teaching diverse learners, and understanding the school community. • Content Supervisors – Supervisors provide curriculum guides, content specific professional development, supported planning sessions, and targeted work with Department Chairpersons in order to directly support their new teachers. Each Instructional Coach is attached to one particular content office to support and align efforts in providing content specific professional development and content specific feedback to new teachers. • Content Curriculum Specialists – This group of highly skilled specialists engage in formal and informal observation and evaluations of new teachers, guide the 	<p>TOTAL Section 4.0 \$775,827</p>
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		<p>use of curricula and materials of instruction for middle school teachers, support the planning and implementation of content standards and curricular materials, and provide additional professional development on specific content-related topics.</p> <ul style="list-style-type: none"> • Teacher Specialists – Specialists in the Office of Special Education, the Office of Technology, and the Title I Office provide individualized support to teachers as well as provide school-based or systemic professional development on working with students exhibiting both high and low incidence disabilities, utilizing instructional technology effectively, and other topics that arise based on teacher needs. • Professional Development – A wide variety of opportunities are offered throughout the year for HCPS staff. An orientation conference, technology workshops, supported planning workshops, CPD courses, planning clinics, systemwide conferences, and attendance at state-of-the-art conferences and trainings held outside of Harford County are available for teachers. • Professional Learning Communities – Teachers new to Advanced Placement courses are provided with structured learning communities that include access to a content specific mentor and College Board training. <p><i>Evaluation:</i> The work of the Instructional Coach was measured after the 2018-2019 school year, which was the first year this program was implemented. A review of select samples were reviewed from the following sources: student data, formal teacher observation data, informal teacher observation data, student work samples, Instructional Coach logs, Principal anecdotal</p>		
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		<p>feedback, discipline data, retention data, and teacher Student Learning Objective (SLO) data. The purpose of reviewing this data was to determine if the work Instructional Coaches engaged in with individual teachers had a positive impact on teacher practice and student learning and behavior. Positive findings included a decrease in the percentage of new hires leaving the system after one year, marked growth from early informal data collections to later data collections on the same tool, positive formal observation ratings, and a plethora of positive anecdotal feedback by both Principals and teachers. Data collection for the 2019-2020 school year will continue to seek connections between student performance and Instructional Coach/teacher collaboration.</p>	
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Inputs</th> <th style="width: 40%;">Activities</th> <th style="width: 35%;">Outcomes</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>Instructional Coaches for non-tenured and reassigned teachers in schools with the highest percentages of non-tenured/reassigned staff and low-income/low-achieving students</p> <p>Targeted collaboration with and training of Coaches to include 3 book studies, monthly training, monthly collaboration time with other coaches, and</p> </td> <td style="vertical-align: top;"> <p>On-going job-embedded work with an Instructional Coach and/or specialist</p> <p>Demonstration lessons, co-teaching, co-planning, reflection, goal setting, reflection conversations, support for formal observation/evaluation process</p> <p>Log that tracks activities between Coaches, Specialists, and</p> </td> <td style="vertical-align: top;"> <p>All new teachers will demonstrate growth on an assessment tool aligned to Danielson</p> <p>A review of student data (including but not limited to standardized tests and referrals) will indicate that the students of non-tenured teachers succeed at comparable rates to students assigned to more veteran teachers</p> <p>Retention data of new teachers (examined)</p> </td> </tr> </tbody> </table>	Inputs	Activities	Outcomes	<p>Instructional Coaches for non-tenured and reassigned teachers in schools with the highest percentages of non-tenured/reassigned staff and low-income/low-achieving students</p> <p>Targeted collaboration with and training of Coaches to include 3 book studies, monthly training, monthly collaboration time with other coaches, and</p>	<p>On-going job-embedded work with an Instructional Coach and/or specialist</p> <p>Demonstration lessons, co-teaching, co-planning, reflection, goal setting, reflection conversations, support for formal observation/evaluation process</p> <p>Log that tracks activities between Coaches, Specialists, and</p>	<p>All new teachers will demonstrate growth on an assessment tool aligned to Danielson</p> <p>A review of student data (including but not limited to standardized tests and referrals) will indicate that the students of non-tenured teachers succeed at comparable rates to students assigned to more veteran teachers</p> <p>Retention data of new teachers (examined)</p>		
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		<p>monthly attendance to Curriculum, Instruction, and Assessment department meetings</p> <p>Stipends for substitutes to allow each first-year teacher to spend one full day in a structured content specific/grade level specific demonstration classroom visit</p> <p>Supervision of coaches and coordinated training of all specialists</p> <p>Materials to support new</p>	<p>non-tenured teachers</p> <p>Evening supported planning workshops for first year teachers</p> <p>Planning clinics for provisionally certified teachers</p>	<p>against a variety of complexity factors) will indicate new teachers are remaining in HCPS or leaving for reasons other than a lack of support</p>		
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		teachers such as the Danielson Framework for Teaching, electronic resources provided via itsLearning and planning templates				
3.1.2	provide training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions.	N/A				
3.1.3	provide financial incentives for teachers and principals with a record of helping students to achieve academic success	N/A				
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.	N/A				
3.1.5	support the instructional services provided by effective school library programs	N/A				

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3.1.6	improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback	N/A		
3.1.7	provide common planning time to help prepare students for postsecondary education and the workforce	N/A		
	Other Evidence-Based Activities Related to Retaining and Providing Support to Effective Teachers and Principals:	N/A		

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		
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***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)

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- [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)

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5.0 ALIGNMENT WITH CHALLENGING ACADEMIC STANDARDS - **Required**

Please provide a description of how the activities in Section 4.0 are aligned with challenging State academic standards. [Section 2102 (b)(2)(A)]

The HCPS Division of Curriculum, Instruction, and Assessment is comprised of instructional supervisory offices representing: accelerated learning; business education, career and technical education, early childhood programs, Fine Arts, health education, intervention, library/media, mathematics, personalized learning, physical education, Reading, English and Language Arts, science, social studies, technology education, and world language. In addition to the content offices, the Offices of Leadership and Professional Development and Accountability, and the Office of Special Education assist and support the development and implementation of system-wide initiatives.

The Division of Curriculum, Instruction, and Assessment provides support and assistance for all instruction in HCPS. CIA staff have been working to ensure all HCPS content guides, materials, and assessments align to the Maryland College and Career Readiness Standards for English, Mathematics, the Next Generation Science Standards for Math, and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. Specifically, HCPS content supervisors, with support from the Office of Leadership and Professional Development, work to ensure professional learning services are aligned with Learning Forward Standards for professional learning. Professional Learning activities outlined in section 4.0 support teachers, principals, and school leaders to use the academic standards to develop lesson plans, assignments and assessments that help their students master the knowledge and skills defined by the academic standards.

Curriculum guides and resources are the primary tools used by teachers to provide an educational experience for students that:

- Is aligned with national, state, and local educational goals
- Is relevant, authentic, and judged against challenging State academic standards
- Is designed to meet the unique learning needs of all students
- Is appropriately diversified across disciplines and subject areas
- Embodies the common principles of teaching and learning
- Is rigorous, relevant, and promotes and builds student success

Content supervisors utilize countywide professional development days, department chairperson meetings, school-based content professional learning communities, and summer sessions to train teachers regarding the implementation and evaluation of all curricular materials.

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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)

Harford Day School: 276
The John Carroll School: 661
Oak Grove Classical Christian School: 105
St. Joan of Arc School: 206
St. Margaret School: 500
Trinity Lutheran School: 144
Mandatory allocation for participating non-public schools based on total grant allocation of \$839,894
District enroll 37,826 + Non-public enroll 1,892 = 39,718
\$839,894 divided by 39,718 = \$21.15 per pupil
\$21.15 per pupil x 1,892 = \$40, 016

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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)

Non-public schools are invited to participate along with the HCPS System in using funding to improve student achievement and better prepare the professional staff for their role in achieving excellence in instruction. A letter was sent inviting non-public representatives to participate in consultations. Non-public schools in Harford County were identified using the lists of eligible non-public schools provided by the Maryland State Department of Education. Only schools with students 5 years of age or older were contacted and included. These schools were forwarded a certified letter requesting their participation in a planning and consultation meeting. At that meeting factors affecting funding were discussed, possible programs outlined and discussed, and comments and questions addressed. The meeting occurred prior to the development of the Title II program. (See meeting agenda, sign-in sheet, and signed affirmation of consultation on the following pages.) During April, May, and early June several non-public schools were again contacted via email and the telephone to encourage their participation in grant-funded activities. Additionally, throughout the school year, as needed, nonpublic schools are contacted via either email and/or telephone to discuss program and funding issues.

Professional development needs of private school teachers and other staff were determined by the administration and staff of individual schools. Formal evaluations, classroom observations, surveys and accreditation requirements were used to determine need. Professional staffs from private schools were informed of designated programs within the HCPS System. Subsequently, they were afforded the opportunity to either participate in the school system's programs or design their own professional development sessions thereby meeting their specific needs. Several non-public school administrators indicated that they identified the staff's professional development needs through surveys.

Each non-public school participating Title II funding develops a proposal and submits a simple plan for using Title II funds based on their needs assessment. In order to determine need, non-public schools used surveys; others used faculty suggestions to determine specific needs. The plans which were reviewed by HCPS Central Office staff will be used to direct the non-public schools' grant related activities.

Total Amount for Transfers: \$40,016

Formula to Determine Amount for Title II, Part A Equitable Expenditures

A. Number of Students		
A1: LEA Enrollment	<i>as of:</i>	09/30/18
A2: Participating Private Schools Enrollment	<i>as of:</i>	09/01/19
A3: Total Enrollment [A1 + A2]		39,718
B. Title II, Part A Allocation		
B1: Total LEA Allocation		839,894.00
B2: Administrative Costs		0.00
B3: LEA Allocation Minus Admin Costs [B1-B2]		839,894.00
C. Per Pupil Rate		
C1: [B3 / A3]		\$21.15
D. Equitable Services		
Amount LEA must reserve for equitable services for private school teachers and other educational personnel [A2 x C1]		40,016.00



Participating Private Schools	Enroll	Allocatio n	
Harford Day	276	5,837.40	
John Carroll	661	13,980.15	*used PY enrollment
Oak Grove	105	2,220.75	
St. Joan of Arc	206	4,356.90	
St. Margaret's	500	10,575.00	
Trinity	144	3,045.60	
Total	1,892	40,016.00	

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	Section 4.0 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 Activity 3.1.1	Seven (7) instructional coaches to work exclusively with first-year teachers at an average salary of \$78,310 per coach.	548,170		548,170
Fixed Charges	Section 4.0 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 Activity 3.1.1	FICA 7.65% \$41,935 + W/C 0.85% \$4,659 + State Retirement \$86,557 + Health/Life/Dental \$94,506 = \$227,657	227,657		227,657
		Total Activity 3.1.1	775,827	-	775,827
		Total Section 4.0	775,827	-	775,827
Transfers	Section 6.0 Non-Public Schools - Equitable services to students in private (Non-Public) schools	Mandatory allocation for participating non-public schools based on total grant allocation of \$839,894 District enroll 37,826 + Non-public enroll 1,892 = 39,718 \$839,894 divided by 39,718 = \$21.15 per pupil	40,016	-	40,016
		Total Section 6.0	40,016	-	40,016
Business Support Transfers Indirect Fee	Section 2.0 Indirect Fee	HCPS Indirect fee charged for grant administration [3.1% of \$775,827 = \$24,051]	24,051		24,051
		Total Section 2.0	24,051	-	24,051
		FY19 Subtotal	839,894	-	839,894

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$839,894.00	AMENDED BUDGET #	00	REQUEST DATE	09/13/19
GRANT NAME	Title IIA	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	.	RECIPIENT GRANT #	22420		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	.	GRANT PERIOD	07/01/19	06/30/21	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						24,051.00	24,051.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.	548,170.00					40,016.00	588,186.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				227,657.00			227,657.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	548,170.00	0.00	0.00	227,657.00	0.00	64,067.00	839,894.00

Finance Official Approval	Jennifer Birkelien		09/13/19	410.809.6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Sean W. Bulson		09/13/19	410.838.7300
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

ATTACHMENT

6.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS

Private Schools - Federal Non-Public School Meeting 2019-2020

	School Name	Address	City	State	Zip	Note	Date Letter Mailed	Received Return Receipt	Accept	1/14/19	2/14/19	Accept, but unable to attend mtg	Decline	Title I Part A	Title II Part A	Title III Part A	Title IV Part A	Contact me when HCPS applies for other grants	
Publicly Funded	Arrow Center for Education Riverside	1370 Brass Mill Rd	Belcamp	MD	21017		12/12/2018	✓											
Church-Exempt	Bethel Christian Academy	21 North Earlington Rd	Havre de Grace	MD	21078		12/12/2018	✓	✓		✓			✓					
Non-Public	Bridges Montessori of Towson, Inc.	2529 Conowingo Road	Bel Air	MD	21015		12/12/2018	✓											
Church-Exempt	Christ Our King Coop Nursery	10 Lexington Rd	Bel Air	MD	21014		12/12/2018	✓											
Church-Exempt	Emmorton Baptist Academy	106 Plumtree Rd	Bel Air	MD	21015		12/12/2018	**											
Church-Exempt	First Presbyterian Preschool	224 North Main Street	Bel Air	MD	21014		12/12/2018	✓											
Non-Public	Friends School of Harford	2230 Rock Spring Rd	Forest Hill	MD	21050		12/12/2018	**											
Church-Exempt	Good Shepherd Lutheran Preschool	1515 Emmorton Rd	Bel Air	MD	21014		12/12/2018	✓											
Church-Exempt	Good Shepherd's Children's Center	622 Joppa Farm Rd	Joppa	MD	21085		12/12/2018	✓											
Church-Exempt	Grace Baptist Christian Academy	1501 Stockton Rd	Joppa	MD	21085		12/12/2018	✓											
Church-Exempt	Grace Cooperative Nursery	110 West Bel Air Avenue	Aberdeen	MD	21001		12/12/2018	✓											
Church-Exempt	Great Commission Christian Academy	3 North Earlington Road Ext.	Havre de Grace	MD	21078		12/12/2018	✓	✓	✓			✓		✓				
Church-Exempt	Harford Christian School	1736 Whiteford Rd	Darlington	MD	21034		12/12/2018	✓											
Non-Public	Harford Day School	715 Moores Mill Rd	Bel Air	MD	21014		12/12/2018	✓	✓		✓				✓		✓	✓	
Church-Exempt	Harford Jewish Center Pre-School	8 North Earlington Rd	Havre de Grace	MD	21078		12/12/2018	✓											
Church-Exempt	Hickory Child Development Center	2430 Conowingo Rd	Bel Air	MD	21014		12/12/2018	✓											
Publicly Funded	High Road School of Harford County	1250 Brass Mill Road	Belcamp	MD	21017		12/12/2018	✓											
Non-Public	Highlands School	2409 Creswell Rd	Bel Air	MD	21015		12/12/2018	✓											
Non-Public	John Carroll School, Inc., The	703 Churchville Rd	Bel Air	MD	21014	Not Title I - for MaryBeth	12/12/2018	✓	✓	✓					✓				
Non-Public	Monarch Montessori School	6 Asbury Rd	Churchville	MD	21028		12/12/2018	✓											
Church-Exempt	New Covenant Christian School	128 St. Mary's Church Rd	Abingdon	MD	21009		12/12/2018	✓					✓						
Non-Public	Oak Grove Classical Christian School	2416 Creswell Road	Bel Air	MD	21015		12/12/2018	✓											
Church-Exempt	Open Arms Family Learning Center	1810 Nuttal Avenue	Edgewood	MD	21040		12/12/2018	**											
Church-Exempt	St. Francis de Sales Preschool	1450 Abingdon Rd	Abingdon	MD	21009		12/12/2018	✓											
Church-Exempt	St. Joan of Arc School	230 S. Law Street	Aberdeen	MD	21001		12/12/2018	✓	✓	✓				✓	✓	✓	✓	✓	✓
Church-Exempt	St. Margaret School	205 North Hickory Avenue	Bel Air	MD	21014		12/12/2018	✓	✓		✓				✓	✓	✓	✓	✓
Church-Exempt	St. Matthew PreSchool	1200 Churchville Rd	Bel Air	MD	21014		12/12/2018	**											
Non-Public	Sterling East - Chesapeake Campus	900 Trimble Road	Joppa	MD	21085		12/12/2018		✓		✓			✓	✓		✓	✓	
Church-Exempt	Tiny Tot School	21 Linwood Avenue	Bel Air	MD	21014		12/12/2018	✓					✓						
Non-Public	Trinity Lutheran Christian School	1100 Philadelphia Rd	Joppa	MD	21085		12/12/2018	✓	✓	✓				✓	✓		✓	✓	✓

Must ask all non Church-Exempt schools and all Publicly Funded Private Schools: Do you have a 501(c)3 that states you are a non-profit? (Save this email).

** Emmorton Baptist Academy - TBW called on 1/3/2019 left message & asked if they were still in operation as a school. (410-569-0585),TBW called on 1/10/2019 - Spoke with an unidentified person. They stated the pastor/principal was only in the office Mondays - Wednesdays, I asked to email the pastor/principal a copy of the meeting invitation. She stated that I should call back and leave a message as the VMs are checked regularly. I called back and left a second message asking if they had received the letter from USPS and if I could email them a copy of the letter if needed. I gave both my cell and office numbers and requested they call back. 1/11/2019 - TBW received email from Emmorton Baptist Academy stating that they received the invitation. Received certified letter back from USPS "Return to Sender - No Such Street - Unable to Forward" on 1/24/19

** Friends School of Harford - TBW called on 1/3/2019, recording states the phone number is no longer in service. Also Listed as Permanently Closed on Google. (443-640-6300)

** Harford Day School - TBW called on 1/3/2019 and left a message requesting a call back. (410-838-4848). 1/4/2019 - Ashley Wilkes called back and stated that she received the letter and that she didn't have any Title I Students. 1/7/19 - TBW called Ashley and explained that she could still come and listen to additional information about Title II, III, & IV.

** Open Arms Family Learning Center - TBW called on 1/3/2019, Pastor Warlick stated the school was closed. (410-830-0342) Received certified letter back from USPS "Return to Sender - Unclaimed" on 1/14/19

** St. Matthew PreSchool - TBW called on 1/3/2019 and left a message requesting a call back. 1/3/2018 PM - Mary Ann called back and stated that the school had received the letter. (410-838-3178)

*** Great Commission Christian Academy - TBW called on 1/3/2019 to see what areas of interest the school had since the school indicated the wanted to Accept, but unable to attend mtg. (410-939-2231). The school did not identify any/which Title programs the school would like to participate in during the 2019-2020 school year. 1/7/2019 - Lisa Ward called back, stated that she was not interested in Title I or III, but would like to hear more about Title II, she will attend on January 14th.

December 13, 2018

Bethel Christian Academy
Attn: School Principal
21 North Earlton Rd
Havre de Grace, MD 21078

Dear Sir/Madam:

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed by President Obama. This reauthorization of the Elementary and Secondary Education Act, formerly known as No Child Left Behind, provides a long-term, stable federal policy that gives states additional flexibility and encourages states, local school systems, and schools to innovate while at the same time holding all accountable for results. The Maryland State Department of Education is working with the ESSA Stakeholder Committee to participate in the review of the new law and development of Maryland's ESSA Plan.

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Supporting Effective Instruction; and Title III, Part A: Language Instruction for English Learners and Migrant Students. In order to offer your school the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, two meetings will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2020/School Year 2019-2020, please plan to attend **one of the two scheduled meetings** or send a representative from your school.

Date: Monday, January 14, 2019
Time: 9:30 a.m. – 11:00 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

OR

Date: Thursday, February 14, 2019
Time: 10:00 a.m. – 11:30 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

Your school is not required to attend the meeting to participate in federal grants. However, in order to include your school in available federal grant funded programs, you must complete the attached *Federal Education Programs Intent to Participate Form* and submit by Friday, January 11, 2019. (Please see Attachment B for detailed instructions).

In addition, regarding Title I funding, the federally-funded Every Student Succeeds Act (ESSA) provides supplementary educational services for educationally disadvantaged children residing in economically deprived areas. With these funds under this program, Harford County Public Schools may provide individual/small group instruction and supplies/materials that will improve student performance.

This letter has two purposes: (1) to determine if your institution is interested in participating in Title I, and (2) to determine if there is a sufficient number of eligible children enrolled to include your institution in the Harford County Public Schools Title I project.

(over)

A letter of this nature cannot begin to describe the scope of the Every Student Succeeds Act (ESSA), Maryland State Department of Education Guidelines, and the Harford County Public Schools project. However, some essential points are as follows:

1. All participating students must reside in the area of a public Title I funded school.
2. The measure of poverty shall be the number of children ages 5-17 eligible for free and reduced priced lunches under the National School Lunch Act.
3. Student selection is based on multiple criteria for those students who reside in a public school participating attendance area.
4. Strategies must be provided to increase the meaningful involvement of parents of participating children.
5. The state educational agency shall annually review the progress of each local education agency receiving funds to determine whether schools receiving assistance are making adequate progress toward meeting the State's student performance standards.
6. The purchase of goods or services with funds from this grant for sectarian instruction or religious worship is prohibited.
7. All purchases made by Title I funds are the property of Harford County Public Schools.
8. In the 2018-2019 school year, the following elementary schools are eligible for Title I funding:

Bakerfield Elementary
Edgewood Elementary
Havre de Grace Elementary
Magnolia Elementary

Deerfield Elementary
George D. Lisby Elementary at Hillsdale
Hall's Cross Roads Elementary
William Paca / Old Post Road Elementary

Any changes to these eligible schools will be announced during these two scheduled meetings.

9. Scheduled consultation sessions with Harford County Public School's Title I office are a required component of Title I, Part A.

If your institution would like to pursue inclusion in the Harford County Public Schools 2019-2020 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wieczynski, in the enclosed self-addressed stamped envelope, no later than Friday, January 11, 2019.

The Harford County Public Schools federal grant managers are looking forward to meeting with you. If you have questions, please contact Mrs. Joyce Jablecki in the Grants Office at (410) 588-5263, or Mrs. Barbara Wieczynski in the Title I Office at (410)588-5278. To maintain ongoing communication between the public and nonpublic sectors, please return the enclosed response form on or before Friday, January 11, 2019.

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
Coordinator of Grants

Thomas Webber

Thomas Webber
Assistant Supervisor – Title I

Enclosures

Attachment A

HARFORD COUNTY PUBLIC SCHOOLS
102 S. Hickory Avenue
Bel Air, MD 21014

PRIVATE NON-PROFIT SCHOOL INFORMATION FOR TITLE I

(To be completed if interested in pursuing inclusion in Harford County Public Schools' Title I Program)

Name of School: _____

Address of School: _____

Phone Number: _____

Principal/Director: _____

- Title I income eligible students by grade residing in these attendance areas:

<i>Title I Public Schools*</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Total</i>
Bakerfield Elementary							
Deerfield Elementary							
Edgewood Elementary							
George D. Lisby Elementary School at Hillsdale							
Hall's Cross Roads Elementary							
Havre de Grace Elementary							
Magnolia Elementary							
William Paca/Old Post Road Elementary							
Total							

*School child would attend if enrolled Harford County Public Schools.

(over)

2. Please describe what, **if any**, testing criteria your school uses to determine if students are performing below grade level.

	<i>Testing Criteria / Instrument Used to Determine Below Grade Level Performance</i>	<i>Average Grade Level Performance For All Students</i>	<i>Cut-off Score Indicating below Grade Level Performance</i>
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

3. Needs of Students

Reading: Number _____

Math: Number _____

Both: Number _____

4. Principal/Director:

Signature

Date

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2019-2020 School Year

Please type or print all information.

School: _____

Address: _____

Contact Person: _____

Telephone Number: _____ Fax Number: _____

E-mail Address: _____

Check (✓) the appropriate line.

_____ Either I or a representative will attend the HCPS meeting on Monday, January 14, 2019.

_____ Either I or a representative will attend the HCPS meeting on Thursday, February 14, 2019.

_____ I am unable to attend neither of the two HCPS meetings on Monday, January 14, 2019 nor Thursday, February, 14 2019. However, my school plans to participate in federal grants during the 2019-20 school year.

Please place a check next to all programs in which your school would like to participate. *(Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)*

_____ **Title I, Part A – Improving Basic Programs Operated by LEAs**

Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.

_____ **Title II, Part A – Supporting Effective Instruction**

_____ **Title III, Part A – Language Instruction for English Learners and Migrant Students**

_____ **Title IV, Part A – Student Support and Academic Enrichment Grants**

_____ Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.

_____ I decline participation in all federal grant programs during the 2019-2020 school year.

Please return this form to, in the enclosed self-addressed stamped envelope to Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, January 11, 2019, indicates that your school does not want to participate in the federal grants program for the 2019-2020 School Year.

FEDERAL EDUCATION PROGRAMS MEETING

January 14, 2019, 10:30 a.m. - 12:00 p.m.

Harford County Public Schools
102 S. Hickory Avenue
2nd Floor, Curriculum Conference Room 215
Bel Air, MD 21014

AGENDA

10:30 a.m.	Welcome/Introductions	Mary Beth Stapleton
10:45 a.m.	Discussions:	
	Title I, Part A	Thomas Webber
	Title II, Part A	Mary Beth Stapleton
	Title III, Part A	Kimberly Banks
	Title IV, Part A	Mary Beth Stapleton
11:30 a.m.	Open Agenda	All participants
12:00 p.m.	Adjournment	



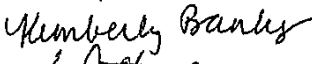

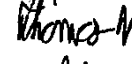
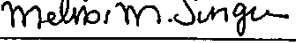
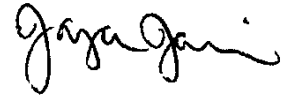
Non-Public School Meeting

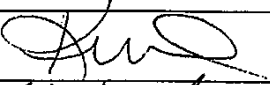
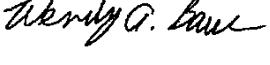
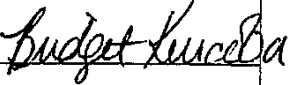
Monday, January 24, 2019

10:30 AM – 12:00 PM

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

Hanford County Public Schools			
Office	Name (please print)	Job Title	Signature
Central	Mary Beth Stapleton	Coordinator of Grants and Partnerships	
Central	Heather Kutcher	Coordinator of Teacher Induction	
Central	Kimberly Banks Juraj Duracka	Supervisor of Foreign Language/ESOL ELL Curriculum Specialist	 
Central	Thomas Webber Melissa Surgeon	Title I Assistant Supervisor Coordinator Title I	 
Central	Joyce Jablecki	Administrative Assistant, Grant & Partnerships	

Non-Public Schools			
School	Name (please print)	Job Title	Signature
Great Commission Christian Academy			
John Carroll School	Kim Zarzycki	Advancement / Alumna Relations	
St. Joan of Arc School	Wendy Bauer	Teacher	
Trinity Lutheran School	Bridget Kurcoba	School Counselor	

Affirmation of Consultation

I am an administrator/representative of St. Joan of Arc
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on JANUARY 14, 2019, the HCPS
System and St. Joan of Arc School
engaged in consultation about the following federally funded programs for the 2019-2020 school
year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, St. Joan of Arc
School agrees to provide all information necessary to comply with
program requirements, including program plans along with the method of identifying students'
and teachers' needs, related to federally funded grant programs. Additionally, the school agrees
to provide documentation which will enable the HCPS System to distribute federal funds on behalf
of non-public school students and teachers. The school agrees to provide reports as mandated by
the programs in which participation occurs.

Wendy A. Baur
Signature of Non-Public School Representative

1/14/19
Date

Wendy A. Baur
Name (printed)

410-272-1387
Telephone Number

Affirmation of Consultation

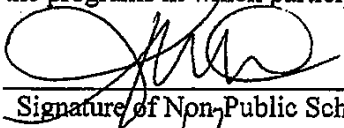
I am an administrator/representative of John Carroll High School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 14, 2019, the HCPS System and John Carroll High School School engaged in consultation about the following federally funded programs for the 2019-2020 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, John Carroll High School School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.



Signature of Non-Public School Representative

1-14-2019

Date

Kimberly Zarzycki

Name (printed)

443.243.9686

Telephone Number

Affirmation of Consultation

I am an administrator/representative of Trinity Lutheran Christian School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 14, 2019, the HCPS System and Trinity Lutheran Christian School School engaged in consultation about the following federally funded programs for the 2019-2020 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Trinity Lutheran Christian School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Bridget Kuroba
Signature of Non-Public School Representative

1/14/19
Date

Bridget Kuroba
Name (printed)

410-679-4000 ext. 180
Telephone Number

FEDERAL EDUCATION PROGRAMS MEETING

February 14, 2019, 10:00 a.m. - 11:30 a.m.

Harford County Public Schools
102 S. Hickory Avenue
2nd Floor, Curriculum Conference Room 215
Bel Air, MD 21014

AGENDA

10:00 p.m.	Welcome/Introductions	Mary Beth Stapleton
10:15 p.m.	Discussions:	
	Title I, Part A	Thomas Webber
	Title II, Part A	Mary Beth Stapleton
	Title III, Part A	Mary Beth Stapleton
	Title IV, Part A	Mary Beth Stapleton
11:00 p.m.	Open Agenda	All participants
11:30 p.m.	Adjournment	

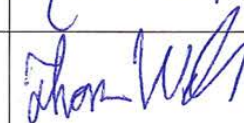
Non-Public School Meeting

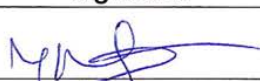

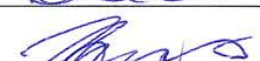
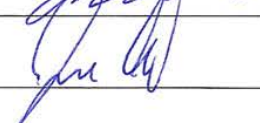
Thursday, February 14, 2019

10:00 AM – 11:30 AM

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

Harford County Public Schools			
Office	Name (please print)	Job Title	Signature
Central	Mary Beth Stapleton	Coordinator of Grants, Business & Community Partnerships	
Central	Thomas Webber	Title I Assistant Supervisor	

Non-Public Schools			
School	Name (please print)	Job Title	Signature
Bethel Christian Academy	Hearner Fisser	teacher	
Harford Day School	Donna Decker	Dir. of Advancement	
St. Margaret School	Gray Mears	School Counselor	
Sterling East – Chesapeake Campus	Jasca Arnold	Campus Principal	

Affirmation of Consultation

I am an administrator/representative of Bethel Christian Academy School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 14, 2019, the HCPS System and Bethel Christian Academy School engaged in consultation about the following federally funded programs for the 2019-2020 school year. (Check each program the consultation has covered):

Federal Programs:

- * Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Bethel Christian Academy School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.



Signature of Non-Public School Representative

2-14-19

Date

Heather Fiosser

Name (printed)

(410) 939-4000

Telephone Number

Affirmation of Consultation

I am an administrator/representative of Harford Day School
~~School~~, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 14, 2019, the HCPS System and Harford Day School engaged in consultation about the following federally funded programs for the 2019-2020 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- * Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- * Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- * Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Harford Day School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Donna Decker
Signature of Non-Public School Representative

2-14-19
Date

Donna Decker
Name (printed)

410-838-4848
Telephone Number

Affirmation of Consultation

I am an administrator/representative of St. Margaret School
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 14, 2019, the HCPS
System and St. Margaret School School
engaged in consultation about the following federally funded programs for the 2019-2020 school
year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, _____
St. Margaret S School agrees to provide all information necessary to comply with
program requirements, including program plans along with the method of identifying students'
and teachers' needs, related to federally funded grant programs. Additionally, the school agrees
to provide documentation which will enable the HCPS System to distribute federal funds on behalf
of non-public school students and teachers. The school agrees to provide reports as mandated by
the programs in which participation occurs.


Signature of Non-Public School Representative

2/14/19
Date

Pessy A. Messaris
Name (Printed)

410-879-1113
Telephone Number

Affirmation of Consultation

I am an administrator/representative of Sterling East - Chesapeake Campus School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 14, 2019, the HCPS System and Sterling East - Chesapeake Campus School engaged in consultation about the following federally funded programs for the 2019-2020 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies *not interested*
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement *not interested*
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Sterling East - Chesapeake School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.



Signature of Non-Public School Representative

2-14-19

Date

Jason Arnold

Name (printed)

410-676-1138

Telephone Number

**Title III, Part A Grant Application
English Language Acquisition, Language Enhancement,
and Academic Achievement**



Office of English Learner/Title III

**TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT**

Local School System: Harford County Public Schools _____ Fiscal Year 2020
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***SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]:** Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.*

A. REQUIRED ACTIVITIES [SEC. 3115(c)]: An eligible entity receiving funds under section 3114(a) **MUST** use the funds in the required activities before spending funds in the authorized activities.

1. To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [section 3115(c)(1)].			
Required Activities	Descriptions Please address each item (a-d) in your required activity descriptions. a) Outcomes and brief description of the services, <u>including evidence level</u> b) Timelines or target dates c) Services to private schools	Public School Costs	Private School Costs
1.1 Improving the English language proficiency and academic achievement of ELs [section 3115(c)(1)].	ACTIVITY 1 a) Continue to provide additional academic and content supplemental tutorial services to ELs in grades K-12 in Reading/Language Arts, Math, Social Studies and Science with emphasis on language use to ultimately increase their reading, writing, listening and speaking proficiency levels as well as content area achievement. This tutoring may occur during, before or after school based upon the students' needs. This activity supports Evidence Level 3. b) 7/1/2020 – 6/30/2021 c) Non-public schools will not receive funding for direct services. They will receive professional development, consultation and instructional resources upon request.	ACT.1 \$31,899	ACT.1 \$0.00

	c) Non-public schools will not receive funding for direct services. They will receive professional development, consultation and instructional resources upon request.		
<p>2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)].</p>			
<p>Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [section 3115(c)(2)(D)].</p>			
2.1 Providing for professional development designed to improve the instruction and assessment of ELs [section 3115(c)(2)(A)].	<p>ACTIVITY 1</p> <p>a) Attend the M.E.L.L.F.I.N. conference to gather information and resources that will support ELL families living in Maryland. Participants' survey responses will be used to determine the effectiveness and relevance of the conference. Following the conference, participants will meet to plan presentations which they will subsequently share with their colleagues, PTA representatives and school administrators. This activity supports Evidence Level 4.</p> <p>b) May 2020</p> <p>c) Non-public schools will not receive funding for direct services. They will receive professional development, consultation and instructional resources upon request.</p>	ACT. 1 \$2,922	ACT. 1 \$0.00
2.2 Providing for professional development designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies	<p>ACTIVITY 1</p> <p>a) Provide classroom teachers three-day professional development workshops on the SIOP Model to increase their knowledge and understanding of instructional strategies and techniques for making content more accessible to Els. The integration of oral and written English language instruction into the content areas supports Evidence Level 1 as</p>	ACT. 1 \$28,333	ACT. 1 \$0.00

<p>for ELs [section 3115(c)(2)(B)].</p>	<p>indicated by What Works Clearinghouse in their Practice Guide for <i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i> retrieved from: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx</p> <p>Participants will learn and implement the eight research-based components of sheltered instruction. They will reflect on and share experiences, student work samples and lesson ideas related to the course content. Participants will share information with their grade level teams and/or departments. This activity supports Evidence Level 1.</p> <p>b) 9/1/2020 – 8/31/2021</p> <p>c) Non-public schools will not receive funding for direct services. They will receive professional development, consultation and instructional resources upon request.</p>		
<p>2.3 Providing for professional development effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs [section 3115(c)(2)(C)].</p>	<p>a) b) c) d)</p>		
<p>3. To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs [section 3115 (c)(3)].</p>			
<p>3.1 Providing parent, family, and community engagement activities that may include strategies that serve to coordinate and align related programs [section 3115(c)(3)].</p>	<p>ACTIVITY 1</p> <p>a) Provide EL Nights (both students and parents) led by staff throughout the school year to assist with school policies, procedures and expectations. WIDA, ESSA and Maryland College and Career Readiness Standards aligned to strategies that will enable parents/families to support their students academic progress and improvement</p>	<p>ACT. 1 \$3,004</p>	<p>ACT. 1 \$0.00</p>

	<p>with English literacy. Light refreshments will be provided for these events. Outreach flyers, sign-in sheets, agendas and participant feedback will be collected in order to document participation. This activity supports Evidence Level 4.</p> <ul style="list-style-type: none"> b) 7/1/2020 – 9/1/2021 c) Non-public schools will not receive funding for direct services. They will receive professional development, consultation and instructional resources upon request. 		
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**TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT**

Local School System: _____	Fiscal Year 2020
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***SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]:** Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.*

B. AUTHORIZED ACTIVITIES [SEC. 3115(d)]: An eligible entity receiving funds under section 3114(a) may use the funds to achieve any of the authorized activities. *(Please note that the entity must utilize Title III funds to support A. Required Activities prior to allocating funds for B. Authorized Activities.)*

4. To improve the education of ELs by assisting the children to learn English and meet the challenging State academic standards [section 3115(a)].			
Authorized Activities	Descriptions Please address each item (a-d) in your authorized activity descriptions. a) Outcomes and brief description of the services, <u>including evidence level</u> b) Timelines or target dates c) Services to private schools	Public School Costs	Private School Costs
4.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].	a) b) c)		
4.2 Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	a) b) c)		
4.3 Providing to ELs tutorials and academic or career and	a) b) c)		

<p>technical education [section 3115(d)(3)(A)].</p>			
<p>4.4 Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services. [section 3115(d)(4)].</p>	<p>a) b) c)</p>		
<p>4.5 Improving the instruction of ELs, which may include ELs with a disability, by providing for the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks for materials, training, and communication; and incorporation of the resources described above into curricula and programs [section 3115(d)(7)].</p>	<p>a) b) c)</p>		
<p>4.6 Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education [section 3115(d)(8)].</p>	<p>a) b) c)</p>		
<p>5. To provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families [section 3115(d)(6)].</p>			

5.1 Providing programs to improve the English language skills of ELs [section 3115(d)(6)(A)].	a) b) c)		
5.2 Providing programs to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].	a) b) c)		
6. To carry out other activities that are consistent with the purpose of Title III, Part A, Every Student Succeeds Act [section 3115(d)(9)].			
6.1 Carrying out other activities that are consistent with the purposes of this section [section 3115(d)(9)].	a) b) c)		

C. ADMINISTRATIVE EXPENSES [SEC. 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may use **not more than 2 percent** of such funds for the cost of administering this subpart.

7. Administrative Expenses		Public School Costs	Private School Costs
7.1 Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%.	Approximately 2.0%	\$1,613	\$0.00
TOTAL TITLE III-A (EL FUNDING) AMOUNT		\$80,689	\$0.00

**TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT**

Local School System: _____ **Fiscal Year 2020**

D. EQUITABLE SERVICES TO ENGLISH LEARNERS (ELs) IN PRIVATE SCHOOLS

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)).

1. The school system must submit the following documents in Appendix C.
 - Consultation timeline for each program
 - Signed Affirmation of Consultation
 - Complaint procedures/dispute resolution process for covered programs under ESSA

Complete numbers 2 and 3 below if services are provided to ELs in private schools.

2. Participating private schools and services: Please complete the Equitable Services Table in Appendix C.
3. Describe the school system's process for providing equitable services to ELs in private schools.
 - a) Written process to invite private schools to the initial and on-going consultation meetings, and managing disputes and/or complaints;
Non-public schools were invited to participate along with HCPS in using funding to improve student achievement and better prepare the professional staff for their role in achieving excellence in instruction. A letter was sent inviting non-public representatives to participate in consultations. Non-public schools in Harford County were identified by using the lists of eligible non-public schools provided by the Maryland State Department of Education. Only schools with students 5 years of age or older were contacted and included. These schools were forwarded a certified letter requesting their participation in a planning and consulting meeting. At that meeting, factors affecting funding were discussed, possible programs outlined and discussed as well as questions and comments were addressed. The meeting was held prior to the development of the Title III program.
 - b) The basis for determining the needs of private school ELs and their teachers; and *English language acquisition, language enhancement and academic achievement needs of private school teachers and other staff are determined by the administration*

and staff to individual schools in conjunction with representatives of Harford County Public Schools ELL staff. Professional staffs from private schools were informed of the designated programs with the HCPS system. Subsequently, they were afforded the opportunity to either participate in the school system's programs or design their own sessions thereby meeting their specific needs.

- c) How services, location of services, and grade levels or areas of services were decided and agreed upon.

Each non-public school participating in Title III funding meets with Harford County Public Schools ELL Office staff to determine specific needs.

Template - Title III Budget Narrative: EL

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In-Kind	Total
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Activity 1.1

203-205 -02-Special Prog.	01-Salaries & Wages	Content supplemental tutorial services	\$24/hour x 35 weeks x 35 hours/week	29,400		29,400
Fixed Charges	Other Charges	FICA	8.5% of 29400	2,499		2,499
203-205 -02-Special Prog.	02-Contract Services	Learning A-Z 5-site bundle plus Enhanced ELL Reading Solutions	13 teacher accounts x \$393/account	5,109		5,109
203-205 -02-Special Prog.	02-Contract Services	Rosetta Stone licensing for individual student use	50 licenses x \$135/license	6,750		6,750
203-205 -02-Special Prog.	03-Supplies & Materials	Supplemental instructional materials such as bilingual word-to-word dictionaries	Vendor Estimate	1,059		1,059

Total: \$44,817

Activity 2.1

203-205 -09-Instruction Staff Dev.	04-Other Charges	M.E.L.L.F.I.N. Conference registrations	16 participants x \$100 registration	1,600		1,600
203-205 -09-Instruction Staff Dev.	04-Other Charges	M.E.L.L.F.I.N. Conference mileage	4 drivers x 100 miles round trip x \$0.58	232		232
203-205-09-Instruction Staff Dev.	01-Salaries & Wages	Payment to M.E.L.L.F.I.N. Conference participants for post-conference planning meeting attendance	\$20/hour x 3 hours x 16 teachers x 1 meeting	960		960
212-Fixed Charges	04-Other Charges	FICA	8.5% of 960	82		82
203-205 -09-Instruction Staff Dev.	04-Other Charges	M.E.L.L.F.I.N. Conference tolls	4 drivers x 2 tolls x \$6/toll	48		48

Total: \$2,922

Template - Title III Budget Narrative: EL

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
Activity 2.2						
203-205 -09- Instruction Staff Dev.	03-Supplies & Materials	Making Content Comprehensible for English Learners: The SIOP Model books	25 copies x \$55 + 10% shipping and handling	1,512		1,512
203-205 -09- Instruction Staff Dev.	01-Salaries & Wages	Payment to classroom teachers for attending 3-day SIOP Model PD	\$120/6 hours day x 25 teachers x 3 days x 2 offerings	18,000		18,000
Fixed Charges	Other Charges	FICA	8.5% of \$18,000	1,530		1,530
203-205 -09- Instruction Staff Dev.	01-Salaries & Wages	Payment to HCPS SIOP trainers for providing 3-day SIOP Model PD	\$40/hour x 21 hours x 4 trainers x 2 offerings	6,720		6,720
Fixed Charges	Other Charges	FICA	8.5% of \$6720	571		571
Total:						\$28,333

Activity 3.1						
203-205 -02-Special Prog.	03-Supplies & Materials	Light refreshments for ESOL parent nights	\$50/offering x 8 offerings	400		400
203-205 -02-Special Prog.	01-Salaries & Wages	Payment to HCPS ESOL teachers for providing ESOL parent nights	\$20/hour x 3 hours x 5 teachers x 8 offerings	2,400		2,400
Fixed Charges	Other Charges	FICA	8.5% of \$2,400	204		204
Total:						\$3,004

Activity 7.1						
201 -22-Business Support	08-Transfers	Administrative Costs	Approximately 2.0%	1,613		1,613
Total:						\$1,613

Grand Total: \$80,689

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$80,689.00	AMENDED BUDGET #	00	REQUEST DATE	10/25/19
GRANT NAME	Title III English Language Acquisition	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	20073301	RECIPIENT GRANT #	22870		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	6940	GRANT PERIOD	07/01/19	09/30/21	
		FROM		TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						1,613.00	1,613.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	31,800.00	11,859.00	1,459.00				45,118.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	25,680.00		1,512.00	1,880.00			29,072.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				4,886.00			4,886.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	57,480.00	11,859.00	2,971.00	6,766.00	0.00	1,613.00	80,689.00

Finance Official Approval	Jennifer Birkelien		10/25/19	410.809.6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Sean W. Bulson		10/25/19	410.838.7300
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

ATTACHMENTS

EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS

Private Schools - Federal Non-Public School Meeting 2019-2020

	School Name	Address	City	State	Zip	Note	Date Letter Mailed	Received Return Receipt	Accept	1/14/19	2/14/19	Accept, but unable to attend mtg	Decline	Title I Part A	Title II Part A	Title III Part A	Title IV Part A	Contact me when HCPS applies for other grants	
Publicly Funded	Arrow Center for Education Riverside	1370 Brass Mill Rd	Belcamp	MD	21017		12/12/2018	✓											
Church-Exempt	Bethel Christian Academy	21 North Earlington Rd	Havre de Grace	MD	21078		12/12/2018	✓	✓		✓			✓					
Non-Public	Bridges Montessori of Towson, Inc.	2529 Conowingo Road	Bel Air	MD	21015		12/12/2018	✓											
Church-Exempt	Christ Our King Coop Nursery	10 Lexington Rd	Bel Air	MD	21014		12/12/2018	✓											
Church-Exempt	Emmorton Baptist Academy	106 Plumtree Rd	Bel Air	MD	21015		12/12/2018	**											
Church-Exempt	First Presbyterian Preschool	224 North Main Street	Bel Air	MD	21014		12/12/2018	✓											
Non-Public	Friends School of Harford	2230 Rock Spring Rd	Forest Hill	MD	21050		12/12/2018	**											
Church-Exempt	Good Shepherd Lutheran Preschool	1515 Emmorton Rd	Bel Air	MD	21014		12/12/2018	✓											
Church-Exempt	Good Shepherd's Children's Center	622 Joppa Farm Rd	Joppa	MD	21085		12/12/2018	✓											
Church-Exempt	Grace Baptist Christian Academy	1501 Stockton Rd	Joppa	MD	21085		12/12/2018	✓											
Church-Exempt	Grace Cooperative Nursery	110 West Bel Air Avenue	Aberdeen	MD	21001		12/12/2018	✓											
Church-Exempt	Great Commission Christian Academy	3 North Earlington Road Ext.	Havre de Grace	MD	21078		12/12/2018	✓	✓	✓			✓		✓				
Church-Exempt	Harford Christian School	1736 Whiteford Rd	Darlington	MD	21034		12/12/2018	✓											
Non-Public	Harford Day School	715 Moores Mill Rd	Bel Air	MD	21014		12/12/2018	✓	✓		✓				✓		✓	✓	
Church-Exempt	Harford Jewish Center Pre-School	8 North Earlington Rd	Havre de Grace	MD	21078		12/12/2018	✓											
Church-Exempt	Hickory Child Development Center	2430 Conowingo Rd	Bel Air	MD	21014		12/12/2018	✓											
Publicly Funded	High Road School of Harford County	1250 Brass Mill Road	Belcamp	MD	21017		12/12/2018	✓											
Non-Public	Highlands School	2409 Creswell Rd	Bel Air	MD	21015		12/12/2018	✓											
Non-Public	John Carroll School, Inc., The	703 Churchville Rd	Bel Air	MD	21014	Not Title I - for MaryBeth	12/12/2018	✓	✓	✓					✓				
Non-Public	Monarch Montessori School	6 Asbury Rd	Churchville	MD	21028		12/12/2018	✓											
Church-Exempt	New Covenant Christian School	128 St. Mary's Church Rd	Abingdon	MD	21009		12/12/2018	✓					✓						
Non-Public	Oak Grove Classical Christian School	2416 Creswell Road	Bel Air	MD	21015		12/12/2018	✓											
Church-Exempt	Open Arms Family Learning Center	1810 Nuttal Avenue	Edgewood	MD	21040		12/12/2018	**											
Church-Exempt	St. Francis de Sales Preschool	1450 Abingdon Rd	Abingdon	MD	21009		12/12/2018	✓											
Church-Exempt	St. Joan of Arc School	230 S. Law Street	Aberdeen	MD	21001		12/12/2018	✓	✓	✓				✓	✓	✓	✓	✓	✓
Church-Exempt	St. Margaret School	205 North Hickory Avenue	Bel Air	MD	21014		12/12/2018	✓	✓		✓				✓	✓	✓	✓	✓
Church-Exempt	St. Matthew PreSchool	1200 Churchville Rd	Bel Air	MD	21014		12/12/2018	**											
Non-Public	Sterling East - Chesapeake Campus	900 Trimble Road	Joppa	MD	21085		12/12/2018		✓		✓			✓	✓		✓	✓	
Church-Exempt	Tiny Tot School	21 Linwood Avenue	Bel Air	MD	21014		12/12/2018	✓					✓						
Non-Public	Trinity Lutheran Christian School	1100 Philadelphia Rd	Joppa	MD	21085		12/12/2018	✓	✓	✓				✓	✓		✓	✓	✓
<p>Must ask all non Church-Exempt schools and all Publicly Funded Private Schools: Do you have a 501(c)3 that states you are a non-profit? (Save this email).</p> <p>** Emmorton Baptist Academy - TBW called on 1/3/2019 left message & asked if they were still in operation as a school. (410-569-0585),TBW called on 1/10/2019 - Spoke with an unidentified person. They stated the pastor/principal was only in the office Mondays - Wednesdays, I asked to email the pastor/principal a copy of the meeting invitation. She stated that I should call back and leave a message as the VMs are checked regularly. I called back and left a second message asking if they had received the letter from USPS and if I could email them a copy of the letter if needed. I gave both my cell and office numbers and requested they call back. 1/11/2019 - TBW received email from Emmorton Baptist Academy stating that they received the invitation. Received certified letter back from USPS "Return to Sender - No Such Street - Unable to Forward" on 1/24/19</p> <p>** Friends School of Harford - TBW called on 1/3/2019, recording states the phone number is no longer in service. Also Listed as Permanently Closed on Google. (443-640-6300)</p> <p>** Harford Day School - TBW called on 1/3/2019 and left a message requesting a call back. (410-838-4848). 1/4/2019 - Ashley Wilkes called back and stated that she received the letter and that she didn't have any Title I Students. 1/7/19 - TBW called Ashley and explained that she could still come and listen to additional information about Title II, III, & IV.</p> <p>** Open Arms Family Learning Center - TBW called on 1/3/2019, Pastor Warlick stated the school was closed. (410-830-0342) Received certified letter back from USPS "Return to Sender - Unclaimed" on 1/14/19</p> <p>** St. Matthew PreSchool - TBW called on 1/3/2019 and left a message requesting a call back. 1/3/2018 PM - Mary Ann called back and stated that the school had received the letter. (410-838-3178)</p> <p>*** Great Commission Christian Academy - TBW called on 1/3/2019 to see what areas of interest the school had since the school indicated the wanted to Accept, but unable to attend mtg. (410-939-2231). The school did not identify any/which Title programs the school would like to participate in during the 2019-2020 school year. 1/7/2019 - Lisa Ward called back, stated that she was not interested in Title I or III, but would like to hear more about Title II, she will attend on January 14th.</p>																			

December 13, 2018

Bethel Christian Academy
Attn: School Principal
21 North Earlton Rd
Havre de Grace, MD 21078

Dear Sir/Madam:

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed by President Obama. This reauthorization of the Elementary and Secondary Education Act, formerly known as No Child Left Behind, provides a long-term, stable federal policy that gives states additional flexibility and encourages states, local school systems, and schools to innovate while at the same time holding all accountable for results. The Maryland State Department of Education is working with the ESSA Stakeholder Committee to participate in the review of the new law and development of Maryland's ESSA Plan.

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Supporting Effective Instruction; and Title III, Part A: Language Instruction for English Learners and Migrant Students. In order to offer your school the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, two meetings will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2020/School Year 2019-2020, please plan to attend **one of the two scheduled meetings** or send a representative from your school.

Date: Monday, January 14, 2019
Time: 9:30 a.m. – 11:00 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

OR

Date: Thursday, February 14, 2019
Time: 10:00 a.m. – 11:30 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

Your school is not required to attend the meeting to participate in federal grants. However, in order to include your school in available federal grant funded programs, you must complete the attached *Federal Education Programs Intent to Participate Form* and submit by Friday, January 11, 2019. (Please see Attachment B for detailed instructions).

In addition, regarding Title I funding, the federally-funded Every Student Succeeds Act (ESSA) provides supplementary educational services for educationally disadvantaged children residing in economically deprived areas. With these funds under this program, Harford County Public Schools may provide individual/small group instruction and supplies/materials that will improve student performance.

This letter has two purposes: (1) to determine if your institution is interested in participating in Title I, and (2) to determine if there is a sufficient number of eligible children enrolled to include your institution in the Harford County Public Schools Title I project.

(over)

A letter of this nature cannot begin to describe the scope of the Every Student Succeeds Act (ESSA), Maryland State Department of Education Guidelines, and the Harford County Public Schools project. However, some essential points are as follows:

1. All participating students must reside in the area of a public Title I funded school.
2. The measure of poverty shall be the number of children ages 5-17 eligible for free and reduced priced lunches under the National School Lunch Act.
3. Student selection is based on multiple criteria for those students who reside in a public school participating attendance area.
4. Strategies must be provided to increase the meaningful involvement of parents of participating children.
5. The state educational agency shall annually review the progress of each local education agency receiving funds to determine whether schools receiving assistance are making adequate progress toward meeting the State's student performance standards.
6. The purchase of goods or services with funds from this grant for sectarian instruction or religious worship is prohibited.
7. All purchases made by Title I funds are the property of Harford County Public Schools.
8. In the 2018-2019 school year, the following elementary schools are eligible for Title I funding:

Bakerfield Elementary
Edgewood Elementary
Havre de Grace Elementary
Magnolia Elementary

Deerfield Elementary
George D. Lisby Elementary at Hillsdale
Hall's Cross Roads Elementary
William Paca / Old Post Road Elementary

Any changes to these eligible schools will be announced during these two scheduled meetings.

9. Scheduled consultation sessions with Harford County Public School's Title I office are a required component of Title I, Part A.

If your institution would like to pursue inclusion in the Harford County Public Schools 2019-2020 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wiczynski, in the enclosed self-addressed stamped envelope, no later than Friday, January 11, 2019.

The Harford County Public Schools federal grant managers are looking forward to meeting with you. If you have questions, please contact Mrs. Joyce Jablecki in the Grants Office at (410) 588-5263, or Mrs. Barbara Wiczynski in the Title I Office at (410)588-5278. To maintain ongoing communication between the public and nonpublic sectors, please return the enclosed response form on or before Friday, January 11, 2019.

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
Coordinator of Grants

Thomas Webber

Thomas Webber
Assistant Supervisor – Title I

Enclosures

Attachment A

HARFORD COUNTY PUBLIC SCHOOLS
102 S. Hickory Avenue
Bel Air, MD 21014

PRIVATE NON-PROFIT SCHOOL INFORMATION FOR TITLE I

(To be completed if interested in pursuing inclusion in Harford County Public Schools' Title I Program)

Name of School: _____

Address of School: _____

Phone Number: _____

Principal/Director: _____

- Title I income eligible students by grade residing in these attendance areas:

<i>Title I Public Schools*</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Total</i>
Bakerfield Elementary							
Deerfield Elementary							
Edgewood Elementary							
George D. Lisby Elementary School at Hillsdale							
Hall's Cross Roads Elementary							
Havre de Grace Elementary							
Magnolia Elementary							
William Paca/Old Post Road Elementary							
Total							

*School child would attend if enrolled Harford County Public Schools.

(over)

2. Please describe what, **if any**, testing criteria your school uses to determine if students are performing below grade level.

	<i>Testing Criteria / Instrument Used to Determine Below Grade Level Performance</i>	<i>Average Grade Level Performance For All Students</i>	<i>Cut-off Score Indicating below Grade Level Performance</i>
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

3. Needs of Students

Reading: Number _____

Math: Number _____

Both: Number _____

4. Principal/Director:

Signature

Date

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2019-2020 School Year

Please type or print all information.

School: _____

Address: _____

Contact Person: _____

Telephone Number: _____ Fax Number: _____

E-mail Address: _____

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Monday, January 14, 2019.

Either I or a representative will attend the HCPS meeting on Thursday, February 14, 2019.

I am unable to attend neither of the two HCPS meetings on Monday, January 14, 2019 nor Thursday, February, 14 2019. However, my school plans to participate in federal grants during the 2019-20 school year.

Please place a check next to all programs in which your school would like to participate. *(Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)*

Title I, Part A – Improving Basic Programs Operated by LEAs

Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.

Title II, Part A – Supporting Effective Instruction

Title III, Part A – Language Instruction for English Learners and Migrant Students

Title IV, Part A – Student Support and Academic Enrichment Grants

Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.

I decline participation in all federal grant programs during the 2019-2020 school year.

Please return this form to, in the enclosed self-addressed stamped envelope to Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, January 11, 2019, indicates that your school does not want to participate in the federal grants program for the 2019-2020 School Year.

FEDERAL EDUCATION PROGRAMS MEETING

January 14, 2019, 10:30 a.m. - 12:00 p.m.

Harford County Public Schools
102 S. Hickory Avenue
2nd Floor, Curriculum Conference Room 215
Bel Air, MD 21014

AGENDA

10:30 a.m.	Welcome/Introductions	Mary Beth Stapleton
10:45 a.m.	Discussions:	
	Title I, Part A	Thomas Webber
	Title II, Part A	Mary Beth Stapleton
	Title III, Part A	Kimberly Banks
	Title IV, Part A	Mary Beth Stapleton
11:30 a.m.	Open Agenda	All participants
12:00 p.m.	Adjournment	



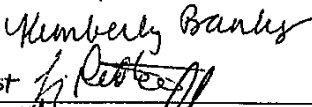
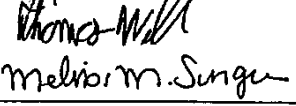
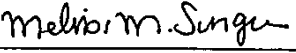
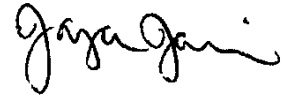
Non-Public School Meeting

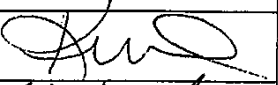
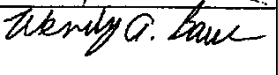
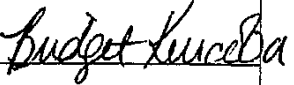
Monday, January 24, 2019

10:30 AM – 12:00 PM

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

Hartford County Public Schools			
Office	Name (please print)	Job Title	Signature
Central	Mary Beth Stapleton	Coordinator of Grants and Partnerships	
Central	Heather Kutcher	Coordinator of Teacher Induction	
Central	Kimberly Banks Juraj Duracka	Supervisor of Foreign Language/ESOL ELL Curriculum Specialist	
Central	Thomas Webber Melissa Surgeon	Title I Assistant Supervisor Coordinator Title I	 
Central	Joyce Jablecki	Administrative Assistant, Grant & Partnerships	

Non-Public Schools			
School	Name (please print)	Job Title	Signature
Great Commission Christian Academy			
John Carroll School	Kim Zarzycki	Advancement / Alumna Relations	
St. Joan of Arc School	Wendy Bauer	Teacher	
Trinity Lutheran School	Bridget Kurcoba	School Counselor	

Affirmation of Consultation

I am an administrator/representative of St. Joan of Arc
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on JANUARY 14, 2019, the HCPS
System and St. Joan of Arc School
engaged in consultation about the following federally funded programs for the 2019-2020 school
year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, St. Joan of Arc
School agrees to provide all information necessary to comply with
program requirements, including program plans along with the method of identifying students'
and teachers' needs, related to federally funded grant programs. Additionally, the school agrees
to provide documentation which will enable the HCPS System to distribute federal funds on behalf
of non-public school students and teachers. The school agrees to provide reports as mandated by
the programs in which participation occurs.

Wendy A. Baur
Signature of Non-Public School Representative

1/14/19
Date

Wendy A. Baur
Name (printed)

410-272-1387
Telephone Number

Affirmation of Consultation

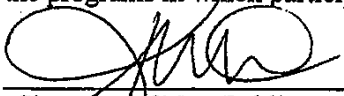
I am an administrator/representative of John Carroll High School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 14, 2019, the HCPS System and John Carroll High School School engaged in consultation about the following federally funded programs for the 2019-2020 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, John Carroll High School School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.



Signature of Non-Public School Representative

1-14-2019

Date

Kimberly Zarzycki

Name (printed)

443.243.9686

Telephone Number

Affirmation of Consultation

I am an administrator/representative of Trinity Lutheran Christian School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 14, 2019, the HCPS System and Trinity Lutheran Christian School School engaged in consultation about the following federally funded programs for the 2019-2020 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Trinity Lutheran Christian School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Bridget Kuroba
Signature of Non-Public School Representative

1/14/19
Date

Bridget Kuroba
Name (printed)

410-679-4000 ext. 180
Telephone Number

FEDERAL EDUCATION PROGRAMS MEETING

February 14, 2019, 10:00 a.m. - 11:30 a.m.

Harford County Public Schools
102 S. Hickory Avenue
2nd Floor, Curriculum Conference Room 215
Bel Air, MD 21014

AGENDA

10:00 p.m.	Welcome/Introductions	Mary Beth Stapleton
10:15 p.m.	Discussions:	
	Title I, Part A	Thomas Webber
	Title II, Part A	Mary Beth Stapleton
	Title III, Part A	Mary Beth Stapleton
	Title IV, Part A	Mary Beth Stapleton
11:00 p.m.	Open Agenda	All participants
11:30 p.m.	Adjournment	

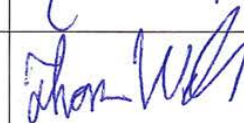
Non-Public School Meeting

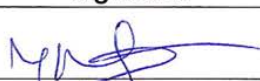

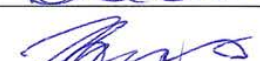
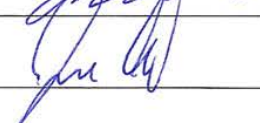
Thursday, February 14, 2019

10:00 AM – 11:30 AM

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

Harford County Public Schools			
Office	Name (please print)	Job Title	Signature
Central	Mary Beth Stapleton	Coordinator of Grants, Business & Community Partnerships	
Central	Thomas Webber	Title I Assistant Supervisor	

Non-Public Schools			
School	Name (please print)	Job Title	Signature
Bethel Christian Academy	Hearner Fisser	teacher	
Harford Day School	Donna Decker	Dir. of Advancement	
St. Margaret School	Gray Mears	School Counselor	
Sterling East – Chesapeake Campus	Jasca Arnold	Campus Principal	

Affirmation of Consultation

I am an administrator/representative of Bethel Christian Academy School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 14, 2019, the HCPS System and Bethel Christian Academy School engaged in consultation about the following federally funded programs for the 2019-2020 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Bethel Christian Academy School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.



Signature of Non-Public School Representative

2-14-19

Date

Heather Fiosser

Name (printed)

(410) 939-4000

Telephone Number

Affirmation of Consultation

I am an administrator/representative of Harford Day School
~~School~~, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 14, 2019, the HCPS System and Harford Day School engaged in consultation about the following federally funded programs for the 2019-2020 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- * Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- * Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- * Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Harford Day School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Donna Decker
Signature of Non-Public School Representative

2-14-19
Date

Donna Decker
Name (printed)

410-838-4848
Telephone Number

Affirmation of Consultation

I am an administrator/representative of St. Margaret School
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 14, 2019, the HCPS
System and St. Margaret School School
engaged in consultation about the following federally funded programs for the 2019-2020 school
year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, _____
St. Margaret S School agrees to provide all information necessary to comply with
program requirements, including program plans along with the method of identifying students'
and teachers' needs, related to federally funded grant programs. Additionally, the school agrees
to provide documentation which will enable the HCPS System to distribute federal funds on behalf
of non-public school students and teachers. The school agrees to provide reports as mandated by
the programs in which participation occurs.


Signature of Non-Public School Representative

2/14/19
Date

Pessy A. Messaris
Name (printed)

410-879-1113
Telephone Number

Affirmation of Consultation

I am an administrator/representative of Sterling East - Chesapeake Campus School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 14, 2019, the HCPS System and Sterling East - Chesapeake Campus School engaged in consultation about the following federally funded programs for the 2019-2020 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies *not interested*
- Title II Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement *not interested*
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Sterling East - Chesapeake School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.



Signature of Non-Public School Representative

2-14-19

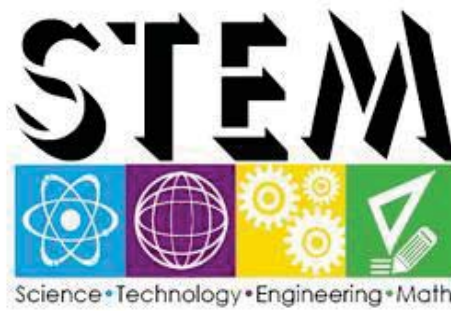
Date

Jason Arnold

Name (printed)

410-676-1138

Telephone Number



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

**TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: <u>Harford County Public Schools</u>	Fiscal Year 2020
Title IV-A Point of Contact: <u>Mary Beth Stapleton</u>	
Telephone: <u>410-588-5219</u>	E-mail: <u>Marybeth.Stapleton@hcps.org</u>

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;

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- 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 an 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.

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<p>1.0 CONSULTATION - Required</p>
<p>Please provide a description of how the LEA, or consortium of such agencies, <i>meaningfully consulted</i> 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)).</p>
<p>Harford County Public Schools (HCPS) is a diverse jurisdiction serving just under 38,000 students in 34 elementary schools, nine middle schools, nine high schools, one technical/vocational high school, a school for students with disabilities, and an alternative education school.</p> <p>The Board of Education of Harford County (BOE) is accelerating efforts and making necessary changes to the current way of doing business and approved Strategic Plan that aligns with the HCPS Bridge to Excellence Master Plan. The BOE is comprised of business and community leaders, parents, and student leaders representing Harford County. This plan was created in consultation with parents, teachers, school leaders, and other key community stakeholders.</p> <p>Vision: We will inspire and prepare each student to achieve success in college and career.</p> <p>Mission: Each student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff.</p> <p>Core Values:</p> <ul style="list-style-type: none"> • We empower each student to achieve academic excellence. • We create reciprocal relationships with families and members of the community. • We attract and retain highly skilled personnel. • We assure an efficient and effective organization. • We provide a safe and secure environment. <p>Long Term Goals:</p> <p>Goal 1: Prepare every student for success in postsecondary education and career.</p> <p>Goal 2: Engage families and the community to be partners in the education of our students.</p> <p>Goal 3: Hire and support highly effective staff who are committed to building their own professional capacity in order to increase student achievement.</p> <p>Goal 4: Provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning, creativity and innovation.</p>

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We believe the strategic plan guides our practice and is the foundation for continuous systemic growth and achievement. Our core values are constant, non-negotiable, and reflect our systemic beliefs. The plan is reviewed annually by the BOE. The components of the plan will be reflected in the Harford County Master Plan, the BOE budget, and the respective School Performance and Achievement Plans.

When Dr. Sean Bulson was named Superintendent of HCPS in 2019, he developed and implemented a detailed entry plan that outlined the ways he would connect with key school system stakeholder groups to learn the strengths of the district and identify the areas of focus for growth and improvement. Dr. Bulson’s entry plan included a Listen and Learn Tour of the county that was accomplished in three segments: (1) community and system governance, (2) school and system leadership, and (3) students, staff, parents/guardians, and community.

First, Dr. Bulson met with BOE members; county leadership, including Harford County Council members, the Harford County Executive, and the Harford County department heads; the Harford Community College president; the Harford County Sheriff’s Office; the Harford County Chamber of Commerce; Aberdeen Proving Ground (the military installation in Harford County) leaders; and local and state elected officials. Next, he met with school system administrators; school principals; and association leaders, such as union presidents. Finally, Dr. Bulson met with student leaders; Parent Teacher Association leaders; parents/guardians; and community members. To best connect with families of the school system, he held public forums in nine locations throughout Harford County to meet with parents/guardians and gather their insight and feedback about the needs of Harford County students. Dr. Bulson found that the priorities of Harford County fall into one of the following topics: reading, writing, career options, training, safety, mental health, and budget. From these findings, Dr. Bulson, along with HCPS senior staff, was able to begin planning for the future of HCPS.

In addition to ongoing central office and school-based administrator review of indicators, there are numerous Harford County community-based organizations and government partners working together to assess needs and implement strategies to ensure all children are safe, healthy, and successful in school. The Harford County Local Management Board (LMB), under the direction of Office of Community Services, the Harford County Council, and the Harford County Executive, conduct a comprehensive needs assessment using child well-being results and indicators for Harford County’s children and youth. HCPS participates in the annual needs assessment, which results in a comprehensive Community Plan. Community stakeholders participating in consultation include: Harford County Health Department; Upper Chesapeake Health; State’s Attorney’s Office; Harford County Sherriff’s Office; Harford Community College; Harford County Public Library; faith Communities; Social Services; local Non-Profits; local political leaders; parents/guardians; and students. Affirming the needs identified by HCPS, the LMB has focused resources and supports for disconnected children and youth struggling with mental health and with success in school.

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A survey was disseminated through Parent Academy and over 2,000 parents responded, stating that they needed more support and information on college and career readiness, especially for struggling students. In June of 2019, HCPS launched a new initiative, Parent Academy, focused on ensuring all families have the tools and resources that they need to ensure their children are successful in school.

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)).

HCPS ensures the implementation of aligned, evidence-based practices through a centralized School Performance and Achievement (SPA) process. Under the leadership of the BOE, the goal of the HCPS SPA process and the HCPS Local Accountability Model is to strongly impact overall student achievement in all 54 schools. The SPA team is comprised of central office directors, supervisors, and coordinators and meets monthly to analyze individual school data and school performance goals and objectives. The SPA team works to ensure all students have access to a holistic well-rounded education, which is essential for students to be fully prepared for college, work, and life.

The SPA Team reviews academic data, attendance data, discipline data, survey results and student motivation survey data and looks for a direct correlation between the data and the strategies listed in the schools' SPA plans. The team focuses on academic and non-academic initiatives in the school building. In addition, the superintendent and members of his leadership team visit each school. Subsequently, the Superintendent's team talks with staff members and students of each school to gather additional feedback about the progress of the school. Follow-ups often occur based on these Superintendent visits. Specific content supervisors/coordinators are asked to work with the school to support their efforts.

HCPS has created a new Office of Communications and Family Outreach, designed to ensure family and community stakeholders needs are assessed and addressed. The Office works closely with internal administrators and staff, and external stakeholders to assess the ongoing needs of students and families by reviewing data, disseminating surveys, conducting focus groups, and serving on numerous Harford County Boards and Committees. In addition to the SPA review of data and needs, the Office of Communications and Family Outreach monitors the needs of families and communities through external indicators including health and safety.

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)).

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North Star

HCPS must rapidly increase the number of students who are successfully prepared for college and career. After completing the Listen and Learn Tour, Superintendent Bulson’s ultimate vision for HCPS goes beyond meeting or even exceeding state standards on the Maryland Accountability framework. He envisions a school district that makes educational opportunities equal, equitable, and unlimited for all students. As such, Superintendent Bulson and HCPS Senior Leadership are working to implement ***North Star***, which is designed to ensure that all HCPS graduates are: proficient or advanced in reading and writing; critical problem solvers; emotionally and physically healthy; and employable. This program sets all HCPS students on the path to graduate with college experience or career licensure, without expense to families. HCPS will set milestones for each grade band to ensure our students stay on track, and program success will be measured by producing a greater number of North Star graduates each year.

Harford Digital Academy

All Harford County stakeholders agree that not all HCPS students are successful in a traditional classroom setting, and HCPS recognizes the need to create more options to meet the social, emotional, and academic needs of students at both ends of the spectrum – our under-achieving students and our gifted and talented students. HCPS Executive Director of Student Support Services, Executive Director of Curriculum, Instruction and Assessment, and Supervisors of Personalized Learning have come together to identify how to best serve our disconnected youth. Ultimately, the goal is to keep all students in and engaged in school and on track to graduate within the North Star program.

The HCPS dropout rate for the 2018-19 school year was 276 students. As of October 1, 2019, for the current school year, 103 students are identified as ‘dropouts’ because of legal age to stop attending school or unknown whereabouts of the student. In addition to those students dropping out of school, there are hundreds struggling to become fully prepared for college, work, and life. Although they may graduate from HCPS, they leave the system without the skills needed to be successful in post-secondary education or career.

In order to support the achievement of the neediest of students, HCPS is working to expand options to ensure each student achieves academically. Several evidence-based models are being designed to create a new Harford Digital Academy and to expand support, described as follows:

Hybrid or "Blended" Learning Models describe programs in which some traditional face-to-face "seat time" courses have been replaced by online learning activities. The purpose of a hybrid course is to take advantage of the best features of both face-to-face and online learning.

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In Harford County, we require a minimum 20% seat time. Hybrid courses can be utilized for credit recovery and for original credit purposes. All hybrid courses go through an approval process before becoming available to schools/students.

The Online Learning Model describes courses in which 100% of learning takes place online. Students interact with the teacher and other students through an online platform. Currently, HCPS students enrolled in 100% online courses are taking the course for acceleration, to meet graduation requirements, or because the course needed is not offered at the student's home school. 100% of online courses are completed through a third-party vendor, not HCPS teachers. The cost of a 100% online course ranges from \$500 to \$800.

Students take online courses for various reasons. Below, are the most common reasons an HCPS students and families choose to enroll in hybrid or 100% online classes:

- 1.) Anxiety, Depression, and/or Social/Emotional Needs
- 2.) The lack of interest in a traditional school setting
- 3.) Discipline
- 4.) Acceleration
- 5.) Remediation
- 6.) Extenuating Circumstances
- 7.) Attendance Issues

Below are some specific examples of stories about HCPS students who have benefited from online learning programs:

- "L" is a current student at Aberdeen High School. During Lyle's freshman year, he struggled academically and only earned two credits. The following year, "L" progressed academically and was able to earn six credits. "L" attended the Summer Learning Program to recover a credit and blossomed. He finished his first credit recovery course in just a week. At that point, "L" was still off track for graduation. The Online Summer Learning Program was able to offer him two original credit courses. "L" finished both courses and received the two credits he needed to get back on track for graduation.
- "J" is eighteen years old. He attended three different elementary schools within Harford County, one middle school, and two different high schools. "J" earned a total of 21 high school credits and chose to not return to complete year five since his classmates had already graduated. "J" needed five credits to earn a high school diploma.
- "P" moved to the United States in May of 2019. Upon her arrival, she was evaluated on her math skills. It was determined that she needed to begin in Algebra I for her course

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sequence. Her school was able to enroll her in a 100% online program. This allowed for “P” to stay on track for graduation.

- “S” dream has always been to graduate from high school early. She has attended HCPS for her entire academic career. In two years of high school, she has already earned 17.5 credits. Due to credit count requirements, “S” must attend the Community College, as the courses needed were not offered online.

Digital Learning Environments

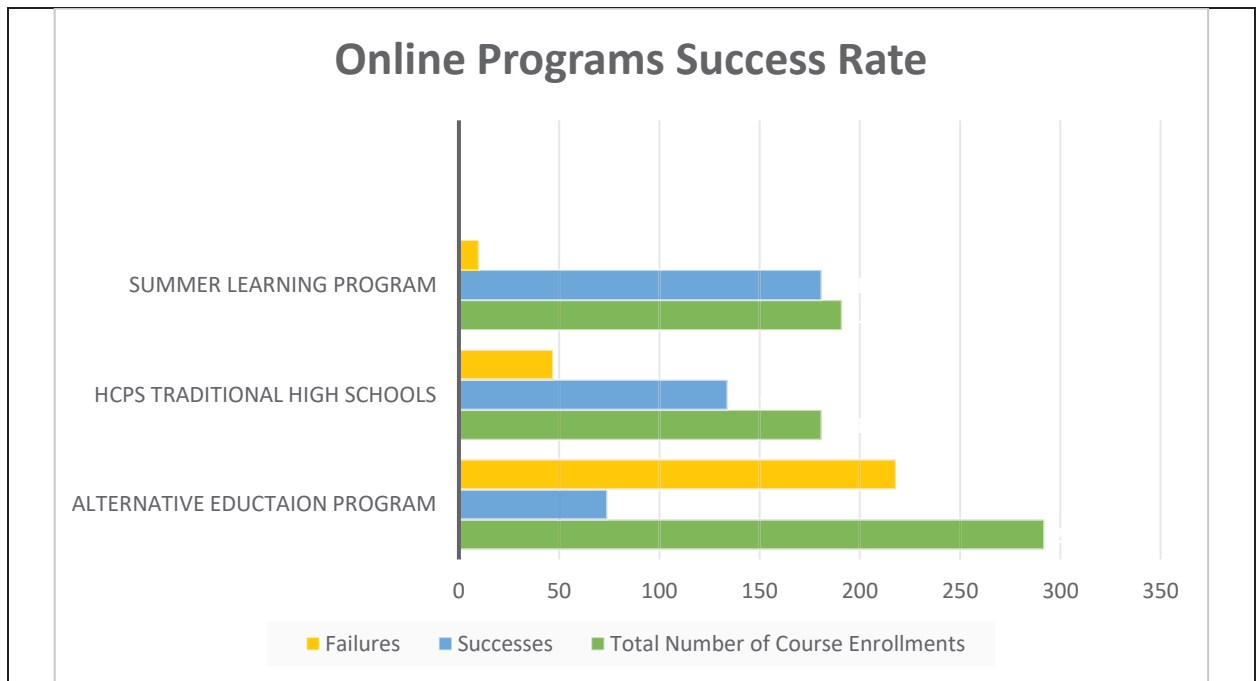
Currently, online learning programs offered at HCPS fall into one of three categories:

- **Twilight Program** is offered at the Alternative Education School. The Twilight Program takes place from 4:30 6:00 p.m. two days a week. Each student enrolled in the program is to attend one of the two nights. During Twilight Program, students are enrolled in online courses. When not in class, students are to be working in the online platform to complete their courses. During class time, a content certified teacher is there to offer remediation and support. Students can choose their own pace and place to complete 80% of the course in this program.
- **Day School Blended Learning** is offered to some degree at most HCPS high schools during the regular school day allows students to be enrolled in face-to-face classes, as well as online classes. During the online block, students meet with a content certified teacher for remediation and support. When not in class, students are to be working in the online platform to complete their courses. Student can choose their own pace and place to complete 80% of the course.
- **Summer Learning Program (SLP)** is offered for 16 days during the month of July. During the SLP, students are enrolled in either a face-to-face class or an online class, not both. Students enrolled in the online class meet with their teacher for four hours a day. During this time, students work independently on the online platform, receive one-on-one instruction, group instruction, and remediation. Students have some control over the pace at which they complete the course.

The success rate for each program is illustrated in the chart below.

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Talking with students who participated in the Summer Learning Program – the program with the highest success rate of the three programs currently offered with HCPS – HCPS received feedback such as, “I learn so much better this way” and “I understood it this time.” In general, students participating in online learning continually indicate that they preferred the controlled pace, they never felt like it was moving too fast, and that best part is the accessible anywhere and anytime.

To support our students who are not successful in the tradition classroom setup, for whatever reason, HCPS is working to develop the Harford Digital Academy (HDA), where students will attend class 2-3 times per week for the entire school day. During this time, students will work independently on the online platform, receive one-on-one instruction, group instruction, and remediation. Students can choose their own pace and place to complete 50% of the course. HDA will provide wrap around supports and the opportunity for students to be part of extracurricular activities. This represents a truly blended approach to online learning.

By offering the HDA, HCPS will offer an option for students who need get back on track for graduation, students who need personalized and accelerated learning to remain challenged and engaged, students who need to learn somewhere other than the classroom due to mental health issues, or even students who may be involved in situations that compromise the safety of other students. In order to successfully implement this strategy, HDA will work closely with Student Services staff and partners in mental health, juvenile probation, and health to ensure all physical, social, and emotional supports are provided. HDA will work with partners to help ensure that all HCPS students graduate under the North Star vision.

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AP Support at JOHS

The new HCPS North Star program goal is that all HCPS students on the path to graduate with college experience or career licensure, without expense to families. To that end, the data, along with the shared concerns and priorities of community leaders, illustrate why targeted support is needed for students at Joppatowne High School (JOHS). When compared to their peers in other Harford County communities, the following needs were identified: increased graduation rate; additional tutoring and support for accelerated learning; increased work-based learning support and internships; career exploration; increased leadership opportunities; increased access to technology; and increased mentoring.

Opened in 1972, JOHS serves 723 students in a comprehensive 9-12th grade school. During the 2016-2017 school year, a “feeder system” planning group was created for JOHS and has continued to meet for the past several years. Many of the area elementary school students who will eventually attend JOHS are living in high-poverty public housing and attend Title I elementary schools. The middle school in the community also struggles with over 66% of its families living in poverty. OHS indicators of need, as compared to HCPS (2018):

Percent of Students Receiving Free and Reduced-Price Meals: JOHS - 64.60%; HCPS - 27%
Percent of Students on Track by Grade 9: JOHS - 68.30%; HCPS - 80.4%
Percent of Students Earning a 3, 4, or 5 on an AP Exam: JOHS - 22.90%; HCPS - 62.0%
Percent of Students Enrolled in College Any Time During the First Two Years After High School: JOHS - 52.70%; HCPS - 69.6%

In order to help JOHS students successfully complete the North Star goal, it is essential that additional opportunities and supports are offered to students attending JOHS, including support for participation in Advanced Placement opportunities.

Parent Academy- Family and Community Engagement

In June 2019, in response to Superintendent Bulson’s Listen and Learn Tour, a parent survey was disseminated to all HCPS families, asking parents what information and topics parents would want to learn more about in order to support their children’s’ learning. With over 2,000 parents responding, stating that they needed more support and information on: children’s’ use of social media and video games; academic support in the home; and college and career readiness, especially for struggling students. In June of 2019, HCPS launched a new initiative, Parent Academy, focused on ensuring all families have the tools and resources that they need to ensure their children are successful in school. Workshops, events, and resources are being planned to support families and schools in promoting student achievement. HCPS will build the capacity of Parent and Community Engagement (PACE) liaisons to become proficient in evidence-based family engagement strategies.

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Mental Health

In addition to ongoing central office and school-based administrator review of indicators (referrals to the office, disruption in school), there are numerous Harford County community-based organizations and government partners working together to assess needs and implement strategies to ensure all children are safe, healthy, and successful in school. Through this consultation, the escalating needs of children’s mental health are apparent to HCPS and all community stakeholders.

According to the Harford County Local Health Improvement Coalition, the suicide rate of a community is a key indicator of mental health status. Harford County’s rate of 12.3 per 100,000 population far exceeds the 9.2 rate for the state of Maryland. According to the Maryland Behavioral Risk Factor Surveillance System (BRFSS) 21% of Harford County residents have been diagnosed with depressive disorder, compared to 16.1% for the state. In addition, 18.2% of high school students reported that they have seriously considered attempting suicide.

Classroom teachers and school-based administrators need additional training and strategies to address the day-to-day increasing mental health issues of children and youth. HCPS Office of Student Services is working with school-based staff to identify needs and provide tools to assist schools in de-escalating students’ disruptive behavior and providing a calm, productive environment for all students and staff.

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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) **DO NOT SUBTRACT ADMINISTRATIVE COSTS BEFORE DETERMINING 20% SPENDING FOR WELL-ROUNDED EDUCATION AND SAFE & HEALTHY STUDENTS)**

2.0 ADMINISTRATIVE COST - Allowable			
Item	Line Item	Description	Public School Costs
2.1	N/A		
2.2			
2.3			
2.4			
		Total for Section 2.0	

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ESEA 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				
Item		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	Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology
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?	<ul style="list-style-type: none"> • School Performance Assessment (SPA) teams • Student Support Team (including school counselor and Pupil Personnel Worker) • Local Management Board’s Dashboard tracking child well- being indicators (includes: Health Department, Juvenile Services, Public Housing, Social Services, Non-Profits, Faith Community, State’s Attorney’s Office, Harford Community College) 	<p><u>Stakeholders:</u></p> <ul style="list-style-type: none"> • School Performance Assessment (SPA) teams • Student Support Team (including school counselor and Pupil Personnel Worker) • Local Management Board (includes: Health Department, Juvenile Services, Public Housing, Social Services, Non-Profits, Faith Community, State’s Attorney’s Office, Harford Community College) • ACEs Committee 	<p><u>Stakeholders:</u></p> <ul style="list-style-type: none"> • SPA teams • Central Office SPA • Central Office Instructional Learning Team • School Instructional Learning Team General Curriculum Committee (content supervisors, principals, teacher specialist, business leaders, parent rep, teacher of the year, Executive Directors)

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3.0 NEEDS ASSESSMENT - Required				
Item		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	Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology
3.2	What data are needed to best understand local needs?	<ul style="list-style-type: none"> • Drop Out Rate • Success of current interventions • Graduation Rates • Attendance Rates • Number of students participating in AP/scoring 3 or higher • Number of CTE Completers • North Star indicators (being developed) 	<ul style="list-style-type: none"> • Drop Out Rate • Success of current interventions • Graduation Rates • Attendance Rates • Number of students participating in AP/scoring 3 or higher • Number of CTE Completers • North Star indicators (being developed) 	Technology planning and ongoing access to computers both in the home and in the community are needed. Walkthroughs by the technology office are most helpful in assessing needs in each school building.
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?	Yes, the work of the SPA team and Student Support teams identifies students most in need of support through a monthly review of data points and feedback from teachers and administrators. However, there are not always resources and supports available to support the students most in need.	Yes, community-based partners and organizations work together to develop comprehensive needs assessments that include focus groups and surveys as noted above.	The SPA team is considering access to technology as a need for our students, including the ELL students. While students may have cell phones, access to laptops at home is minimal. How to address the individual technology needs of students will be reviewed and strategies identified.
3.4	Are there inequities inherent in the system that are driving some of the local needs?	All stakeholders agree the inequities in Harford County are rooted in family income and lack of additional supports outside of school. Extra supports are needed in the Aberdeen, Edgewood, and Joppatowne communities.	All stakeholders agree the inequities in Harford County are rooted in family income and lack of additional supports outside of school. Extra supports are needed in the Aberdeen, Edgewood, and Joppatowne communities.	Inequities on accessing technology comes from the lack of family resources to provide devices at home and outside of school. In addition, HCPS has struggled to fund technology because of budget constraints; however, this has

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3.0 NEEDS ASSESSMENT - Required				
Item		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	Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology
				impacted all schools (not just HCPS).
3.5	How should the identified needs be prioritized when several significant needs are identified?	Identified needs are prioritized at the community and school levels through a review of trend data and the need to rapidly increase success for students. To that end, the SPA team is required to review school-based data and develop strategies that would increase student performance.	Identified needs are prioritized at the community and school levels through a review of trend data and the need to rapidly increase success for students. To that end, the SPA team is required to review school-based data and develop strategies that would increase student performance.	Access to personalized learning through use of devices is a priority; however, expansion has been slow. As reported in the Baltimore Sun, "...the one-to-one technology program to provide a device for every pupil is on hold because of a lack of funding." Technology is a priority for all of HCPS.

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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)). **(20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION)**

Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required		
4.1	1. Coordinated with other schools and community-based services and programs [Section 4107] (a)(1)	All activities will be implemented and coordinated with agencies serving Harford County’s most vulnerable populations, including mental health, Mental Health, Sheriff’s Office, Juvenile Delinquency Probation Office, HCC
4.2	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)	The Harford Digital Academy will be implemented and coordinated with agencies serving our most vulnerable populations, including mental health, Mental Health, Sheriff’s Office, Juvenile Delinquency Probation Office, HCC Health Services, Community Schools Specialist (Alternative Education), Mental Health, Sheriff’s Office, Juvenile Delinquency Probation Office, HCC.

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4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	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-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • 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 (List total at the end)
May include programs and activities, such as – (complete all that are applicable)				
4.3	A. 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 [Section 4107] (a)(3)(A).	NA		
4.4	B. programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement,	NA		

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4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	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-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • 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 (List total at the end)
	problem solving, and conflict resolution [Section 4107] (a)(3)(B).			
4.5	C. 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,	NA		

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4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	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-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • 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 (List total at the end)
	<p>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,</p>			

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4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	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-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • 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 (List total at the end)
	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)			
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 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	<p><u>Objective:</u> Increase Advanced Placement exam participation for JOHS students from 20% enrolled to 50% enrolled, coordinating all content areas, departments, and student services, including outreach to parents and informing community stakeholders of progress.</p> <p><u>Intended Outcomes:</u> Increased % of AP test takers with scores 3 or above from 22% (2018) to 30%.</p>	<p>Research supports increasing the number of High School students succeeding in AP courses including extra training for teachers; weekend prep sessions; and waiving exam fees -students are more likely to apply for and succeed in college.</p> <p>http://www.nms.org/Our-Impact/Research.aspx</p>	<p>AP Exam Fees for FaRMS Students \$97 x 370 tests = \$35,890</p>

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4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	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-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • 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 (List total at the end)
	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.	11/19-6/20 <u>Implementation:</u> Beginning in January 2019, offer support for Accelerated Learning Program through reimbursing low-income students to cover all costs of AP exams; provide Saturday Study sessions and exam support. AP programs are designed to help students prepare for college-level work. <u>Evaluation Plan:</u> Increase % of AP test takers with scores at 3 or above as measured by AP exam from 22% to 30% meeting the goal of the new North Star program to increase college readiness participation among vulnerable students.		
4.7	E. activities to promote the development, implementation, and strengthening of programs	NA		

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4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	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-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • 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 (List total at the end)
	to teach traditional American history, civics, economics, geography, or government education; [Section 4107] (a)(3)(E)			
4.8	F. Foreign language instruction; [Section 4107] (a)(3)(F)	NA		
4.9	G. environmental education; [Section 4107] (a)(3)(G)	NA		
4.10	H. programs and activities that promote volunteerism and community involvement; [Section 4107] (a)(3)(H)	NA		
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)	NA		

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4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	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-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • 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 (List total at the end)
4.12	J. Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences. [Section 4107] (a)(3)(J)	<p><u>Objective:</u> HCPS will decrease the number of HCPS students dropping out of school by 50%. (Baseline: SY 2018-19 276 students)</p> <p><u>Outcome:</u> By June 2021, 70% of students enrolled at Harford Digital Academy, will successfully complete online classes, working towards successfully completing graduation requirements.</p> <p><u>Implementation:</u></p> <ul style="list-style-type: none"> • In November 2019, the Harford Digital Academy Coordinator will be hired. • In December 2019, the Harford Digital Academy Coordinator will begin to develop a comprehensive plan and task force to revise and revamp current HCPS 	<p>“Understanding the Role and Applicability of K-12 Online Learning to Support Student Dropout Recovery Efforts”</p> <p>https://mvlri.org/wp-content/uploads/2017/09/DropoutRecoveryEfforts.pdf</p> <p>“Online learning has created new opportunities to reach students who are not challenged or engaged by the traditional educational model.”</p> <p>“From their start, online programs have been touted as potential solutions to student dropout and retention. There are a number of theorized reasons why online programs might succeed where other retention programs have not.”</p>	<p>1 FTE Coordinator to Oversee Planning of the Harford Digital Academy program: 34% of Salary @ \$35,700</p> <p>Fixed Charges = \$14,878</p> <p>Supplies and Materials to support Harford Digital Academy = \$22,906</p> <p>Equipment – Teacher Cubicles for Harford Digital Academy = \$5,500</p>

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4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	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-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • 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 (List total at the end)
		<p>programs designed to support students who are not successful in traditional classroom settings.</p> <ul style="list-style-type: none"> • By March 2020, the HCPS General Curriculum Committee will review and approve pilot status for Harford Digital Academy. • By SY 2020-2021 the Harford Digital Academy will welcome students who may not be successful in a traditional classroom setting to participate in a blended and online learning educational setting. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Number of students enrolled and consistently attending. 		

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4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	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-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • 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 (List total at the end)
		<ul style="list-style-type: none"> • Student and Parent feedback/survey of the program. • % Of students graduating on time with college credit and/or career experience. 		
<u>Total Projected Use of Funds for Well-Rounded Education Content Area (4.0):</u>			\$114,874	
<u>Projected % of Total Allocation for Well-Rounded Education Content Area (4.0):</u>			29%	

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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. **(20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION)**

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)).

Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.

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)	The Harford Digital Academy will be implemented and coordinated with agencies serving our most vulnerable populations, including mental health, Mental Health, Sheriff’s Office, Juvenile Delinquency Probation Office, HCC Health Services, Community Schools Specialist (Alternative Education), Mental Health, Sheriff’s Office, Juvenile Delinquency Probation Office, HCC.
5.2	(2) Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108] (2)	The Harford Digital Academy will provide a safe and supportive environment for students in need of extra support to successfully complete their schooling by providing online options for participation in classes and course work.
5.3	(3) Promote the involvement of parents and in the activity or program; [Section 4108] (3)	HCPS Parent Academy will provide a forum for parents to receive information about how to support their child in successfully completing school fully prepared for college and career, by supporting a Parent and Community Engagement (PACE) liaison in each HCPS school. The ACE Liaison will work with other student support services staff to ensure all families have information about the options available to them, including the new Harford Digital Academy.
5.4	(4) May be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based	HCPS Parent Academy and Digital Academy will be implemented in close partnership with Harford Community College, the United Way, Office of community Services, the Local Management Board, and other community-based partners.

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	organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; [Section 4108] (4)	
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5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required

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: <ul style="list-style-type: none"> • 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 (List total at the end)
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May include programs and activities, such as – (complete all that are applicable)

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	NA		
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	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, which may be provided by school-based mental health services providers; [Section 4108] (5)(B)(i)	NA		
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)(ii)(I)	NA		
5.8	II. provide comprehensive school-based mental health services and supports and staff development for school and community	NA		

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	<p>personnel working in the school that are-</p> <p>(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);</p> <p>(bb.) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act;</p> <p>(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</p> <p>[Section 4108] (5)(B)(ii)(II)</p>			
5.9	<p>Ci. integrate health and safety practices into school or athletic programs</p> <p>[Section 4108] (5)(C)(i)</p>	NA		
5.10	<p>ii. support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease</p>	NA		

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	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)	NA		
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)	NA		
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)	NA		

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5.14	vi. Establish or improve school dropout and re-entry programs; [Section 4108] (5)(C)(vi)	NA		
5.15	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; [Section 4108] (5)(C)(vii)	<p><u>Program Objective:</u> By June 2021, all HCPS schools will increase the number of evidence-based family and community engagement activities by 50% through new Parent and Community Engagement (PACE) teacher liaisons (as measured by tools provided through NAFSCE, Global Family Research Project, and PTA National Standards).</p> <p><u>Outcome:</u> By June 2021, 50% increase of HCPS Parents who report that they are more engaged in children's learning as measured by a community-wide survey. (Baseline will be collected Spring of 2020 Using the Harvard Graduate School K-12 Survey Template)</p> <p><u>Implementation:</u> <u>November 2019:</u> Work with all 54 schools (using Title I specialists as a model) to identify a staff person who will oversee all school-based</p>	<p>Caspe, M., Lopez, M.E. & Hanebutt, R. (2019). The family engagement playbook. Retrieved from: https://medium.com/familyengagementplaybook/about-a0880066834d</p> <p>“A collection of evidence-based approaches to strengthen individual competencies and organizational support for meaningful family engagement.”</p>	<p>Stipends for PACE specialists: \$1,200 x 46 schools (not including Title I Schools) = \$55,200</p> <p>Fixed Charges = \$4,692</p> <p>Training for PACE staff = \$2,500 x 3 days = \$7,500</p> <p>Subs for PACE Training = 46 subs x \$100 x 3 days = \$13,800</p> <p>Fixed Charges = \$1,173</p>

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		<p>Family and Community Engagement Activities</p> <p><u>January 2020:</u> All Family and Community Outreach staff will be trained in best practices.</p> <p><u>April 2020:</u> All Family and Community Outreach staff will complete a comprehensive needs assessment.</p> <p><u>May 2020:</u> All FCO staff will identify new initiatives to implement based on the needs assessment</p> <p><u>August 2020-2021:</u> All FCO staff will implement new initiatives and best practices.</p> <p><u>Evaluation:</u> Tools provided through National Association for Family, School and Community Engagement and Global Family Research Project will be utilized in the training and implementation of this program. A survey will be completed in June of 2021 to determine progress.</p>		
5.16	D. High-quality training for school personnel, including specialized instructional	<u>Program Objective:</u> By June 2021, 100% of HCPS elementary schools will	Mendelson, Tamar. "Feasibility and Preliminary Outcomes of School-Based Mindfulness Interventions"	\$1,000 x 34 elementary schools (Calming Stations) & Brain

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	<p>support personnel, related to:</p> <ul style="list-style-type: none"> (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; (vi) drug abuse prevention, including educating children facing substance abuse at home; and (vii) bullying and harassment prevention; [Section 4108] (5)(D) 	<p>increase use of calming techniques to address conflict management and conflict resolution. (Baseline 2019: 20% of schools use calming stations)</p> <p><u>Outcome:</u> By June 2021, 90% of elementary school personnel will report increased access to tools to assist in classroom management and trauma-informed practices and decreased behavior referrals to the office. (Survey Spring of 2020).</p> <p><u>Implementation:</u> In November 2019, purchase calming stations and brain architecture activities.</p> <p><u>January 2020- May 2020:</u> Provide training to assist school-based staff in understanding how to use calming stations and brain architecture activities to address mental health needs of young children.</p> <p><u>September 2020- June 2021:</u> Implement use of calming stations and brain architecture activities.</p>	<p>tion for Urban Youth.” <i>Abnormal Child Psychology</i>, vol. 38, Issue 7, 4 May 2010, pp. 985–994. https://link.springer.com/article/10.1007/s10802-010-9418-x</p> <p>“Mindfulness practices may improve adjustment by enhancing regulatory practices.”</p> <p><u>Evaluation Plan:</u> Student Services will develop an evaluation plan to answer the following questions: How many calming stations were provided? How well did staff use them? Did referrals to the office decrease?</p>	<p>Architecture 20 x \$100 = \$36,000</p>

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		June 2021: Assess impact of program.		
5.17	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; [Section 4108] (5)(E)	NA		
5.18	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;	<u>Objective:</u> HCPS will decrease the number of HCPS students dropping out of school by 50%. (Baseline: SY 2018-19 276 students) <u>Intended Outcome:</u> <u>Outcome:</u> By June 2021, 70% of students enrolled at Harford	“Understanding the Role and Applicability of K-12 Online Learning to Support Student Dropout Recovery Efforts” by Richard E. Ferdig, Ph.D. https://mvlri.org/wp-content/uploads/2017/09/DropoutRecoveryEfforts.pdf “Online learning can help at-risk students. Schools found that they could use online programs to motivate and individualize instruction for at risk students. This	1 FTE Coordinator to Oversee Planning of the Harford Digital Academy program: 34% of Salary @ \$34,650 Fixed Charges = \$14,624

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	<p>(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</p> <p>(iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a “youth “P” plan”; or [Section 4108] (5)(F)</p>	<p>Digital Academy, will successfully complete online classes, working towards successfully completing graduation requirements.</p> <p><u>Implementation:</u> In November 2019, the Harford Digital Academy Coordinator will be hired and begin working with student support services to develop a comprehensive plan and task force to revise and revamp current HCPS programs designed to support students who are not successful in traditional classroom settings.</p> <p>By December 2019, the Harford Digital Academy Steering Committee will develop an evaluation plan to assess program impact by June 2021.</p> <p>By March 2020, the HCPS General Curriculum Committee will review and approve pilot status for Harford Digital Academy.</p> <p>By SY 2020-2021, the Harford Digital Academy will welcome students who may not be successful in a</p>	<p>often happened through self-pacing so that they could move ahead or spend more time in remediation; students also benefitted from gaining credit for work or community service.”</p> <p><u>Evaluation Plan:</u> Throughout 2020-2021, an ongoing evaluation of the program will be implemented: How many students were enrolled? How many students and families report that the online and blended learning were high quality? How students many completed the course work? Did dropouts decrease?</p>	
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		traditional classroom setting to participate in a blended and online learning educational setting. Referrals will be sent for Student Support Teams and Administrators from all secondary schools in HCPS.		
5.19	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; [Section 4108] (5)(G)	NA		
5.20	H. designating a site resource Specialist 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	NA		

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	to improve student success; and (iii) strengthening relationships between schools and communities; or [Section 4108] (5)(H)			
5.21	I. pay for success initiatives aligned with the purposes of this section. [Section 4108] (5)(I)	NA		
Total Projected Use of Funds for Well-Rounded Education Content Area (5.0):				\$167,639
Projected % of Total Allocation for Well-Rounded Education Content Area (5.0):				42%

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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)). **(THE 15% RULE INCLUDES NONPUBLIC SPENDING)**

Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.

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6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY – Required				
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 -	Brief Description of Specific Services including: <ul style="list-style-type: none"> • 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 (List total at the end)
6.1.	1. Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to— (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	NA		

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6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY – Required				
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 -	Brief Description of Specific Services including: <ul style="list-style-type: none"> • 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 (List total at the end)
	(D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning. [Section 4109] (1)			
6.2.	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.	NA		

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6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY – Required				
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 -	Brief Description of Specific Services including: <ul style="list-style-type: none"> • 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 (List total at the end)
	[Section 4109] (2)			
6.3.	3. developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology. [Section 4109] (3)	NA		
6.4.	4. Carrying out blended learning projects which shall include: (A) Planning activities, which may include development of new instructional models	<u>Outcome:</u> By June 2021, 70% of students enrolled at Harford Digital Academy, will successfully complete online classes, working towards successfully completing graduation requirements,	“Understanding the Role and Applicability of K-12 Online Learning to Support Student Dropout Recovery Efforts” by Richard E. Ferdig, Ph.D. https://mvlri.org/wp-content/uploads/2017/09/DropoutRecoveryEfforts.pdf	1 FTE Coordinator to Oversee Planning of the Harford Digital Academy program: 34% of Salary @ \$34,650 Fixed Charges = \$14,624

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6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY – Required				
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 -	Brief Description of Specific Services including: <ul style="list-style-type: none"> • 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 (List total at the end)
	(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	<p>reducing the number of students that have been expelled or dropped out of school.</p> <p><u>Implementation:</u></p> <ul style="list-style-type: none"> • In November 2019, the Harford Digital Academy Coordinator will work with student services to begin to develop a comprehensive plan and task force to revise and revamp current HCPS programs designed to support students who are not successful in traditional classroom settings. 	<p>“Online learning can help at-risk students. Schools found that they could use online programs to motivate and individualize instruction for at risk students. This often happened through self-pacing so that they could move ahead or spend more time in remediation; students also benefitted from gaining credit for work or community service.”</p> <p>Understanding the Role and Applicability of K-12 Online Learning to Support Student Dropout Recovery Efforts” by Richard E. Ferdig, Ph.D. https://mvlri.org/wp-content/uploads/2017/09/DropoutRecoveryEfforts.pdf</p> <p><u>Evaluation Plan:</u> Throughout 2020-2021, an ongoing evaluation of the program will be implemented: How many students were enrolled? How many students and families report that the online and blended</p>	<p>Stipends for Teacher Training Strategy = \$120 per day x 3 days = \$360 x 25 teachers = \$9,000</p> <p>Fixed Charges = \$765</p> <p>FLVS Seat Licenses for Harford Digital Academy 100 seat licenses x \$189/seat license = \$18,900</p> <p>Headsets for students and teachers (8 teacher headsets x \$225 = \$1,800) (300 student headsets x \$9 = \$2,700) Total \$4,500</p>

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STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

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6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY – Required				
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 -	Brief Description of Specific Services including: <ul style="list-style-type: none"> • 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 (List total at the end)
	involved in the project that is designed to support the implementation and academic success of the project. [Section 4109] (4)	<ul style="list-style-type: none"> • By March 2020, the HCPS General Curriculum Committee will review and approve pilot status for Harford Digital Academy. • By SY 2020-2021 the Harford Digital Academy will welcome students who may not be successful in a traditional classroom setting to participate in a blended and online learning educational setting. Referrals will be sent for Student Support Teams and Administrators from all secondary schools in HCPS. 	learning were high quality? How students many completed the course work? Did dropouts decrease?	

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6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY – Required				
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 -	Brief Description of Specific Services including: <ul style="list-style-type: none"> • 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 (List total at the end)
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)	NA		
6.6	(6) Providing students in rural, remote, and underserved areas with the resources to take advantage	NA		

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6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY – Required				
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 -	Brief Description of Specific Services including: <ul style="list-style-type: none"> • 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 (List total at the end)
	of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators. [Section 4109] (6)			
Total Projected Use of Funds for Effective Use of Technology Content Area (6.0):				\$82,439
Projected % of Total Allocation for Effective Use of Technology Content Area (6.0):				21%

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STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

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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)).

Participating Private Schools and Services: Provide information regarding <i>the calculated cost per pupil, that will benefit from Title IV-A services.</i> (Include below or as an attachment)		
Name of Participating Private School	Number of Private School Students	Calculated Cost Per Pupil
Harford Day School	276	\$9.95
John Carroll School	661	\$9.95
Oak Grove Classical Christian School	105	\$9.95
St. Joan of Arc	206	\$9.95
St. Margaret	500	\$9.95
Trinity Lutheran School	144	\$9.95
Describe the school system's written process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints.		
<p>Non-public schools are invited to participate in the Title IV-A grant program along with the HCPS System. A letter was sent inviting non-public representatives to participate in consultations. Non-public schools in Harford County were identified using the lists of eligible non-public schools provided by the Maryland State Department of Education. Only schools with students 5 years of age or older were contacted and included. These schools were forwarded a certified letter requesting their participation in a planning and consultation meeting. At that meeting factors affecting funding were discussed, possible programs outlined and discussed, and comments and questions addressed. The meeting occurred prior to the development of the Title IV-A program. (See meeting agenda, sign-in sheet, and signed affirmation of consultation on the following pages.) During April, May, and early June several non-public schools were again contacted via email and the telephone to encourage their participation in grant-funded activities. Additionally, throughout the school year, as needed, nonpublic schools are contacted via either email and/or telephone to discuss program and funding issues. HCPS Title I, Part A complaint procedure will be utilized to ensure all issues or concerns are attempted to be resolved.</p> <p>SEE ATTACHMENTS</p>		

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<p>Describe the school system's <i>process for providing equitable participation</i> to students in private schools. This should include evidence of a needs assessment, monitoring practices, and a professional development action plan. (Include below or as an attachment)</p>
<p>Each non-public school participating in Title IV-A funding develops a proposal and submits a sample plan (see nonpublic attachments) for using Title IV-A funds based on their need’s assessment. To determine need, non-public schools used surveys; others used faculty suggestions to determine specific needs. The plans which were reviewed by HCPS Central Office staff will be used to direct the non-public schools’ grant related activities.</p> <p>Harford County Public Schools Office of Family and Community Partnerships supports non-public partners on a weekly, sometimes daily, basis. Non-public partners submit a plan based on needs assessment and Title IV allowable activities. After review and approval, non-public administrators work with the Family and Community Partnership Office for support. Non-public partners submit requests for approved purchases using Title IV funds to the Office of Family and Community Partnerships. Staff of Family and Community Partnerships will purchase the items for the non-public partners. Each non-public partner is required to submit a final report to ensure activities were implemented as planned.</p>
<p>Total Amount for Non-Public Transfers: \$18,826.00</p>
<p>REMEMBER, THE 20% and 15% RULE INCLUDES NONPUBLIC SPENDING.</p>

**TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

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Formula to Determine Amount for Title IV, Part A Equitable Expenditures			
A. Number of Students			
A1: LEA Enrollment	<i>as of:</i>	09/30/18	37,826
A2: Participating Private Schools Enrollment	<i>as of:</i>	09/01/19	1,892
A3: Total Enrollment [A1 + A2]			39,718
B. Title II, Part A Allocation			
B1: Total LEA Allocation			395,092.00
B2: Administrative Costs			0.00
B3: LEA Allocation Minus Admin Costs [B1-B2]			395,092.00
C. Per Pupil Rate			
C1: [B3 / A3]			\$ 9.95
D. Equitable Services			
Amount LEA must reserve for equitable services for private school teachers and other educational personnel [A2 x C1]			18,826.00

HCPS Funds to Spend 376,266.00

Participating Private Schools	Enroll	Allocation
Harford Day	276	2,746.00
John Carroll*	661	6,577.00
Oak Grove	105	1,045.00
St. Joan of Arc	206	2,050.00
St. Margaret's	500	4,975.00
Trinity	144	1,433.00
Total	1,892	18,826.00

* did not respond to request for enrollment figures - used prior year amount

**TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: <u>Harford County Public Schools</u>	Fiscal Year 2020
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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)

**TITLE IV, PART A
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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

(1)(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

(2)(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.

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

	Local Education Agency: <u>Harford County Public Schools</u>	Fiscal Year 2019
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10.0 BUDGET NARRATIVE

**Harford County Public Schools
Title IV Budget Narrative
FY20**

Content Area	Category / Program / Object	Line Item	Calculation	Amount	In-Kind	Total
4.0 Activities to Support Well-Rounded Educational Opportunities						
Well Rounded 4.12	Instructional Salaries and Wages / 02-Special Programs / Salaries and Wages	0.34 FTE Coordinator of Digital Learning Academy	34% of Projected Salary	35,700		35,700
Well Rounded 4.12	Fixed Charges / / Other Charges	FICA/WC for 0.34 FTE Coordinator of Digital Learning Academy	FICA @ 7.65% [2731] + WC @ 0.85% [303]	3,035		3,035
Well Rounded 4.12	Fixed Charges / / Other Charges	Retirement for 0.34 FTE Coordinator of Digital Learning Academy	Retirement @ 15.59% plus \$157 admin fee	5,723		5,723
Well Rounded 4.12	Fixed Charges / / Other Charges	Health Life and Dental for 0.34 FTE Coordinator of Digital Learning Academy	34% of Estimated Benefits	6,120		6,120
Well Rounded 4.6	Other Instructional Costs / 01-Regular Programs / Contracted Services	AP Exam Fees	\$97/test x 370 tests	35,890		35,890
Well Rounded 4.12	Other Instructional Costs / 02-Special Programs / Equipment	Teacher Cubicles for Harford Digital Learning Academy	Pod of 4 cubicles for teachers working with students	5,500		5,500
Well Rounded 4.12	Textbooks and Instructional Supplies / 02-Special Programs / Supplies and Materials	Supplies and materials- Digital Learning Academy	Flexible seating for students \$9000; Standing Desk Converters \$1000; Teacher resource materials \$5000; Supplemental classroom resources for face to face instr (including microscopes, graphing calculators, science lab materials and equip,dictionaries, thesauruses, maps, etc. \$7006	22,906		22,906
4.0 Activities to Support Well-Rounded Educational Opportunities -Projected Use of Funds				114,874	0	114,874
<i>4.0 Activities to Support Well-Rounded Educational Opportunities - % of Total</i>					<i>29%</i>	

5.0 Activities to Support Safe and Healthy Students						
Safe & Healthy 5.18	Instructional Salaries and Wages / 02-Special Programs / Salaries and Wages	0.33 FTE Coordinator of Digital Learning	33% of Projected Salary	34,650		34,650
Safe & Healthy 5.18	Fixed Charges / / Other Charges	FICA/WC for 0.33 FTE Coordinator of Digital Learning	FICA @ 7.65% [2651] + WC @ 0.85% [295]	2,945		2,945
Safe & Healthy 5.18	Fixed Charges / / Other Charges	Retirement for 0.33 FTE Coordinator of Digital Learning	Retirement @ 15.59% plus \$157 admin fee	5,559		5,559
Safe & Healthy 5.18	Fixed Charges / / Other Charges	Health Life and Dental for 0.33 FTE Coordinator of Digital Learning	33% of Estimated Benefits	6,120		6,120

**Harford County Public Schools
Title IV Budget Narrative
FY20**

Content Area	Category / Program / Object	Line Item	Calculation	Amount	In-Kind	Total
Safe & Healthy 5.16	Textbooks and Instructional Supplies / 02-Special Programs / Supplies and Materials	Calming Stations and Brain Architecture Game	\$1000/school x 34 elementary schools (Calming Stations) & Brain Architecture 20 x \$100	36,000		36,000
Safe & Healthy 5.15	Instructional Salaries and Wages / 02-Special Programs / Salaries and Wages	Stipends for Family and Community Engagement Specialists	\$1200/specialist x 46 schools	55,200		55,200
Safe & Healthy 5.15	Fixed Charges / / Other Charges	FICA/WC for Stipends for Family and Community Engagement Specialists	FICA @ 7.65% [4223] + WC @ 0.85% [469]	4,692		4,692
Safe & Healthy 5.15	Other Instructional Costs / 09-Instructional Staff Development / Contracted Services	Training for Family and Community Engagement Specialists	\$2500/day x 3 days	7,500		7,500
Safe & Healthy 5.15	Instructional Salaries and Wages / 09-Instructional Staff Development / Salaries and Wages	Subs for Family and Community Engagement Specialists for 3 days	46 subs x \$100/day x 3 days	13,800		13,800
Safe & Healthy 5.15	Fixed Charges / / Other Charges	FICA/WC for Subs for Family and Community Engagement Specialists for 3 days	FICA @ 7.65% [1056] + WC @ 0.85% [117]	1,173		1,173
5.0 Activities to Support Safe and Healthy Students -Projected Use of Funds				167,639	0	167,639
5.0 Activities to Support Safe and Healthy Students - % of Total					42%	

6.0 Activities to Support the Effective Use of Technology						
Technology 6.4	Instructional Salaries and Wages / 02-Special Programs / Salaries and Wages	0.33 FTE Coordinator of Digital Learning	33% of Projected Salary	34,650		34,650
Technology 6.4	Fixed Charges / / Other Charges	FICA/WC for 0.33 FTE Coordinator of Digital Learning	FICA @ 7.65% [2651] + WC @ 0.85% [295]	2,945		2,945
Technology 6.4	Fixed Charges / / Other Charges	Retirement for 0.33 FTE Coordinator of Digital Learning	Retirement @ 15.59% plus \$157 admin fee	5,559		5,559
Technology 6.4	Fixed Charges / / Other Charges	Health Life and Dental for 0.33 FTE Coordinator of Digital Learning	33% of Estimated Benefits	6,120		6,120
Technology 6.4	Instructional Salaries and Wages / 09-Instructional Staff Development / Salaries and Wages	Stipends for Teacher Training	\$120 per day x 3 days = \$360 x 25 teachers = \$9,000	9,000		9,000
Technology 6.4	Fixed Charges / / Other Charges	FICA/WC for Stipends for Teacher Training	FICA @ 7.65% [689] + WC @ 0.85% [77]	765		765
Technology 6.4	Other Instructional Costs / 02-Special Programs / Contracted Services	FLVS Seat Licenses for Harford Digital Learning Academy	100 seat licenses x \$189/seat license	18,900		18,900
Technology 6.4	Textbooks and Instructional Supplies / 02-Special Programs / Supplies and Materials	Headsets for students and teachers	8 teacher headsets x \$225 = \$1800 300 student headsets x \$9 = \$2700	4,500		4,500
6.0 Activities to Support the Effective Use of Technology -Projected Use of Funds				82,439	0	82,439
6.0 Activities to Support the Effective Use of Technology - % of Total					21%	

Business Support / Equitable Services (Nonpublic Transfers)

**Harford County Public Schools
Title IV Budget Narrative
FY20**

Content Area	Category / Program / Object	Line Item	Calculation	Amount	In-Kind	Total
	Administration / 22-Business Support / Transfers	Transfers	HCPS Indirect fee charged for grant administration based on approved FY19 rate of 3.1% [[[\$395,092 - 18,826] - [\$395,092 - 18,826] / 1.031]]	11,314		11,314
	Other Instructional Costs / 01-Regular Programs / Transfers	Equitable Services	Private Schools: 1,892 students x \$9.95 per pupil rate	18,826		18,826
		TOTAL		30,140	0	30,140


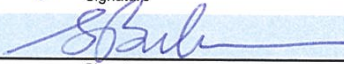
TITLE IV GRAND TOTAL

395,092	0	395,092
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**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$395,092.00	AMENDED BUDGET #	00	REQUEST DATE	10/30/19
GRANT NAME	Title IV	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	23700		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	07/01/19	06/30/20	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						11,314.00	11,314.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.		35,890.00				18,826.00	54,716.00
Prog. 02 Special Prog.	160,200.00	18,900.00	63,406.00		5,500.00		248,006.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	22,800.00	7,500.00					30,300.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							
212 Fixed Charges				50,756.00			50,756.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	183,000.00	62,290.00	63,406.00	50,756.00	5,500.00	30,140.00	395,092.00

Finance Official Approval	Jennifer Birkelien		10/30/19	410.809.6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Sean W. Bulson		10/30/19	410.838.7300
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

ATTACHMENTS

**EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS
[ESEA, Section 8501]:**

Private Schools - Federal Non-Public School Meeting 2019-2020

	School Name	Address	City	State	Zip	Note	Date Letter Mailed	Received Return Receipt	Accept	1/14/19	2/14/19	Accept, but unable to attend mtg	Decline	Title I Part A	Title II Part A	Title III Part A	Title IV Part A	Contact me when HCPS applies for other grants	
Publicly Funded	Arrow Center for Education Riverside	1370 Brass Mill Rd	Belcamp	MD	21017		12/12/2018	✓											
Church-Exempt	Bethel Christian Academy	21 North Earlington Rd	Havre de Grace	MD	21078		12/12/2018	✓	✓		✓			✓					
Non-Public	Bridges Montessori of Towson, Inc.	2529 Conowingo Road	Bel Air	MD	21015		12/12/2018	✓											
Church-Exempt	Christ Our King Coop Nursery	10 Lexington Rd	Bel Air	MD	21014		12/12/2018	✓											
Church-Exempt	Emmorton Baptist Academy	106 Plumtree Rd	Bel Air	MD	21015		12/12/2018	**											
Church-Exempt	First Presbyterian Preschool	224 North Main Street	Bel Air	MD	21014		12/12/2018	✓											
Non-Public	Friends School of Harford	2230 Rock Spring Rd	Forest Hill	MD	21050		12/12/2018	**											
Church-Exempt	Good Shepherd Lutheran Preschool	1515 Emmorton Rd	Bel Air	MD	21014		12/12/2018	✓											
Church-Exempt	Good Shepherd's Children's Center	622 Joppa Farm Rd	Joppa	MD	21085		12/12/2018	✓											
Church-Exempt	Grace Baptist Christian Academy	1501 Stockton Rd	Joppa	MD	21085		12/12/2018	✓											
Church-Exempt	Grace Cooperative Nursery	110 West Bel Air Avenue	Aberdeen	MD	21001		12/12/2018	✓											
Church-Exempt	Great Commission Christian Academy	3 North Earlington Road Ext.	Havre de Grace	MD	21078		12/12/2018	✓	✓	✓			✓						
Church-Exempt	Harford Christian School	1736 Whiteford Rd	Darlington	MD	21034		12/12/2018	✓											
Non-Public	Harford Day School	715 Moores Mill Rd	Bel Air	MD	21014		12/12/2018	✓	✓		✓					✓		✓	✓
Church-Exempt	Harford Jewish Center Pre-School	8 North Earlington Rd	Havre de Grace	MD	21078		12/12/2018	✓											
Church-Exempt	Hickory Child Development Center	2430 Conowingo Rd	Bel Air	MD	21014		12/12/2018	✓											
Publicly Funded	High Road School of Harford County	1250 Brass Mill Road	Belcamp	MD	21017		12/12/2018	✓											
Non-Public	Highlands School	2409 Creswell Rd	Bel Air	MD	21015		12/12/2018	✓											
Non-Public	John Carroll School, Inc., The	703 Churchville Rd	Bel Air	MD	21014	Not Title I - for MaryBeth	12/12/2018	✓	✓	✓						✓			
Non-Public	Monarch Montessori School	6 Asbury Rd	Churchville	MD	21028		12/12/2018	✓											
Church-Exempt	New Covenant Christian School	128 St. Mary's Church Rd	Abingdon	MD	21009		12/12/2018	✓					✓						
Non-Public	Oak Grove Classical Christian School	2416 Creswell Road	Bel Air	MD	21015		12/12/2018	✓											
Church-Exempt	Open Arms Family Learning Center	1810 Nuttal Avenue	Edgewood	MD	21040		12/12/2018	**											
Church-Exempt	St. Francis de Sales Preschool	1450 Abingdon Rd	Abingdon	MD	21009		12/12/2018	✓											
Church-Exempt	St. Joan of Arc School	230 S. Law Street	Aberdeen	MD	21001		12/12/2018	✓	✓	✓				✓	✓	✓	✓	✓	✓
Church-Exempt	St. Margaret School	205 North Hickory Avenue	Bel Air	MD	21014		12/12/2018	✓	✓		✓				✓	✓	✓	✓	✓
Church-Exempt	St. Matthew PreSchool	1200 Churchville Rd	Bel Air	MD	21014		12/12/2018	**											
Non-Public	Sterling East - Chesapeake Campus	900 Trimble Road	Joppa	MD	21085		12/12/2018		✓		✓			✓	✓			✓	✓
Church-Exempt	Tiny Tot School	21 Linwood Avenue	Bel Air	MD	21014		12/12/2018	✓					✓						
Non-Public	Trinity Lutheran Christian School	1100 Philadelphia Rd	Joppa	MD	21085		12/12/2018	✓	✓	✓				✓	✓			✓	✓
<p>Must ask all non Church-Exempt schools and all Publicly Funded Private Schools: Do you have a 501(c)3 that states you are a non-profit? (Save this email).</p> <p>** Emmorton Baptist Academy - TBW called on 1/3/2019 left message & asked if they were still in operation as a school. (410-569-0585),TBW called on 1/10/2019 - Spoke with an unidentified person. They stated the pastor/principal was only in the office Mondays - Wednesdays, I asked to email the pastor/principal a copy of the meeting invitation. She stated that I should call back and leave a message as the VMs are checked regularly. I called back and left a second message asking if they had received the letter from USPS and if I could email them a copy of the letter if needed. I gave both my cell and office numbers and requested they call back. 1/11/2019 - TBW received email from Emmorton Baptist Academy stating that they received the invitation. Received certified letter back from USPS "Return to Sender - No Such Street - Unable to Forward" on 1/24/19</p> <p>** Friends School of Harford - TBW called on 1/3/2019, recording states the phone number is no longer in service. Also Listed as Permanently Closed on Google. (443-640-6300)</p> <p>** Harford Day School - TBW called on 1/3/2019 and left a message requesting a call back. (410-838-4848). 1/4/2019 - Ashley Wilkes called back and stated that she received the letter and that she didn't have any Title I Students. 1/7/19 - TBW called Ashley and explained that she could still come and listen to additional information about Title II, III, & IV.</p> <p>** Open Arms Family Learning Center - TBW called on 1/3/2019, Pastor Warlick stated the school was closed. (410-830-0342) Received certified letter back from USPS "Return to Sender - Unclaimed" on 1/14/19</p> <p>** St. Matthew PreSchool - TBW called on 1/3/2019 and left a message requesting a call back. 1/3/2018 PM - Mary Ann called back and stated that the school had received the letter. (410-838-3178)</p> <p>*** Great Commission Christian Academy - TBW called on 1/3/2019 to see what areas of interest the school had since the school indicated the wanted to Accept, but unable to attend mtg. (410-939-2231). The school did not identify any/which Title programs the school would like to participate in during the 2019-2020 school year. 1/7/2019 - Lisa Ward called back, stated that she was not interested in Title I or III, but would like to hear more about Title II, she will attend on January 14th.</p>																			



Sean W. Bulson, Ed.D., Superintendent of Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478

December 13, 2018

Bethel Christian Academy
Attn: School Principal
21 North Earlton Rd
Havre de Grace, MD 21078

Dear Sir/Madam:

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed by President Obama. This reauthorization of the Elementary and Secondary Education Act, formerly known as No Child Left Behind, provides a long-term, stable federal policy that gives states additional flexibility and encourages states, local school systems, and schools to innovate while at the same time holding all accountable for results. The Maryland State Department of Education is working with the ESSA Stakeholder Committee to participate in the review of the new law and development of Maryland's ESSA Plan.

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Supporting Effective Instruction; and Title III, Part A: Language Instruction for English Learners and Migrant Students. In order to offer your school the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, two meetings will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2020/School Year 2019-2020, please plan to attend **one of the two scheduled meetings** or send a representative from your school.

Date: Monday, January 14, 2019
Time: 9:30 a.m. – 11:00 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

OR

Date: Thursday, February 14, 2019
Time: 10:00 a.m. – 11:30 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

Your school is not required to attend the meeting to participate in federal grants. However, in order to include your school in available federal grant funded programs, you must complete the attached *Federal Education Programs Intent to Participate Form* and submit by Friday, January 11, 2019. (Please see Attachment B for detailed instructions).

In addition, regarding Title I funding, the federally-funded Every Student Succeeds Act (ESSA) provides supplementary educational services for educationally disadvantaged children residing in economically deprived areas. With these funds under this program, Harford County Public Schools may provide individual/small group instruction and supplies/materials that will improve student performance.

This letter has two purposes: (1) to determine if your institution is interested in participating in Title I, and (2) to determine if there is a sufficient number of eligible children enrolled to include your institution in the Harford County Public Schools Title I project.

(over)

A letter of this nature cannot begin to describe the scope of the Every Student Succeeds Act (ESSA), Maryland State Department of Education Guidelines, and the Harford County Public Schools project. However, some essential points are as follows:

1. All participating students must reside in the area of a public Title I funded school.
2. The measure of poverty shall be the number of children ages 5-17 eligible for free and reduced priced lunches under the National School Lunch Act.
3. Student selection is based on multiple criteria for those students who reside in a public school participating attendance area.
4. Strategies must be provided to increase the meaningful involvement of parents of participating children.
5. The state educational agency shall annually review the progress of each local education agency receiving funds to determine whether schools receiving assistance are making adequate progress toward meeting the State's student performance standards.
6. The purchase of goods or services with funds from this grant for sectarian instruction or religious worship is prohibited.
7. All purchases made by Title I funds are the property of Harford County Public Schools.
8. In the 2018-2019 school year, the following elementary schools are eligible for Title I funding:

Bakerfield Elementary	Deerfield Elementary
Edgewood Elementary	George D. Lisby Elementary at Hillsdale
Havre de Grace Elementary	Hall's Cross Roads Elementary
Magnolia Elementary	William Paca / Old Post Road Elementary

Any changes to these eligible schools will be announced during these two scheduled meetings.

9. Scheduled consultation sessions with Harford County Public School's Title I office are a required component of Title I, Part A.

If your institution would like to pursue inclusion in the Harford County Public Schools 2019-2020 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wiczynski, in the enclosed self-addressed stamped envelope, no later than Friday, January 11, 2019.

The Harford County Public Schools federal grant managers are looking forward to meeting with you. If you have questions, please contact Mrs. Joyce Jablecki in the Grants Office at (410) 588-5263, or Mrs. Barbara Wiczynski in the Title I Office at (410)588-5278. To maintain ongoing communication between the public and nonpublic sectors, please return the enclosed response form on or before Friday, January 11, 2019.

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
Coordinator of Grants

Thomas Webber

Thomas Webber
Assistant Supervisor – Title I

Enclosures

Attachment A

HARFORD COUNTY PUBLIC SCHOOLS
102 S. Hickory Avenue
Bel Air, MD 21014

PRIVATE NON-PROFIT SCHOOL INFORMATION FOR TITLE I

(To be completed if interested in pursuing inclusion in Harford County Public Schools' Title I Program)

Name of School: _____

Address of School: _____

Phone Number: _____

Principal/Director: _____

- Title I income eligible students by grade residing in these attendance areas:

<i>Title I Public Schools*</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Total</i>
Bakerfield Elementary							
Deerfield Elementary							
Edgewood Elementary							
George D. Lisby Elementary School at Hillsdale							
Hall's Cross Roads Elementary							
Havre de Grace Elementary							
Magnolia Elementary							
William Paca/Old Post Road Elementary							
Total							

*School child would attend if enrolled Harford County Public Schools.

(over)

2. Please describe what, **if any**, testing criteria your school uses to determine if students are performing below grade level.

	<i>Testing Criteria / Instrument Used to Determine Below Grade Level Performance</i>	<i>Average Grade Level Performance For All Students</i>	<i>Cut-off Score Indicating below Grade Level Performance</i>
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

3. Needs of Students

Reading: Number _____

Math: Number _____

Both: Number _____

4. Principal/Director:

Signature

Date



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2019-2020 School Year

Please type or print all information.

School: _____

Address: _____

Contact Person: _____

Telephone Number: _____ Fax Number: _____

E-mail Address: _____

Check (✓) the appropriate line.

- Either I or a representative will attend the HCPS meeting on Monday, January 14, 2019.
- Either I or a representative will attend the HCPS meeting on Thursday, February 14, 2019.
- I am unable to attend neither of the two HCPS meetings on Monday, January 14, 2019 nor Thursday, February, 14 2019. However, my school plans to participate in federal grants during the 2019-20 school year.

Please place a check next to all programs in which your school would like to participate. *(Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)*

- Title I, Part A – Improving Basic Programs Operated by LEAs**
Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.
- Title II, Part A – Supporting Effective Instruction**
- Title III, Part A – Language Instruction for English Learners and Migrant Students**
- Title IV, Part A – Student Support and Academic Enrichment Grants**
- Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.
- I decline participation in all federal grant programs during the 2019-2020 school year.

Please return this form to, in the enclosed self-addressed stamped envelope to Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, January 11, 2019, indicates that your school does not want to participate in the federal grants program for the 2019-2020 School Year.

FEDERAL EDUCATION PROGRAMS MEETING

January 14, 2019, 10:30 a.m. - 12:00 p.m.

Harford County Public Schools
102 S. Hickory Avenue
2nd Floor, Curriculum Conference Room 215
Bel Air, MD 21014

AGENDA

10:30 a.m.	Welcome/Introductions	Mary Beth Stapleton
10:45 a.m.	Discussions:	
	Title I, Part A	Thomas Webber
	Title II, Part A	Mary Beth Stapleton
	Title III, Part A	Kimberly Banks
	Title IV, Part A	Mary Beth Stapleton
11:30 a.m.	Open Agenda	All participants
12:00 p.m.	Adjournment	


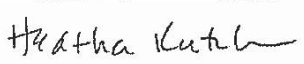
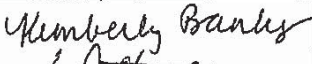

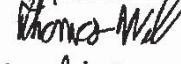
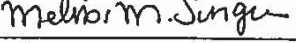
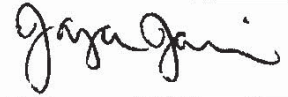
Non-Public School Meeting

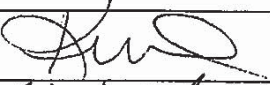
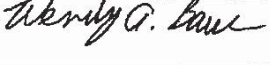

Monday, January 14, 2019

10:30 AM – 12:00 PM

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

Hammond County Public Schools			
Office	Name (please print)	Job Title	Signature
Central	Mary Beth Stapleton	Coordinator of Grants and Partnerships	
Central	Heather Kutcher	Coordinator of Teacher Induction	
Central	Kimberly Banks Juraj Duracka	Supervisor of Foreign Language/ESOL ELL Curriculum Specialist	 
Central	Thomas Webber Melissa Surgeon	Title I Assistant Supervisor Coordinator Title I	 
Central	Joyce Jablecki	Administrative Assistant, Grant & Partnerships	

Non-Public Schools			
School	Name (please print)	Job Title	Signature
Great Commission Christian Academy			
John Carroll School	Kim Zarzycki	Advancement / Alumni Relations	
St. Joan of Arc School	Wendy Bauer	Teacher	
Trinity Lutheran School	Bridget Kurcoba	School Counselor	

Affirmation of Consultation

I am an administrator/representative of St. Joan of Arc
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on JANUARY 14, 2019, the HCPS
System and St. Joan of Arc School
engaged in consultation about the following federally funded programs for the 2019-2020 school
year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, St. Joan of Arc
School agrees to provide all information necessary to comply with
program requirements, including program plans along with the method of identifying students'
and teachers' needs, related to federally funded grant programs. Additionally, the school agrees
to provide documentation which will enable the HCPS System to distribute federal funds on behalf
of non-public school students and teachers. The school agrees to provide reports as mandated by
the programs in which participation occurs.

Wendy A. Baur
Signature of Non-Public School Representative

1/14/19
Date

Wendy A. Baur
Name (printed)

410-272-1387
Telephone Number

Affirmation of Consultation

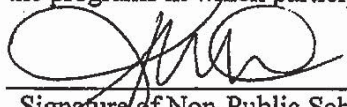
I am an administrator/representative of John Carroll High School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 14, 2019, the HCPS System and John Carroll High School School engaged in consultation about the following federally funded programs for the 2019-2020 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, John Carroll High School School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.



Signature of Non-Public School Representative

1-14-2019

Date

Kimberly Zarzycki

Name (printed)

443.243.9686

Telephone Number

Affirmation of Consultation

I am an administrator/representative of Trinity Lutheran Christian School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 14, 2019, the HCPS System and Trinity Lutheran Christian School School engaged in consultation about the following federally funded programs for the 2019-2020 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Trinity Lutheran Christian School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Bridget Kurruba
Signature of Non-Public School Representative

1/14/19
Date

Bridget Kurruba
Name (printed)

410-679-4000 ext. 180
Telephone Number

FEDERAL EDUCATION PROGRAMS MEETING

February 14, 2019, 10:00 a.m. - 11:30 a.m.

Harford County Public Schools
102 S. Hickory Avenue
2nd Floor, Curriculum Conference Room 215
Bel Air, MD 21014

AGENDA

10:00 p.m.	Welcome/Introductions	Mary Beth Stapleton
10:15 p.m.	Discussions:	
	Title I, Part A	Thomas Webber
	Title II, Part A	Mary Beth Stapleton
	Title III, Part A	Mary Beth Stapleton
	Title IV, Part A	Mary Beth Stapleton
11:00 p.m.	Open Agenda	All participants
11:30 p.m.	Adjournment	

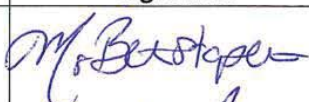
Non-Public School Meeting




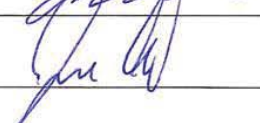
Thursday, February 14, 2019

10:00 AM – 11:30 AM

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

Harford County Public Schools			
Office	Name (please print)	Job Title	Signature
Central	Mary Beth Stapleton	Coordinator of Grants, Business & Community Partnerships	
Central	Thomas Webber	Title I Assistant Supervisor	

Non-Public Schools			
School	Name (please print)	Job Title	Signature
Bethel Christian Academy	Hearner Fisser	teacher	
Harford Day School	Donna Decker	Dir. of Advancement	
St. Margaret School	Gray News	School Counselor	
Sterling East – Chesapeake Campus	Jasca Arnold	Campus Principal	

Affirmation of Consultation

I am an administrator/representative of Bethel Christian Academy School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 14, 2019, the HCPS System and Bethel Christian Academy School engaged in consultation about the following federally funded programs for the 2019-2020 school year. (Check each program the consultation has covered):

Federal Programs:

- * Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Bethel Christian Academy School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.



Signature of Non-Public School Representative

2-14-19

Date

Heather Fiosser

Name (printed)

(410) 939-4000

Telephone Number

Affirmation of Consultation

I am an administrator/representative of Harford Day School
~~School~~, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 14, 2019, the HCPS System and Harford Day School engaged in consultation about the following federally funded programs for the 2019-2020 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- * Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- * Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- * Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Harford Day School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Donna Decker
Signature of Non-Public School Representative

2-14-19
Date

Donna Decker
Name (printed)

410-838-4848
Telephone Number

Affirmation of Consultation

I am an administrator/representative of St. Margaret School
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 14, 2019, the HCPS
System and St. Margaret School School
engaged in consultation about the following federally funded programs for the 2019-2020 school
year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, _____
St. Margaret S School agrees to provide all information necessary to comply with
program requirements, including program plans along with the method of identifying students'
and teachers' needs, related to federally funded grant programs. Additionally, the school agrees
to provide documentation which will enable the HCPS System to distribute federal funds on behalf
of non-public school students and teachers. The school agrees to provide reports as mandated by
the programs in which participation occurs.


Signature of Non-Public School Representative

2/14/19
Date

Pessy A. Messaris
Name (printed)

410-879-1113
Telephone Number

Affirmation of Consultation

I am an administrator/representative of Sterling East - Chesapeake Campus School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 14, 2019, the HCPS System and Sterling East - Chesapeake Campus School engaged in consultation about the following federally funded programs for the 2019-2020 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies *not interested*
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement *not interested*
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Sterling East - Chesapeake School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.



Signature of Non-Public School Representative

2-14-19

Date

Jason Arnold

Name (printed)

410-676-1138

Telephone Number

OAK GROVE CLASSICAL CHRISTIAN SCHOOL

Gratia et veritas per Iesum Christum facta est!

(Grace and truth came from Jesus Christ--John 1:17b)

Oak Grove Classical Christian School Title IV Part A — Program Narrative SY 2019-2020

Part 1—Priority Being Addressed by this Program

- **Allowable Activities**
 - A. **Well-Rounded Educational Opportunities—Science Initiative**—Improving instruction and student engagement in science, technology, engineering, and mathematics and computer science (STEM) subjects
 - B. **Well-Rounded Educational Opportunities—Music Initiative**—Improving access to foreign language instruction, arts, and music education
- **Proposed Programs**
 - A. **Well-Rounded Educational Opportunities—Science Initiative**—Provide physical science equipment for middle and high school science programs
 - B. **Well-Rounded Educational Opportunities—Music Initiative**—Provide music equipment for elementary school applied/instrumental music program
- **Part 2—Results of Needs Assessment**
 1. **Need that will be addressed**
 - A. **Well-Rounded Educational Opportunities—Science Initiative**—The needs of middle and high school students will be met by providing equipment that can be used by teachers in grades 5, 8, and 9 as they teach physical science classes (Pre-Physics, Physical Science, and Physics) and apply information learned in the curriculum and in the laboratory
 - B. **Well-Rounded Educational Opportunities—Music Initiative**—Opportunities for learning music theory and expression will be expanded in grades 2 through 6 by supplying xylophones/glockenspiels to be shared in pairs among the students.
 2. **Data—**
 - A. **Well-Rounded Educational Opportunities—Science Initiative**—Students in grade 8 are currently taught Physical Science. An inventory of materials has revealed that a number of items on the required equipment/supplies list are not owned by the school. An overview of the 5th grade Pre-physics curriculum and 9th grade physics curriculum reveals that acquiring this equipment can benefit students in these courses as well.
 - B. **Well-Rounded Educational Opportunities—Music Initiative**—A new teacher has been hired for our elementary music program. She has had proven success in expanding students musical education through the use of xylophones/glockenspiels in the classroom. While our school does own several keyboards, recorders, and small percussion instruments, we have few xylophones. The addition of new instruments will add interest and inspire children to expand their music knowledge.
 3. **Method Needs Identified**—Needs were identified through discussions with current teachers and the Education Director regarding classroom needs.

OAK GROVE CLASSICAL CHRISTIAN SCHOOL

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Part 3—Plan of Operation

- **Goal** — To enhance the science and music programs by providing equipment needed for the classrooms.
- **Objectives and Supporting Activities**—Materials will be purchased and distributed to teachers. The teachers will be asked to provide evidence that the equipment is being used in the curriculum
- **Targeted Dates**—2019-20 School Year—Teachers will provide information to the Educational Director at the end of Quarter 1 and the end of the school year regarding how materials purchased through the grant were used.
- **Person Responsible**—Educational Director, Deborah Glasgow, will oversee the distribution of the materials and discuss their use with the science and music teachers. She will be available to guide the teachers as they plan lessons and use the related curriculum and will check in with them at the targeted dates to ensure that the materials are being used effectively.

Part 4—Budget Narrative

- **Amount of Funds to be Used**—\$1,123
- **How Funds will be Used** — The funds from the 2019SY Title IV-A Grant (\$1123.00) will be used to pay materials for both initiatives: **Physical Science**-\$947 and **Music**-\$175

Part 5—Method of Evaluation—

- **Evaluation**
 - A. **Well-Rounded Educational Opportunities—Science Initiative** (Improving instruction and student engagement in science, technology, engineering, and mathematics and computer science (STEM) subjects)—Teachers will be asked to give evidence of the use of the new equipment in their plans and during observations of physical science lab periods. Lab reports will be assessed by the teachers to determine that the materials have enhanced lab experiences.
 - B. **Well-Rounded Educational Opportunities—Music Initiative** (Improving access to foreign language instruction, arts, and music education)—The teacher will be observed during music instruction and during school music programs where the students will be using the xylophones.
- **Data Sources to Determine Student Achievement**—Teacher observation forms and students' end of year achievement assessment in grade 9 (Science Initiative) and 2 through 6 (Music initiative)

OAK GROVE CLASSICAL CHRISTIAN SCHOOL

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Appendix p. 1

BUDGET SUMMARY

Physical Science Initiative	\$947
Music Initiative	\$175
TOTAL	\$1,122

OAK GROVE CLASSICAL CHRISTIAN SCHOOL

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Appendix p. 2

PHYSICAL SCIENCE INITIATIVE

All prices are from Carolina Biological Supply (CBS) unless otherwise noted

Item	Price Each	Total	Vendor
Meter Sticks (4)	6.05	24.20	CBS
Digital scale	89.00	89.00	CBS
Hot wheels track (40ft)	19.99	19.99	Amazon
Hot Plate (1)	270.00	270.00	CBS*
Copper wire	23.35	23.35	CBS
Aluminum wire	14.75	14.75	CBS
Quick clamps (10)	16.99 /4pk	50.97	Amazon
Digital caliper	118.00	118.00	CBS
Hot tongs (1)	9.90	9.90	CBS
Hot Gloves (1)	9.95	9.95	CBS
Hydrochloric Acid	10.70	10.70	CBS
Measuring tape	15.95/ 10pk	15.95	CBS
Laser pointers (1)	24.90	24.90	CBS
Alligator clip leads (30)	11.25/ 10pk	33.75	CBS
Digital Multimeter (5)	18.95	94.75	CBS
6-Volt Lantern Battery (10)	9.95	99.50	CBS
Magnetic Compass (5)***	4.95	24.75	Fisher Scientific
10 ft. insulated wire w/ alligator clips (5) 6.99/ 3pk		13.98	Amazon

Total: \$947

*Carolina Biological Supplies

OAK GROVE CLASSICAL CHRISTIAN SCHOOL

Gratia et veritas per Iesum Christum facta est!

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Appendix p. 3

MUSIC INITIATIVE

<u>Item</u>	<u>price each</u>	<u>total</u>	<u>vendor</u>
7 Xylophones	\$25 each	\$175	Amazon

Total: \$175

FINE ARTS STATE GRANT APPLICATION



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. Complete the chart below describing the **progress and challenges** in 2019-2020 toward meeting the Programs in Fine Arts goals articulated in the system’s 2018 Annual Update. Identify the programs, practices or strategies, and resource allocations that are related to the progress.

Goals	Progress	Challenges
<p><i>Music</i></p> <p>During SY 2018-2019, the music program will continue to support teachers in the classroom through the purchase of needed resource materials and student instruments at all levels.</p> <p>The music program will continue the highly successful All-County and Assessment programs that have been part of the HCPS educational system since 1960.</p>	<p>The music program continues to provide students with exceptional opportunities which include All-County Vocal Jazz, Instrumental Jazz, Band, Orchestra, and Chorus. The All-County Jazz Band and Choir events were expanded in 18-19 to include additional rehearsal opportunities for students. There was a successful Solo and Ensemble Festival in February for students in grades 6-12. The grant also enabled teachers to receive vital resource materials and much needed instruments.</p>	<p>Under the direction of the supervisor of fine arts, the music program continued to identify areas of need in teacher professional development through surveys and program committee meetings. The main challenge in the music department was the limited funds in the HCPS operating budget, this year funds were frozen. All secondary band, chorus, and orchestra students participate in adjudication and school-based teachers have worked to support the events above and beyond their regular teaching duties, assisting with the development and design implementation of the events.</p>
<p><i>Visual Arts</i></p> <p>During SY 2018-2019, funding for the visual arts program will continue to be</p>	<p>The visual arts program continues to move forward with their rigorous course offerings, including 2-D, 3-D,</p>	<p>The main challenge in the visual arts program was the limited funds in the HCPS operating budget, this year</p>

Goals	Progress	Challenges
<p>used to support teachers in the classroom through the purchasing of equipment and materials to support art classroom activities and events.</p>	<p>Drawing, and Art History. The Fine Arts grant helped to fund materials for the professional development of all art teachers. The grant aided the AP Art Share Day where students enrolled in AP classes are worked through the process of creating and scoring their portfolio in October and March. Funds were also used to provide equipment and materials in the fine arts classrooms.</p>	<p>funds were frozen. To address the challenges of having limited central office specialists to provide professional development for all teachers, the Fine Arts supervisor is working to build teacher leaders in the visual arts program. These teacher leaders are focused on building their teaching capacity while assisting in their peers' professional growth.</p>
<p><i>Dance</i></p> <p>During SY 2018-2019, funding for the dance program will continue to be used to support teachers in the classroom through the purchasing of dance costumes to support all students in the dance programs.</p> <p>Transportation will be provided for students to participate in county and state events.</p>	<p>Three high schools continue to offer dance programs. Aberdeen, Edgewood, and C. Milton Wright High Schools were able to purchase costumes to enhance their programs and participate in county-wide and state performance opportunities.</p>	<p>The main challenge is that there continues to be inconsistency in the offering of dance throughout HCPS. Currently, HCPS has two full time teachers and two part-time teachers. The expansion of the program relies on the secondary principals and their choices in using their staffing allocation.</p>
<p><i>Theatre</i></p> <p>During SY 2018-2019, the FAI will continue to support the program through committed professional development for drama teachers, and English teachers who teach drama, along with</p>	<p>The theatre program held a large-scale theater festival, including acting, vocal, and make-up workshops to improve the skills of students and give them authentic theatre experiences. Schools received funds to purchase needed</p>	<p>Currently there are only three certified drama teachers in HCPS. The remaining seven schools have a combination of English teachers who teach drama as well. The professional development</p>

Goals	Progress	Challenges
<p>the purchasing of scripts and supplies needed for drama productions. Funding will be allocated for the North East Theatre Festival to be held at and organized by Bel Air High School.</p>	<p>supplies and materials to enhance instruction.</p>	<p>for the drama program is difficult to organize as the focus for many of the teachers is in the English department.</p>
<p><i>Media Arts</i></p> <p>During SY 2018-2019, funding for the media arts program will continue to be used to support teachers in the classroom through the purchasing of equipment and materials to support media arts classroom activities and events.</p>	<p>HCPS is in the process of developing a strategic plan to address the needs of instruction in the Media Arts.</p>	<p>The media arts program continued to move forward making minimal progress with a heightened awareness of goals and standards. We are working build teacher capacity in growing our media arts program offerings.</p>

2. Complete the chart below outlining the system’s 2019-2020 goals to implement COMAR 13A.04.16 Programs in Fine Arts in dance, media arts, music, theatre, and visual art and the strategic targets for year 2023-2024 (five year forecast). Include an overview of resources, partnerships, and necessary adjustments to ensure progress to meet, at a minimum, the requirements set forth in the regulations.

Fine Arts	2019-2020 Goals	2023-2024 Targets <i>5 Year Forecast</i>
Dance	<p>During SY 2019-2020, funding for the dance program will continue to be used to support teachers in the classroom through professional development and the purchasing of dance costumes to support all students in the dance programs.</p> <p>Transportation will be provided for students to participate in county and state events.</p>	<p>2023-2024 targets include:</p> <ul style="list-style-type: none"> • An expansion of the dance program teachers to increase our current 3 schools to at least 6 • Support teachers in the classroom through a partnership with neighboring counties to network professional development of our teachers • Increased funding to purchase supplies and equipment to support all students in the dance programs.
Media Arts	<p>During SY 2019-2020, funding for the media arts program will continue to be used to support teachers in the classroom through the purchasing of equipment and materials to support media arts classroom activities and events.</p>	<p>2023-2024 targets include:</p> <ul style="list-style-type: none"> • An expansion of the media arts program teachers • Curriculum development to support media arts instruction • Support teachers in the classroom through a partnership with neighboring counties to network professional

Fine Arts	2019-2020 Goals	2023-2024 Targets <i>5 Year Forecast</i>
		development of our teachers <ul style="list-style-type: none"> • Increased funding to purchase supplies and equipment to support all students in the media arts programs.
Music	<p>During SY 2019-2020, the music program will continue to support teachers in the classroom through the purchase of needed resource materials and student instruments at all levels.</p> <p>The music program will continue the All-County Performance groups and Assessment programs.</p>	2023-2024 targets include: <ul style="list-style-type: none"> • An expansion of the music program teachers to provide equality of instructional offerings all 54 schools • Increased funding for All-County Performance groups and Assessment programs at the elementary level
Theatre	<p>During SY 2019-2020, the FAI will continue to support the theatre program through committed professional development for certified theatre teachers, and English teachers who teach drama, along with the purchasing of scripts and supplies needed for drama productions. Funding will be allocated for the North East Theatre Festival to be held at and organized by Bel Air High School.</p>	2023-2024 targets include: <ul style="list-style-type: none"> • An expansion of certified theatre teachers in all high schools • Additional funding to support the theatre program through the hiring of national theatre professionals for teacher professional development • Support teachers in the classroom through a partnership with neighboring counties to network professional development of our teachers.
Visual Arts	During SY 2019-2020, funding for the visual arts	2023-2024 targets include:

Fine Arts	2019-2020 Goals	2023-2024 Targets <i>5 Year Forecast</i>
	<p>program will continue to be used to support teachers in the classroom through the purchasing of equipment and materials to support visual art classroom activities and events.</p>	<ul style="list-style-type: none"> • An expansion of the visual arts program teachers to provide equality of instructional offerings all 54 schools • Additional funding to support the visual arts program through the hiring of visual arts professionals for teacher professional development • Support teachers in the classroom through a partnership with neighboring counties to network professional development of our teachers.

3. Provide a detailed **budget narrative** using the *MSDE Proposed Fine Arts Budget Form*. For reference, refer to “Guidance for Completion of the Budget Narrative for the Fine Arts Initiative”, “Sample Fine Arts Budget”, and “Fine Arts Budget Categories” in the following pages. The budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals identified in this 2019 State Fine Arts Initiative Grant Application.** Budget narrative forms are available in Excel format through the MSDE Fine Arts Office.

Guidance for Completion of the Budget Narrative for the Fine Arts Initiative

The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information:

**HARFORD COUNTY PUBLIC SCHOOLS
FINE ARTS BUDGET FORM**


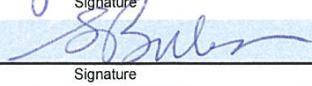
Discipline	Category	Line Item	Calculation	Amount	In-Kind	Total
MEDIA ARTS	Instructional 203-205/ Regular Program	Supplies and Materials	Digital SLR Camera: 2 @ \$725 ea.	1450		1450
MEDIA ARTS	Instructional 203-205/ Regular Program	Supplies and Materials	Optical Zoom digital camera; 2 @ \$400.	800		800
VISUAL ARTS	Instructional 203-205/ Regular Program	Supplies and Materials	Drying Racks: 2 @ \$175 ea.	350		350
ALL	Instructional 203-205/ Regular Program	Supplies and Materials	Technology needs in the classroom	4000		4000
DANCE	Instructional 203-205/ Regular Program	Supplies and Materials	Costumes and other supplies to support the Dance Program	3750		3750
MUSIC	Instructional 203-205/ Regular Program	Supplies and Materials	Music instruments to support music program 10 instruments @ \$1,081.7 ea.	10817		10817

THEATRE	Instructional 203-205/ Regular Program	Supplies and Materials	Purchase of scripts and supplies for theatre productions and other instructional materials 10 schools @ \$350 ea.	3500		3500
ALL	Admin 201/ Business Support	Transfers	Indirect Costs	765		765
TOTAL				25432	0	25432

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$25,432.00	AMENDED BUDGET #	00	REQUEST DATE	10/14/19
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	.	RECIPIENT GRANT #	24060		
REVENUE SOURCE	State	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	.	GRANT PERIOD	07/01/19	06/30/20	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						765.00	765.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.			24,667.00				24,667.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	0.00	24,667.00	0.00	0.00	765.00	25,432.00

Finance Official Approval	Jennifer Birkelien		10/14/19	410.809.6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Sean W. Bulson		10/14/19	410.838.7300
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Appendix H: Equitable Services to Private Schools under ESSA Section

This section applies to Title I, Part A and programs covered Title VIII, including:

- Title I, Part A(Improving Basic Programs Operated by Local Education Agencies
- Title I, Part C Migrant Education Program)
- Title II, Part A: Preparing, Training and Recruiting High Quality Teachers, Principals and Other School Leaders
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers

To ensure equitable services and other benefits are being provided for eligible private school students, teachers, and other educational personnel, the Equitable Services State Ombudsman is responsible for monitoring and enforcing the requirements in the Every Student Succeeds Act (ESSA) under Title I and covered programs under Title VIII. **Please submit the following:**

- Consultation timeline for each program
- Signed Affirmation of Consultation
- Complaint procedures/dispute resolution process for covered programs under ESSA

In addition, the Maryland State Department of Education and local education agencies (LEA) must annually provide information to private school officials on the amount of funds allocated for equitable services under Title I and each of the covered programs under Title *VIII (Sections 1117(a)(4)(C) and 8501 (a)(4)(C))*.

Please complete the Equitable Services Table for each program listed. Provide information regarding the names of participating private schools, the number of private school participants, and proportionate share for equitable services.

Local School System: Harford County Public Schools

Equitable Services Table

Participating Private School Name and Address	Title I-A	Title I-C	Title II-A	Title III-A	Title IV-A	Title IV-B
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	Total Number of Participating Students	Total Number of Participating Students	Total Number of Participating Staff	Total Number of Participating Students	Total Number of Participating Students	Total Number of Participating Students
Example: Archbishop Nealle School 104 Port Tobacco Road La Plata, MD 20646	6	0	27	0	36	0
St. Joan of Arc 230 S. Law Street Aberdeen, MD 21001	8***		206	0	206	
Trinity Lutheran 1100 Philadelphia Road Joppa, MD 21085	6***		144	0	144	
Bethel Christian Academy 21 N Earlton Road Ext Havre de Grace, MD 21078	4***		N/A	0	N/A	
Baltimore County Public Schools Office of Title I Jefferson Building, 4 th Floor 105 West Chesapeake Avenue Towson, MD 21204	1***		N/A	N/A	N/A	
Baltimore City Public School System Department of Data Monitoring and Compliance Attn: Tiffany Thomas 200 East North Avenue, Room 201 Baltimore, MD 21202-5984	3***		N/A	N/A	N/A	
Cecil County Public Schools 201 Booth Street Elkton, MD 21921	3***		N/A	N/A	N/A	

St. Margaret School 205 N. Hickory Avenue Bel Air, MD 21014	N/A		500	0	500	
Harford Day School 715 Moores Mill Road Bel Air, MD 21014	N/A		276	0	276	
Oak Grove Classical Christian School 2416 Creswell Road Bel Air, MD 21015	N/A		105	0	105	
The John Carroll School 703 E. Churchville Road Bel Air, MD 21014	N/A		661	0	661	
Total Allocation:	\$41,823.50	NA	\$40,016.00	\$0	\$395,092	NA

***# students generated funds for this year, but the number of students serviced may be higher or lower.

Revised: July 11, 2019

Harford County Public Schools
Component E: Equitable Services
Internal Controls

The HCPS Title I Office is committed to providing equitable services to eligible private school students, teachers, and parents. These services and other benefits will be comparable to the services and other benefits provided to the public school children and teachers participating in Title I programs. The HCPS Title I Office will assess, address, and evaluate the needs of private school students and teachers. The system will spend the required proportional share ensure identified students receive services.

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
End of Year / Affirmation of Consultation Meeting	Participating Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Initial consultation meeting. 1. Determine data source for counting eligible students. (Identifying pool of eligible students is private school responsibility.) 2. Identify multiple, educationally related criteria for choosing students. (LEA responsibility.) 3. Discuss academic goals of eligible students, appropriate assessments. 4. Solicit views on service delivery options, including "pooling" or consolidating funds option. 5. Discuss size and scope of services, the proportion of funds, and how the proportion will be determined 6. Determine services for parents and teachers of participating students. 7. Inform private school officials of the HCPS Title I, Part A, complaint procedure. 8. Collect signed affirmation form private school officials. 9. Determine equitable services amount based on number of eligible students and proportion of funds. 10. Identify students to participate (serviced).	End of 2019 School Year	various	5/13 – Trinity 5/13 – St. Joan 5/20 – Bethel
Dispute Resolution	Participating Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	HCPS Title I, Part A complaint procedure will be utilized to ensure all issues or concerns are attempted to be resolved, before escalation to the State Ombudsman. HCPS Title I Office believes open, honest, and fair communication between private schools should occur at all times. HCPS Title I Office strives to ensure understanding and agreement with all private schools.	July – June, 2019/2020		This complaint procedure is shared with each private school during the Affirmation of Consultation meeting
Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Work with other counties / states to sign MOU's and exchange money for students who generated funds from the previous school year.	July – June, 2019/2020	Various	TBD - CCPS TBD –BCPS TBD – BCityPS

Revised: July 11, 2019

Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Contact Finance Grants Accountant to ensure additional accounts are created to allow for the deposit of incoming out of county funds. Ensure Catapult is aware these costs must be broken out on the monthly invoices.	August 2019		HCPS is giving funds to CCPS (3 students). HCPS is receiving funds from CCPS (1 student).
Renew Third Party Contract	Denise Semenkow, Purchasing Agent Catapult Learning	Sign Renewal of Third Party Contract if necessary. Discuss upcoming year's contract. Review any changes.	June 2019	April 18, 2019	Office of Purchasing handled the contract signatures based upon RFP.
Discuss Third Party Contract	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Discuss upcoming year's contract. Review any changes. This meeting and the fact that the Affirmation of Consultation meetings have already taken place will ensure that services to private school students start at the beginning of the school year.	August 2019	August 12, 2019	Scheduled - Review contract, discuss expect PPA amounts available for each private school for upcoming year.
Review / Revise HCPS Title I generated annual progress rubric	Thomas Webber, Assistant Title I Assistant Supervisor	Revise HCPS Title I generated annual progress rubric, used by third party vendor to create Initial Management Plan. The type of assessment used, and the expectations defined to measure the effectiveness of the Title I program will be included.	August 2019	August 12, 2019	Scheduled - The annual progress rubric will be discussed & disseminated in our meeting.
Meet with Third Party vendor to discuss enhanced Fiscal Monitoring.	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Meet with Third Party Vendor in order to ensure additional information is included in invoices, including the need to break down all purchases.	August 2019	August 12, 2019	Scheduled - Discuss Last Year's Results, Contract, Expectations, Implementation of Program, PD, Program Fees, administrative Fees, and enhanced Fiscal Monitoring.
Transmit Affirmation of Consultation Agreement to State Ombudsman	Thomas Webber, Assistant Title I Assistant Supervisor MSDE Title I State Ombudsman	Transmit Affirmation of Consultation Agreement to State Ombudsman. The signed Affirmation of Consultation will be transmitted to the Ombudsman before the start of the school year. If any issues or disagreements occur during the May/June Affirmation of Consultation meetings, HCPS Title I Office will work closely with Private Schools to de-escalate issues before state ombudsman is involved.	August 2019 -		The Affirmation of Consultation Agreements are sent with the HCPS Master Plan

Revised: July 11, 2019

Check on Status of Program	Participating Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	Speak with each of the administrators to ensure that services to private school students have started at the beginning of the school year.	Late August / Early September.		Will send out a welcome email & amount of funds generated after meeting with 3 rd Party Provider
Title I Approval of Equipment or Material Purchases	Thomas Webber, Assistant Title I Assistant Supervisor	Currently no Title I funds are used to purchase equipment. No Equipment is allowed to be purchased for use in Private Schools. Regardless, equipment inventory and audit will take place each year during school year.	Ongoing		Equipment Inventory check will take place during 1 st quarter meetings
Title I Approval of Equipment or Material Purchases	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Any materials purchased by Catapult are reviewed by Title I Office to ensure Educational Supplies / Materials are appropriate and supplemental before payment is made. All Educational Supplies / Materials are included on Inventory Sheet and labeled with "HCPS Title I Property Labels" Title I Office ensures all materials are labeled in kept in an area so that the materials cannot be used by other non-Title I entities.	Ongoing		Material Inventory as well as Title I Property labels are checked during quarterly meetings with private schools.
Title I Storage of Equipment or Materials	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	All Educational Supplies / Materials are included on Inventory Sheet and labeled with "HCPS Title I Property Labels" Title I Office ensures all materials are labeled in kept in an area so that the materials cannot be used by other non-Title I entities. If school are continuing services through the next year, during the 4 th quarter meeting, discussion are held as to how the materials should be stored, or if they should be picked up by Title I Office. At beginning of school year, materials are re-inventoried to ensure completeness.	Ongoing		Material Inventory are discussed during quarterly meetings with private schools.
Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Exchange Funds with Baltimore County, Baltimore City, and Cecil County (as applicable)	September – December		

Student Generator Information		
County	# of HCPS Students attending (Monies to be sent)	# of Out-of-County Students (Monies to receive)
Cecil County	3	1
Baltimore City	3	0
Baltimore County	1	0

Revised: July 11, 2019

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
<p>Communicate with Third Party vendor to develop the management plan.</p>	<p>Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning</p>	<p>The Third Party Vendor In consultation with HCPS, will implement the management plan that was developed for their program. The required elements of the plan include:</p> <ul style="list-style-type: none"> A. Holding an Affirmation of Consultation meeting and follow-up monitoring throughout the school year. Minutes of the meetings will be kept to document attendees, such as non-public officials, classroom teachers, Catapult personnel and HCPS Title I personnel and will be distributed the same day as the meeting. B. Consulting with the HCPS Title I Office before proceeding with any changes to the program. C. A discussion of methods of quality control for products and general operational performance. D. A discussion of proposed lines of authority, coordination and communication among sub CONTRACTOR, (if applicable), field based staff (if any), and the management staff. E. An indication of time commitments of key personnel, by task or activity, and for the project as a whole, expressed in person days. A chart shall be included, which summarizes this information. F. A chart showing task and subtasks, deadlines, decision points, and deliverables over the duration of the contract. The expected ending date for each task and subtask, in calendar weeks from the implementation of the contract, shall be indicated. The individual(s) to be involved or consulted for each decision point shall also be included. G. Submission of a plan to assess annual progress using a HCPS generated rubric. H. A list of materials or services the CONTRACTOR expects Harford County Public Schools or participating non-public schools to provide. I. Time for required Harford County Public Schools approval before initiating work on key events or tasks. <p>Include plan to assess annual progress to HCPS for review and approval with October Management Plan.</p> <hr/> <p>HCPS Annual Evaluation Report</p>	<p>August – September</p>		<p>This discussion will take place during August 3rd Party meeting along with various phone calls during the months of August and Early September.</p>

Revised: July 11, 2019

		<p>Develop the criteria for the annual evaluation which will be established through the consultation process between HCPS and private school officials.</p> <p>The annual evaluation report will include results from:</p> <ul style="list-style-type: none"> • surveys of teachers and parents of participating students, • input from students receiving services; • quantitative and qualitative results from assessments administered by the CONTRACTOR, and • other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards. 		
Identify students who will generate the funds	Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	Private Schools will identify which students for the 2019-2020 School Year will generate the funding for the 2020-2021 School Year. Low-income status will be used to determine number of low-income families.	September, 30	
Parent Involvement Activities Plan	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will develop a plan to provide parental involvement activities. This plan will be due to the HCPS Title I Office by October 1, 2019. The Title I Office will ensure the PI is meeting the needs of the Title I Participants and only serviced Title I students and their families are invited to participate.	October 1, 2019	TBD – Received Management Plan with PI Activities Plan Included.
Professional Development Activities Plan	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will submit a plan to develop a plan to provide Professional Development activities. This plan will be due to the HCPS Title I Office by October 1, 2019. The Title I Office will ensure the PD is meeting the needs of the Title I Participants and is not general in nature.	October 1, 2019	TBD – Received Management Plan with PD Activities Plan Included.
Initial Management Plan	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will prepare and submit an Initial Management Report for the accomplishments of the tasks, subtasks, key events, deadlines, and deliverables. This plan will be due to the HCPS Title I Office by October 1, 2019	October 1, 2019	TBD – Received Initial Management Plan
Updated Student Services List / Teacher Schedules	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will prepare and submit the first of three Student Serviced List as well as the Teacher Schedules as per contract.	October 15, 2019	TBD – Received Student Services List / Teachers Schedules.

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Identify Student's Generating Funds for next year.	Thomas Webber, Title I Assistant Supervisor	Identify students attending private schools in Harford County and living in other Maryland LEAs. Send letters to these LEAs and any surrounding LEA. (In-State Out of County students will only be serviced, if funds were generated during the previous school year.)	October / November / December		
Alert other states about out of state students	Thomas Webber, Title I Assistant Supervisor	Identify students attending private schools in Harford County and living in other states, not Maryland. Send letters to these state Title I Offices. (In-State Out of County students will only be serviced, if funds were generated during the previous school year.)	October / November / December		
Fall Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress, Receive updates on Parent Involvement, Professional Development, Management Plan, and Review sample Correspondence between Private Schools and Families. • Evaluate program compliance • Review the evaluation results of the 2017-2018 Title I program. Explain to Private Schools the assessments which will be used to measure the effectiveness of the Title I program and what constitutes progress. • Review the address-eligible September 30th student list, discuss plan to determine student poverty rates. • Explain to Private Schools how the Title I program will be modified if expected standards/benchmarks have not been met. These measures will include; working with 3rd Party provider to examine student attendance and ensure students are receive necessary instruction. Re-working schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Title I Materials – Schools will be queried to ensure consumables and other materials are labeled and stored an area that is inaccessible to other school personnel. Schools are reminded that all materials and equipment remain under control of Title I at all times. • Review PD and PI Opportunities. All PD & PI must meet the needs of the Title I participants and not be general in nature. 	Mid/Late October 2019	TLCS – TBD SJA – TBD BCA – TBD	

Revised: July 11, 2019

RFP	Thomas Webber, Title I Assistant Supervisor	Start RFP process for third party contractor when applicable	October/ November		RFP must be done this year. Year 5 of 5 year (Yearly Renewable RFP).
Winter Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Attending Quarterly meeting at Private Schools <ul style="list-style-type: none"> Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. Receive updates on Parent Involvement, Professional Development, Management Plan, Review sample Correspondence between Private Schools and Families. Evaluate program compliance Discuss poverty data results with private school officials and estimated instructional funds generated based upon proportionality Yearly Equipment inventory – Currently no Title I funds are used to purchase equipment, but all schools will be queried to ensure consumables and other materials are labeled and stored an area that is inaccessible to other school personnel. Schools are reminded that all materials and equipment remain under control of Title I at all times. 	Jan 2018	TLCS – TBD SJA – TBD BCA – TBD	
Updated Student Services List / Teacher Schedules	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will prepare and submit, the second of three Student Serviced List as well as the Teacher Schedules as per contract.	January 15, 2020		TBD - Received 2 nd Student Services List
Federal HCPS Programs Consultation meetings	Mary Beth Stapleton, HCPS Supervisor for Curriculum and Instructional Grants, Thomas Webber, Title I Assistant Supervisor	Invite eligible private schools to the federal programs informational meeting for upcoming school year	Mid-January, 2020	TBD - Letters sent out in December, 2019. Two Meetings are scheduled. <ul style="list-style-type: none"> January ??, 2020 February ??, 2020 	
Parent, teacher, & administrator surveys	Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Distribute parent, teacher, & administrator surveys for Title I program satisfaction/effectiveness	February / March 2020		

Revised: July 11, 2019

Meet with New, Interested Private Schools	Thomas Webber, Title I Assistant Supervisor	Identify private schools that indicated intent to participate in the program for the upcoming year	February / March 2020		
Spring Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Attending Quarterly meeting at Private Schools <ul style="list-style-type: none"> • Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Receive updates on Parent Involvement, Professional Development, Management Plan, • Review sample Correspondence between Private Schools and Families. • Evaluate program compliance 	March /April 2020	TLCS – TBD SJA – TBD BCA – TBD	
Updated Student Services List / Teacher Schedules	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will prepare and submit, the Final of three Student Serviced List as well as the Teacher Schedules as per contract.	April 15, 2020		
RFP	Thomas Webber, Title I Assistant Supervisor	Complete procurement process for contracting with third-party contractor when applicable	May 2020		Year 5 of 5 year (Yearly Renewable RFP).
End of School year Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Attending Quarterly meeting at Private Schools <ul style="list-style-type: none"> • Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Receive updates on Parent Involvement, Professional Development, Management Plan, • Review sample Correspondence between Private Schools and Families. • Evaluate program compliance • Conduct Initial consultation meeting for following school year if applicable. 	May / June 2019	TLCS – TBD SJA – TBD BCA – TBD	

Revised: July 11, 2019

<p>End of Year Evaluation</p>	<p>Ms. Lisa Kriss, Catapult Learning</p>	<p>Within one month of the end of each contract year, the CONTRACTOR shall prepare and submit an end of year evaluation report which includes:</p> <ul style="list-style-type: none"> A. The results of the assessment of the Title I programs the CONTRACTOR is providing, demonstrating whether participating children are meeting, or making annual yearly progress toward meeting the student academic achievement standards or the alternative standards. B. A description of program services and activities, especially new services, activities, methods, etc. and the results of their use. C. An evaluation of the parental involvement activities to determine the effectiveness of the activities in increasing the participation of parents, to identify barriers to greater participation of parents in activities, and to use the findings to improve the strategies for program improvement and parental involvement. D. An evaluation of professional development activities conducted for eligible non-public school staff members. E. Special problems encountered and solutions applied or anticipated. 	<p>Mid-July, 2020</p>		
<p>HCPS Annual Evaluation Report</p>	<p>Thomas Webber</p>	<p>Title I Office will complete an annual evaluation of the Title I nonpublic program. Criteria for the annual evaluation will be established through the consultation process between HCPS and private school officials.</p> <p>The annual evaluation report will include results from:</p> <ul style="list-style-type: none"> • surveys of teachers and parents of participating students, • input from students receiving services; • quantitative and qualitative results from assessments administered by the CONTRACTOR, and • other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards. 	<p>Late July, 2020</p>		

PROCEDURE

Harford County Public Schools

PROCEDURE TITLE: TITLE 1, PART A – COMPLAINT PROCEDURE		
ADOPTION/EFFECTIVE DATE: JULY 1, 2011	MOST RECENTLY AMENDED: JUNE 20, 2016	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY:		

HCPS PROCEDURE FOR ENSURING PROMPT RESOLUTION OF COMPLAINTS OF VIOLATIONS OF TITLE 1, PART A

I. Purpose

The purpose of this procedure is to adopt written criteria for the receipt and resolution of complaints alleging violations of Title 1, Part A in the administration of the program.

II. Definitions

1. **Title 1** means 20 U.S. Code section 6311-6339.
2. **Complaint** means a statement which alleges a violation of Title I.

III. Procedures

1. The complaint shall be in writing and addressed to the HCPS Title 1 Supervisor.
 - a. The complaint shall contain the following:
 - The name of the complainant and contact information
 - The nature of the complaint (the specific violation of the administration of the Title 1, Part A program).
2. The HCPS Title 1 Supervisor shall maintain a complaint log. The log shall include the following:
 - a. The name of the complainant
 - b. The receipt date of the complaint
 - c. The log-in number assigned to the complaint for tracking purposes

PROCEDURE

Harford County Public Schools

- d. The name of the staff member to whom the complaint shall be referred (if applicable).
 - e. The date of the response to the complaint.
3. The HCPS Title 1 Supervisor shall respond to the complaint within thirty (30) working days upon receipt of the complaint.
 4. The HCPS Title 1 Supervisor shall maintain a copy of the complaint, log, and response on file in the district office.

Filing an Appeal with HCPS

1. Individuals not satisfied with the written decision of the HCPS Title 1 Supervisor or who have not received a reply to their formal complaint within the specified time period may appeal the complaint in writing to the HCPS Executive Director of Curriculum, Instruction and Assessment. The appeal shall be filed in writing and received within fifteen (15) calendar days of the HCPS Title 1 Supervisor's decision or the date when a response was to have been made.
2. The HCPS Executive Director of Curriculum, Instruction and Assessment shall respond to the appeal using a timeline and procedures similar to the procedures followed by the HCPS Title 1 Supervisor including: (a) the option of arranging a hearing within ten (10) business days of receipt of the appeal; and (b) providing a written decision within ten (10) business days following the appeal hearing, if held. When the issue appealed is unusually complicated, an additional twenty (20) business days may be taken by the HCPS Executive Director of Curriculum, Instruction and Assessment in order to fully investigate the matter. Upon reaching a decision, the HCPS Executive Director of Curriculum, Instruction and Assessment shall provide a written response to the complainant.
3. Individuals not satisfied with the written decision of the HCPS Executive Director of Curriculum, Instruction and Assessment may further appeal the complaint to the Superintendent. Once the decision of the HCPS Executive Director of Curriculum, Instruction and Assessment has been received, the appeal shall be filed in writing and received within fifteen (15) calendar days of that decision. The Superintendent shall research and evaluate the appeal and issue a written decision within twenty (20) business days.
4. Individuals not satisfied with the written decision of the Superintendent may further appeal the complaint to the Harford County Board of Education. The appeal shall be filed in writing and received within thirty (30) calendar days of the Superintendent's decision.

PROCEDURE

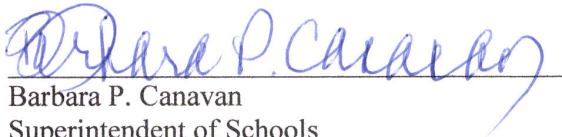
Harford County Public Schools

Filing a Complaint with the Federal Government

1. Anyone who believes that an educational institution that received federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, disability, or age may file a complaint. The person or organization filing the complaint need not be a victim of the alleged discrimination, but may complain on behalf of another person or group. Complainants may file a complaint with the Office of Civil Rights (OCR) online at the following website: <http://www.ed.gov/ocr/complaintprocess.html>.

Complaint Procedures for Private Schools Participating in Title 1, Part A The Complaint Process for Participation of Private School children is the same process as listed above.

Approved By:


Barbara P. Canavan
Superintendent of Schools


Date

PROCEDURE

Harford County Public Schools

Procedure Action Dates		
ACTION DATE	ACTION DATE	ACTION DATE
Adopted 07/01/2011		
Revised 06/20/2016		

Responsibility for Procedure Maintenance & References	
LAST EDITOR/DRAFTER NAME: Brad Palmer	JOB POSITION OF LAST EDITOR/DRAFTER: Supervisor – Title 1, Part A
PERSON RESPONSIBLE: Brad Palmer	JOB POSITION OF PERSON RESPONSIBLE: Supervisor – Title 1, Part A
DESIGNEE NAME: Thomas Webber	DESIGNEE POSITION: Assistant Supervisor – Title 1, Part A
PROCEDURE NUMBER PRIOR TO NOVEMBER 1, 2005:	

LEGAL REFERENCES¹

References are set forth in the Procedure.

¹ All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.

December 13, 2018

Bethel Christian Academy
Attn: School Principal
21 North Earlton Rd
Havre de Grace, MD 21078

Dear Sir/Madam:

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed by President Obama. This reauthorization of the Elementary and Secondary Education Act, formerly known as No Child Left Behind, provides a long-term, stable federal policy that gives states additional flexibility and encourages states, local school systems, and schools to innovate while at the same time holding all accountable for results. The Maryland State Department of Education is working with the ESSA Stakeholder Committee to participate in the review of the new law and development of Maryland's ESSA Plan.

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Supporting Effective Instruction; and Title III, Part A: Language Instruction for English Learners and Migrant Students. In order to offer your school the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, two meetings will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2020/School Year 2019-2020, please plan to attend **one of the two scheduled meetings** or send a representative from your school.

Date: Monday, January 14, 2019
Time: 9:30 a.m. – 11:00 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

OR

Date: Thursday, February 14, 2019
Time: 10:00 a.m. – 11:30 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

Your school is not required to attend the meeting to participate in federal grants. However, in order to include your school in available federal grant funded programs, you must complete the attached *Federal Education Programs Intent to Participate Form* and submit by Friday, January 11, 2019. (Please see Attachment B for detailed instructions).

In addition, regarding Title I funding, the federally-funded Every Student Succeeds Act (ESSA) provides supplementary educational services for educationally disadvantaged children residing in economically deprived areas. With these funds under this program, Harford County Public Schools may provide individual/small group instruction and supplies/materials that will improve student performance.

This letter has two purposes: (1) to determine if your institution is interested in participating in Title I, and (2) to determine if there is a sufficient number of eligible children enrolled to include your institution in the Harford County Public Schools Title I project.

(over)

A letter of this nature cannot begin to describe the scope of the Every Student Succeeds Act (ESSA), Maryland State Department of Education Guidelines, and the Harford County Public Schools project. However, some essential points are as follows:

1. All participating students must reside in the area of a public Title I funded school.
2. The measure of poverty shall be the number of children ages 5-17 eligible for free and reduced priced lunches under the National School Lunch Act.
3. Student selection is based on multiple criteria for those students who reside in a public school participating attendance area.
4. Strategies must be provided to increase the meaningful involvement of parents of participating children.
5. The state educational agency shall annually review the progress of each local education agency receiving funds to determine whether schools receiving assistance are making adequate progress toward meeting the State's student performance standards.
6. The purchase of goods or services with funds from this grant for sectarian instruction or religious worship is prohibited.
7. All purchases made by Title I funds are the property of Harford County Public Schools.
8. In the 2018-2019 school year, the following elementary schools are eligible for Title I funding:

Bakerfield Elementary
Edgewood Elementary
Havre de Grace Elementary
Magnolia Elementary

Deerfield Elementary
George D. Lisby Elementary at Hillsdale
Hall's Cross Roads Elementary
William Paca / Old Post Road Elementary

Any changes to these eligible schools will be announced during these two scheduled meetings.

9. Scheduled consultation sessions with Harford County Public School's Title I office are a required component of Title I, Part A.

If your institution would like to pursue inclusion in the Harford County Public Schools 2019-2020 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wieczynski, in the enclosed self-addressed stamped envelope, no later than Friday, January 11, 2019.

The Harford County Public Schools federal grant managers are looking forward to meeting with you. If you have questions, please contact Mrs. Joyce Jablecki in the Grants Office at (410) 588-5263, or Mrs. Barbara Wieczynski in the Title I Office at (410)588-5278. To maintain ongoing communication between the public and nonpublic sectors, please return the enclosed response form on or before Friday, January 11, 2019.

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
Coordinator of Grants

Thomas Webber

Thomas Webber
Assistant Supervisor – Title I

Enclosures

Attachment A

HARFORD COUNTY PUBLIC SCHOOLS
102 S. Hickory Avenue
Bel Air, MD 21014

PRIVATE NON-PROFIT SCHOOL INFORMATION FOR TITLE I

(To be completed if interested in pursuing inclusion in Harford County Public Schools' Title I Program)

Name of School: _____

Address of School: _____

Phone Number: _____

Principal/Director: _____

- Title I income eligible students by grade residing in these attendance areas:

<i>Title I Public Schools*</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Total</i>
Bakerfield Elementary							
Deerfield Elementary							
Edgewood Elementary							
George D. Lisby Elementary School at Hillsdale							
Hall's Cross Roads Elementary							
Havre de Grace Elementary							
Magnolia Elementary							
William Paca/Old Post Road Elementary							
Total							

*School child would attend if enrolled Harford County Public Schools.

(over)

2. Please describe what, **if any**, testing criteria your school uses to determine if students are performing below grade level.

	<i>Testing Criteria / Instrument Used to Determine Below Grade Level Performance</i>	<i>Average Grade Level Performance For All Students</i>	<i>Cut-off Score Indicating below Grade Level Performance</i>
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

3. Needs of Students

Reading: Number _____

Math: Number _____

Both: Number _____

4. Principal/Director:

Signature

Date

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2019-2020 School Year

Please type or print all information.

School: _____

Address: _____

Contact Person: _____

Telephone Number: _____ Fax Number: _____

E-mail Address: _____

Check (✓) the appropriate line.

- Either I or a representative will attend the HCPS meeting on Monday, January 14, 2019.
- Either I or a representative will attend the HCPS meeting on Thursday, February 14, 2019.
- I am unable to attend neither of the two HCPS meetings on Monday, January 14, 2019 nor Thursday, February, 14 2019. However, my school plans to participate in federal grants during the 2019-20 school year.

Please place a check next to all programs in which your school would like to participate. *(Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)*

- Title I, Part A – Improving Basic Programs Operated by LEAs**
Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.
- Title II, Part A – Supporting Effective Instruction**
- Title III, Part A – Language Instruction for English Learners and Migrant Students**
- Title IV, Part A – Student Support and Academic Enrichment Grants**
- Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.
- I decline participation in all federal grant programs during the 2019-2020 school year.

Please return this form to, in the enclosed self-addressed stamped envelope to Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, January 11, 2019, indicates that your school does not want to participate in the federal grants program for the 2019-2020 School Year.

FEDERAL EDUCATION PROGRAMS MEETING

January 14, 2019, 10:30 a.m. - 12:00 p.m.

Harford County Public Schools
102 S. Hickory Avenue
2nd Floor, Curriculum Conference Room 215
Bel Air, MD 21014

AGENDA

10:30 a.m.	Welcome/Introductions	Mary Beth Stapleton
10:45 a.m.	Discussions:	
	Title I, Part A	Thomas Webber
	Title II, Part A	Mary Beth Stapleton
	Title III, Part A	Kimberly Banks
	Title IV, Part A	Mary Beth Stapleton
11:30 a.m.	Open Agenda	All participants
12:00 p.m.	Adjournment	



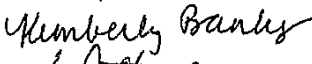

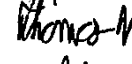
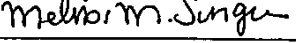
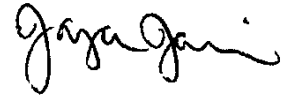
Non-Public School Meeting

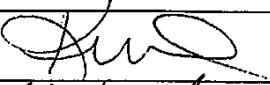
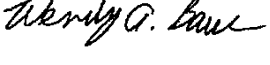
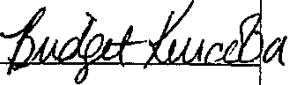
Monday, January 24, 2019

10:30 AM – 12:00 PM

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

Hartford County Public Schools			
Office	Name (please print)	Job Title	Signature
Central	Mary Beth Stapleton	Coordinator of Grants and Partnerships	
Central	Heather Kutcher	Coordinator of Teacher Induction	
Central	Kimberly Banks Juraj Duracka	Supervisor of Foreign Language/ESOL ELL Curriculum Specialist	 
Central	Thomas Webber Melissa Surgeon	Title I Assistant Supervisor Coordinator Title I	 
Central	Joyce Jablecki	Administrative Assistant, Grant & Partnerships	

Non-Public Schools			
School	Name (please print)	Job Title	Signature
Great Commission Christian Academy			
John Carroll School	Kim Zarzycki	Advancement / Alumna Relations	
St. Joan of Arc School	Wendy Bauer	Teacher	
Trinity Lutheran School	Bridget Kurcoba	School Counselor	

Affirmation of Consultation

I am an administrator/representative of St. Joan of Arc
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on JANUARY 14, 2019, the HCPS
System and St. Joan of Arc School
engaged in consultation about the following federally funded programs for the 2019-2020 school
year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, St. Joan of Arc
School agrees to provide all information necessary to comply with
program requirements, including program plans along with the method of identifying students'
and teachers' needs, related to federally funded grant programs. Additionally, the school agrees
to provide documentation which will enable the HCPS System to distribute federal funds on behalf
of non-public school students and teachers. The school agrees to provide reports as mandated by
the programs in which participation occurs.

Wendy A. Baur
Signature of Non-Public School Representative

1/14/19
Date

Wendy A. Baur
Name (printed)

410-272-1387
Telephone Number

Affirmation of Consultation

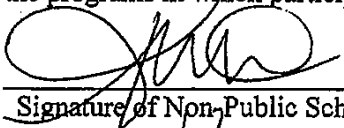
I am an administrator/representative of John Carroll High School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 14, 2019, the HCPS System and John Carroll High School School engaged in consultation about the following federally funded programs for the 2019-2020 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, John Carroll High School School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.



Signature of Non-Public School Representative

1-14-2019

Date

Kimberly Zarzycki

Name (printed)

443.243.9686

Telephone Number

Affirmation of Consultation

I am an administrator/representative of Trinity Lutheran Christian School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 14, 2019, the HCPS System and Trinity Lutheran Christian School School engaged in consultation about the following federally funded programs for the 2019-2020 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Trinity Lutheran Christian School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Bridget Kuroba
Signature of Non-Public School Representative

1/14/19
Date

Bridget Kuroba
Name (printed)

410-679-4000 ext. 180
Telephone Number

FEDERAL EDUCATION PROGRAMS MEETING

February 14, 2019, 10:00 a.m. - 11:30 a.m.

Harford County Public Schools
102 S. Hickory Avenue
2nd Floor, Curriculum Conference Room 215
Bel Air, MD 21014

AGENDA

10:00 p.m.	Welcome/Introductions	Mary Beth Stapleton
10:15 p.m.	Discussions:	
	Title I, Part A	Thomas Webber
	Title II, Part A	Mary Beth Stapleton
	Title III, Part A	Mary Beth Stapleton
	Title IV, Part A	Mary Beth Stapleton
11:00 p.m.	Open Agenda	All participants
11:30 p.m.	Adjournment	

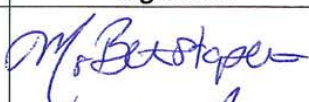
Non-Public School Meeting

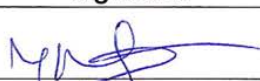

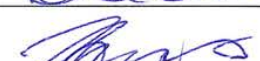
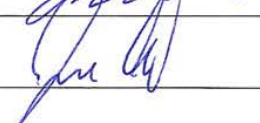
Thursday, February 14, 2019

10:00 AM – 11:30 AM

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

Harford County Public Schools			
Office	Name (please print)	Job Title	Signature
Central	Mary Beth Stapleton	Coordinator of Grants, Business & Community Partnerships	
Central	Thomas Webber	Title I Assistant Supervisor	

Non-Public Schools			
School	Name (please print)	Job Title	Signature
Bethel Christian Academy	Hearner Fisser	teacher	
Harford Day School	Donna Decker	Dir. of Advancement	
St. Margaret School	Gray News	School Counselor	
Sterling East – Chesapeake Campus	Jasca Arnold	Campus Principal	

Affirmation of Consultation

I am an administrator/representative of Bethel Christian Academy School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 14, 2019, the HCPS System and Bethel Christian Academy School engaged in consultation about the following federally funded programs for the 2019-2020 school year. (Check each program the consultation has covered):

Federal Programs:

- * Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Bethel Christian Academy School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.



Signature of Non-Public School Representative

2-14-19

Date

Heather Fiosser

Name (printed)

(410) 939-4000

Telephone Number

Affirmation of Consultation

I am an administrator/representative of Harford Day School
~~School~~, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 14, 2019, the HCPS System and Harford Day School engaged in consultation about the following federally funded programs for the 2019-2020 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- * Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- * Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- * Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Harford Day School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Donna Decker
Signature of Non-Public School Representative

2-14-19
Date

Donna Decker
Name (printed)

410-838-4848
Telephone Number

Affirmation of Consultation

I am an administrator/representative of St. Margaret School
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 14, 2019, the HCPS
System and St. Margaret School School
engaged in consultation about the following federally funded programs for the 2019-2020 school
year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, _____
St. Margaret S School agrees to provide all information necessary to comply with
program requirements, including program plans along with the method of identifying students'
and teachers' needs, related to federally funded grant programs. Additionally, the school agrees
to provide documentation which will enable the HCPS System to distribute federal funds on behalf
of non-public school students and teachers. The school agrees to provide reports as mandated by
the programs in which participation occurs.


Signature of Non-Public School Representative

2/14/19
Date

Pessy A. Messaris
Name (printed)

410-879-1113
Telephone Number

Affirmation of Consultation

I am an administrator/representative of Sterling East - Chesapeake Campus School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 14, 2019, the HCPS System and Sterling East - Chesapeake Campus School engaged in consultation about the following federally funded programs for the 2019-2020 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies *not interested*
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement *not interested*
- Title IV-A: Student Support and Academic Enrichment

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Sterling East - Chesapeake School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.


Signature of Non-Public School Representative

2-14-19
Date

Jason Arnold
Name (printed)

410-676-1138
Telephone Number