

The district instructional coordinator will partner with literacy coaches from each school to explore ways to increase access to opportunities for enriched curriculum for Gifted students. Professional support will continue to equip classroom teachers with the resources and skills to differentiate effectively. (Funding Source: Unrestricted)

Staff will utilize the item bank in SchoolNet, an instructional resource. SchoolNet offers customized reading assessments in a blended learning environment. Training will be provided on how to create, and administer MDCCRS aligned assessments. This tool provides instant results to differentiate instruction. SchoolNet also includes a highly visual and interactive data dashboard so administrators and teachers can monitor and chart performance progress for all students including Special Education, ESOL, and African American. SchoolNet will include rubrics and exemplars to support consistent scoring. (Funding: Unrestricted)

Literacy Coaches and Academic Interventionists provide on-site professional learning opportunities and additional academic and social skill guidance and support to all schools. Specific questions regarding professional development for special education students (or any other identified subgroup) and intervention programs are posed for school administrators and delivered to all identified Title I students. In addition, schools aligned their school improvement plan goals to their most challenged subgroup(s) (Funding source: Title I, Special Education Discretionary Funds (grant)).

The Kent County Middle School Master Schedule includes additional time for English Language Arts instruction in grades 6-8 to ensure all students have equal access to a rigorous curriculum. This increased time allows for daily small group instruction to personalize learning. Teacher teams have been formed in grades 6 & 7 to support the pilot of a responsive classroom approach to learning. A study skills class has been built into the 7th and 8th grade schedule to build responsibility and foster good study habits. Ongoing professional development will focus on unpacking the ELA standards, identifying learning intentions, and aligning formative assessment. (Funding: Unrestricted and Title I)

Students participating in the KCPS Alternative Program continue to underperform in English compared with All Students. A Truancy and Behavior Specialist works with those transitioning from the Alternative Classroom back to Kent County High School. This person will conduct classroom observations and monitor student grades and attendance on a regular basis. (Funding: Unrestricted)

General and special educators will be trained in the effective models of co-teaching and differentiation strategies. Teachers will be provided with additional opportunities to plan collaboratively to ensure the success of students with disabilities in inclusive and self-contained settings. Literacy coaches and lead teachers will meet monthly with Professional Learning Community (PLC) teams to jointly plan units of instruction, identify appropriate instructional and testing accommodations, and evaluate the effectiveness of the instructional strategies and make adjustments as needed. The PLC process ensures collaboration between general education and special education staff (Funding Source: Literacy Grant, Title IIA, and R4K Preschool, Special Education Discretionary Grants).

Kent County will continue with census administration of the Kindergarten Readiness Assessment (KRA) to ensure early identification and intervention for students most at-risk. Kindergarten students reading below-level in January of Kindergarten will be placed in appropriate interventions delivered by both general and special education teachers. Progress is monitored by each school's Student Support Team (SST) (Funding Source: Unrestricted and R4K, Special Education Discretionary Grants).

Teachers and special educators serving birth to age 5 will participate in professional learning focused on the development of oral language, pre-literacy, and background knowledge. This will include an online course in LETRS (Language Essentials for Teachers of Reading and Spelling). (Funding Source: Unrestricted and R4K).

KCPS will implement the Raising a Reader program in the three-year-old and Pre-K classes in all elementary schools. Bags of books will be available at the Judy Center and the branches of the Kent County Public Library where home day care and day care centers will be able to utilize the program. Each week a bag of selected books will be sent home with each student and returned at the end of the week. A new selection of books will be sent home each week. This initiative will increase the number of books available in the home and encourage parents to read to their child/children. A survey will be distributed at the beginning of the program and then at the end of the year. (Funding Source: Literacy Grant).

Professional development delivered by consultants, administrators, and supervisors focus on building foundational skills (print concepts, phonological awareness, phonics, and word recognition), alignment of daily writing instruction to the standards, and fluency. (Funding Source: Unrestricted, Special Education Discretionary Funds).

Professional development will be given on the Six Traits of Writing. A consultant will be hired to meet with teachers in grades 3-5 for an initial professional development and then for follow-up sessions. The KCPS Literacy Facilitator will implement walk-thrus to observe the program implementation and to offer support to teachers with this implementation. Six Traits of Writing professional development will give teachers the needed training to enhance their writing instruction.

Intensive professional development coaching on routines and procedures for teaching to the rigor of the standards and strategies for addressing under-performing subgroups will be provided by Dr. Vicki Gibson to Academic Interventionists, teachers, administrators at Title I schools. (Funding Source: Literacy Grant).

Daily acceleration/intervention time is part of the elementary and middle school English Language Arts schedule to provide targeted reading interventions to all students. Initial interventions are based on the previous year's data. Each intervention has its own research-based pretest, which is used to strategically place students to best meet their deficits. PLC teams track progress of each intervention. Monthly special education and general education teacher progress-monitoring meetings are held. Teachers bring their data to these meetings and meet with interventionists and/or content experts to determine when students need additional support or are ready to be exited from the program (Funding Source: Local, Title I, and SpEd Local Priority and Flexibility).

To address the subgroup declines, KCPS includes time for tutors to support Title I elementary schools. Locally retired teachers and other certificated persons provide one on one support to identified students by implementing evidence-based best practices to meet unique student needs (Funding Source: Title I and SpEd).

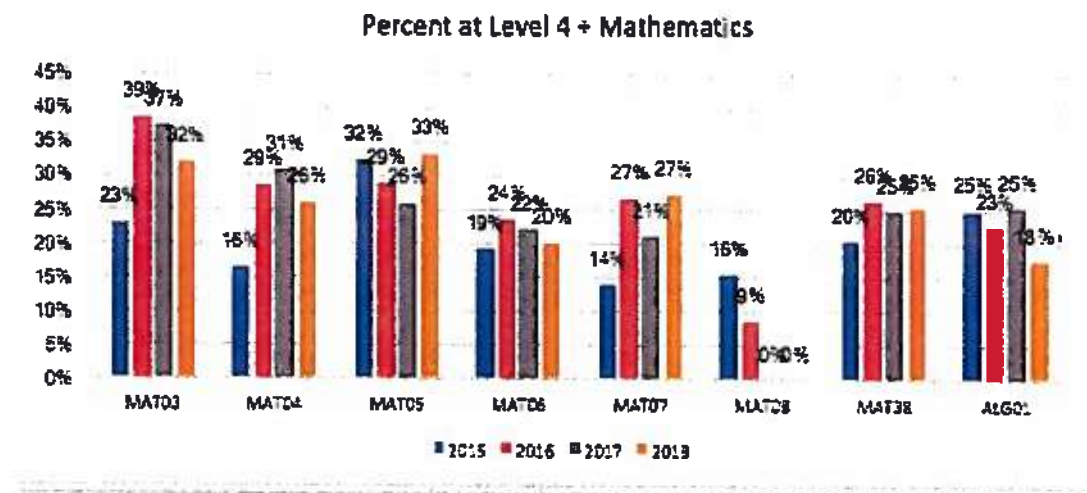
Title I, Title IIA, and Literacy Grant funds have been allocated to contract services for professional development to improve teacher and administrator understanding of quality early literacy and English/Language arts instruction. District professional development days are dedicated to increasing knowledge of effective instructional strategies. Time for district days is limited and a continues to be a challenge.

At the secondary level Revision Assist will be implemented. Through the use of webinars and technical support a consultant will work with secondary teachers to improve writing instruction. Students will have the opportunity to revise their writing and receive immediate feedback with respect to their writing. Teachers will use the data collected to revise instruction and to provide differentiated support to students. Spot checks will be done by Literacy Coaches to help with a successful implementation.

LexiaCore5 will be available to secondary students. This adaptive reading program will provide differentiated support to our struggling readers. Several webinars will provide teachers with the knowledge they need to successfully use this program.

Secondary and grade 5 teachers will participate in a book study using Notice and Note by Kylene Beers and Bob Probst. The Literacy Leadership Team will lead the book study and provide ongoing support as strategies are implemented. Teachers will have the opportunity to attend professional development session given by the authors, Kylene Beers and Bob Probst.

PARCC Mathematics for Grades 3-8:



Mathematics PARCC Subgroup Analysis 2018

MATH PARCC SCORES BY SUBGROUPS

Grade in Spring 2018	Score Range	OVERALL	White	African American	IEP/504	FARM
3rd	4 & 5	32%	39%	13%	10%	19%
	1 - 3	58%	61%	87%	90%	81%
4th	4 & 5	28%	37%	13%	13%	14%
	1 - 3	74%	63%	87%	87%	86%
5th	4 & 5	33%	45%	7%	8%	24%
	1 - 3	67%	55%	93%	92%	76%
6th	4 & 5	20%	29%	3%	4%	9%
	1 - 3	80%	71%	97%	96%	91%
7th	4 & 5	28%	36%	9%	0%	16%
	1 - 3	72%	64%	91%	100%	84%
10th	4 & 5	22%	29%	10%	3%	11%
(Algebra I)	1 - 3	88%	71%	90%	97%	89%

A review of PARCC Mathematics data for grades 3-8 shows student performance generally remained flat or slightly decreased. However, in grades 5, 7, and 8, overall proficiency increased slightly, by 7.4%, 6.6%, and 5.3%, respectively.

PARCC Mathematics for Grades 3-5:

PARCC Mathematics data for grades revealed that 31.9% of 3rd graders, 26.2% of 4th graders, and 33.3% of 5th graders either met or exceeded expectations. When examining PARCC data, the challenges arise with scores from the following populations: African American, special education, economically disadvantaged, and ELL students at all grade levels. In grade 3, 12.5% of African American vs 39.2 of Whites, 9.1% of special education vs 36.1% of non-special education, and 19% of economically disadvantaged students vs. 50% of non-disadvantaged students met or exceeded expectations. In grade 4, 13.2% (vs 36.5%) of African American, 18.2%(vs 27.6%) of special education, and 13.8% (vs 44.8%) of economically disadvantaged students met or exceeded expectations. In grade 5, 7.1% (vs 44.4%) of African American, 9.5%(vs 38.2%) of special education, and 23.3% (vs 48%) of economically disadvantaged students met or exceeded expectations. Note: There are very small numbers of ELL students - grade 3 - 9 students, grade 4 - 6 students, grade 5 - 2 students. In grades 3-5, only one student met or exceeded expectations.

PARCC Mathematics Grades 6-8:

In middle school, 20.1% of 6th graders, 27.6% of 7th graders, and 9.6% of 8th graders (32% of 8th graders took PARCC Algebra I instead of grade 8) met or exceeded expectations. When examining PARCC data, the challenges for PARCC Middle School Mathematics results were similar to elementary, showing gaps in achievement for African American, special education, economically disadvantaged students, and ELL students. In grade 6, 2.9%(vs 28.6%) of African American, 4%(vs 23.1%) of special education, and 8.9% (vs 34.8%) of economically disadvantaged students met or exceeded expectations. In grade 7, 8.7%(vs 36%) of African American, 0% (vs 31.6%) of special education, and 15.5%(vs 41.3%) of economically disadvantaged students met or exceeded expectations. Grade 8 had overall low achievement, with 4.3%(vs 12.7%) of African American, 0%(vs 31.6%) of special education, and 8.1%(vs 51.2%) of economically disadvantaged students meeting or exceeding expectations. However, the gaps are still significant. Note: There are very small numbers of ELL students - grade 6 - 3 students, grade 7 - 2 students, grade 8 - 2 students. In grades 6-8, no students met or exceeded expectations.

Mathematics Changes/Strategies

KCPS has three components for the Pre-K to 12 Mathematics Instruction Plan. The components are solid first instruction, high quality interventions, and equity and access.

Through formal and informal observations, KCPS administrators will ensure that initial mathematics instruction is rigorous, engaging, and includes formative feedback. PLC teams will integrate the Data-Wise Improvement Process into district, school, and grade-level practice and PLC's. As part of the collaboration, teachers will effectively use MAP, PARCC, and formative assessment techniques to target support while developing an understanding of the math progressions and common misconceptions. PLC teams will create a responsive culture as they work to identify factors that contribute to differential outcomes among groups of students, and provide the appropriate support.

To address subgroup inequities and support all students in reaching the goals of the Maryland Common Core State Standards, Professional Learning Communities (PLC) structures are in place at both the district and school levels. Additional collaboration time is provided during the monthly early release days allowing time for all mathematics teachers to analyze, interpret, and report subgroup data in order to implement quality Tier II and III mathematics interventions (Funding Source: Unrestricted and Special Education Priority funds).

Principals, Supervisors, and Academic Interventionists provide instructional guidance and support to schools where students are failing to meet or make progress on state standards. Specific questions regarding professional development for special education students (or any

other identified subgroup) and intervention programs are posed for school administrators. In addition, schools were informed to align their school improvement plan goals and schoolwide Student Learning Objectives (SLO's) to their most challenged subgroup(s) (Funding Source: Local, Title I, Special Education Passthrough Funds, and Title IIA).

Principals and other instructional leaders will improve communication and support of families and community in the area of mathematics. Schools will hold math evening events to help parents understand concepts and strategies for supporting students at home. (Funding Source: Title IIA, Local and SpEd Local Priority and Flexibility)

To address the subgroup declines, daily lesson plans include flexible group instruction for small groups of students who have difficulty on content from the math curriculum. Each of these lessons utilizes manipulatives and strategy instruction focused on targeted concepts. Professional development emphasizes the importance of solving problems that are modeled in a concrete way, represented using visuals or drawings and in abstract notation of equations in order to utilize algorithms to determine a solution. (Funding Source: Unrestricted)

Since all KCPS elementary school are Title I, increased time has been provided for elementary math tutors to support students in all schools. Locally retired teachers and other certificated persons provide one on one support to identified students by implementing evidenced-based best practices to meet their unique needs. (Funding Source: Title I)

KCPS teacher teams utilize benchmark and common formative assessments linked to the Maryland College and Career Ready Standards for Mathematics to guide instruction. Professional learning opportunities will be provided to explore topics of student discourse, and the power of number lines. Elementary and Middle School County Middle School teachers will attend the Maryland Council of Teachers of Mathematics conference and the Mathematics at Work PLC Conference (Funding Source: Title I and Title IIA).

Training in the KCPS Response to Intervention (RTI) process has been provided to all administrators and school teams. Resources are available on-line to support a comprehensive, consistent, multi-tiered plan to effectively support the achievement of all students including Gifted and Talented, Hispanic, Special Education, and African American students and assist in the implementation of research-based strategies, ongoing assessment, early identification, and support for students at risk. This includes incorporating PBIS framework for teachers to implement tiered behavior approaches into daily classroom structures. Professional development will be provided to elementary and middle school staff in Responsive Classrooms. (Funding Source: Title IIA Supplemental, Local and SpEd Local Priority and Flexibility)

Number Worlds, Think Through Math, Origo Fact Fluency, Dreambox, IXL, TenMarks, and FrontRow are a few examples of the many math interventions available for students struggling

with mathematics content. (Funding Source: SpEd Local Priority and Flexibility, Title I, Student Instructional Intervention Systems (SSIS) Grant)

PLC teams will work closely with the central office staff to develop content and instructional supports for differentiating instruction to attract and support traditionally underrepresented students in gifted and advanced mathematics opportunities.

Targeted interventions are provided daily during an acceleration/intervention period for both reading and mathematics. Interventions are based on the previous year's data. Each intervention has its own research-based pretest, which is used to strategically place students to best meet their deficits. Data folders are kept on each student to track progress in the intervention. Monthly progress-monitoring meetings are held for each school grade level. Teachers bring their data to these meetings and meet with interventionists and/or content experts to determine when students need additional support or are ready to be exited from the program (Funding Source: Local, SpEd Local Priority and Flexibility and Title IIA).

Title I and Title IIA funds have been allocated to contract services for professional development to improve teacher and administrator understanding of quality mathematics instruction. District professional development days are dedicated to increasing knowledge of effective instructional strategies. Time for district days is limited and a continues to be a challenge.

PARCC Algebra I



PARCC Algebra I:

A review of PARCC Mathematics data for Algebra I indicates 34.9% of Kent County students have met or exceeded proficiency. 74% of students who took the PARCC Algebra I in the middle school scored at the met or exceeded level. The percentage of students meeting or exceeding expectations in High School Algebra I decreased by 4%, however 100% of middle school algebra students met the graduation requirement (3+) and 56% of high school students met the graduation requirement, up 20% from 2017. The challenges include a gap between the achievement of minority students and their white peers. 28.7% of grade 10 white students scored at levels 4 and 5 while only 10.2% of African American students achieved at this level. While 34.8% of students not economically disadvantaged met or exceeded expectations, only 10.8% of their disadvantaged peers did. No Special Education or ELL students met or exceeded expectations. Note: Only 6 ELL students tested.

The KCPS Algebra I team continues to create PARCC aligned benchmarks for Algebra I. Each question type is carefully designed to reflect the level of rigor of the standards. Benchmark results will be analyzed as part of the mathematics Professional Learning Community and used to inform daily instruction as well as personalized interventions. (Funding Source: AEP grants and Unrestricted)

KCPS math teachers will continue to design units to ensure alignment of the written, taught, and tested lessons are based on common core standards with emphasis on daily practice with the sample items for the PARCC Algebra I samples PARCC items. The Kent County High School mathematics PLC team created a yearlong Algebra I curriculum scroll in 2017-18. Ongoing vertical articulation with the middle school Algebra I teacher is provided during early release days built into the calendar on a monthly basis. Common formative assessments are being developed and utilized with analysis of the data in all areas. Carnegie is used for the technology enhanced items, and the Agile Minds assessments are all online. (Funding Source: Title IIA and AEP Grants).

A “Non-STEM” Algebra I class was piloted in 2016-17 which included underrepresented groups to increase equity and access. Non-STEM is defined as those students that did not meet the criteria to participate fully in the grade 8 enrichment STEM program. However, the individual Algebra Aptitude results, and other local measures showed the “non-STEM” students had the potential to succeed in Algebra I in middle school. After participating in this pilot middle school program, the students had a 96% pass rate on the PARCC Algebra I test and a 72% pass rate in 2017-18. Kent County Middle School will continue to explore additional opportunities for more students to take accelerated math in grades 6 and 7.

The PARCC and MAP data as well as benchmark data are used to identify students who are not on track or failing to show growth. Teachers use both the MAP data and Common Formative Assessments (CFAs) to take a diagnostic approach to mathematics instruction. In 2017, 21 students were identified and this year, 25 have been selected to receive intensified help with Algebra I. These students were enrolled in a block class with two content teachers and one special education teacher. Instruction in this course is designed to narrow the gap and enhance instructional approaches to ensure mastery of Algebra I standards. (Funding Source: Local and SpEd Local Priority and Flexibility).

Collaborative professional development for general and special educators is held to ensure the success of students with disabilities in inclusive and self-contained settings. The secondary instructional supervisor will meet at least bi-monthly with Professional Learning Community “PLC” teams to develop, monitor, and evaluate the effectiveness of the instructional program and make adjustments as needed (Funding Source: Local and SpEd Local Priority and Flexibility).

Intensive professional development training and resources will be provided to teachers, and administrators at the high school focused on increasing the rigor of instruction, and differentiating instruction so that all students can meet grade level standards, including

racial/ethnic subgroups, English learners, students receiving special education services and free and reduced price meal services. (Funding Source: Special Education Discretionary Funds, Title IIa, and Local).

The Carnegie math program is offered as intensive intervention to identified Algebra I students. The program is focused on building a deep conceptual understanding of math, and is for students struggling to make progress in Algebra I. Each student receives direct instruction and targeted practice in the Carnegie software (Special Education Priority Funds).

The Intensified Agile Minds math program is offered as intensive intervention to identified Algebra I students offered in a Block Schedule for 100 minutes per day. The program is specifically designed to build on existing mathematics skills and is for students struggling to make progress in Algebra I. (Special Education Priority Funds.)

Bridge Projects are now built into Intermediate classes to remediate/strengthen mathematical skills prior to students moving onto Algebra II or Geometry. The matriculation is Algebra I, if they are not performing at the proficient level then they are assigned to Intermediate Algebra, then Geometry, and then Algebra II.

High School Assessment (HSA) Government:

Although official results have not been received, reviewing preliminary data indicates approximately a 68% pass rate, up from 60% in 2017. There are considerable gaps in achievement for subgroups. 40% of African Americans met the passing score, while 83% of their white peers did so. Gaps were also evident in the areas of special education (19%vs.84%), FARMs (48%vs.86%) . There was only one ELL student who tested and she/he did not pass.

Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. *(LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)* **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

KCPS is a fully inclusive school system. Tenth grade special education students are included in the general education classes with their peers. This allows equal access to the government curriculum. Special education and general education teachers work together for the purpose of

improved student learning. In an effort to improve achievement the following strategies are in place for 2018-2019:

General Education and Special Education teachers have been provided with various online resources, including Discovery Education, that provide access to source documents and real-life video and written connections to generate student interest and involvement in the content. Additional training and support in the use of Google Apps and Discovery resources will be offered (November, January, March)
(Funding Source: Local and Title IIA)

Teachers are provided dedicated time to collaborate together for targeted remediation for those students not passing HSA (Early Release Days). Portions of these PLC meetings in social studies include updates on these students in terms of progress and mastery. A Government teacher has been given time in the master schedule to work, either individually or in small groups, with these students to remediate for this assessment. In addition, teachers identify juniors and seniors in their classes who have not yet passed the Government HSA, and mentor them to help them prepare for retaking the exam. Students will be provided another opportunity to take the Government assessment in January. Prior to this reassessment, students participate in a Government Blitz day to review needed information. In addition, any social studies teacher that has 5 or more students in their social studies classes has an SLO that is targeted for the HSA Government assessment.

Teachers have received training in both formative and summative assessment tools to help monitor student progress. (tools to include: Schoolnet, Google Apps, Kahoot, Edmodo, Animoto, Quizlet, etc.)

COMPONENT E
PARTICIPATION OF CHILDREN
ENROLLED IN PRIVATE SCHOOLS

F. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS
Equitable Services Requirements under ESSA: Non-Regulatory Guidance
MSDE Equitable Services Guidance

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENTS:

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

1. A written process for:
 - inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools;
 - ordering and storing of materials and equipment for use in the program provided to private school children, if applicable;
 - evaluating Title I Program for private schools regarding how the services will be academically assessed and how the results will be included in the overall evaluation of the effectiveness of the Title I program
2. Signed agreement between LEA and private school officials that includes an option for private school officials to indicate that timely and meaningful consultation did not occur with the LEA
3. Consultation timeline that shows that the LEA has or will have conducted all consultation that will allow services to begin at the beginning of the 2018-2019 school year.
4. Provide information on participating private schools using the Participating Private Schools Form or you may submit information as a separate attachment.

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

Name	Position	Responsibilities
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Dr. Karen Couch	Superintendent —	<ul style="list-style-type: none"> -Overall monitoring of all school and system fiscal programs -Overall monitoring of all SIP's and implementation/evaluation of instructional programs -Oversees PLC professional development and implementation
Mrs. Jane Towers	Director of Finance —	<ul style="list-style-type: none"> -Overall monitoring of fiscal implementation and record keeping
Mrs. Gina Jachimowicz	Director of Instruction —	<ul style="list-style-type: none"> -Overall monitoring of system goals / Master Plan -Assists in organizing and facilitating peer review of SIP's
Mrs. Tracey Williams	Student Services Supervisor —	<ul style="list-style-type: none"> Student Services Supervisor

PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

Check one	Assurances	Citation	Sample Evidence of Implementation
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A	1. Delivery of Services _____ The LEA ensures it (select one of the following): <input type="checkbox"/> Provides services directly to the eligible private school students? <input type="checkbox"/> Enters into a third party contract to provide services to eligible private school students? <input type="checkbox"/> Enters into a formal agreement (MOUs) with other LEA(s) to provide services to private school students? Please identify LEAs involved. _____ <input type="checkbox"/> Provide the date(s) services will begin. _____		<input type="checkbox"/> Copies of contracts or agreements with individuals under contract with the LEA (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 LEA has transferred Title I funds to another LEA, if applicable <input type="checkbox"/> If applicable, formal agreement (MOU) with other LEA to provide services to private school students.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	2. Invitation to Private School Officials The LEA ensures it has a written process for inviting private schools to participate in the	1117(a)(1)(A) 1117(b)(1)(b)(5)	<input type="checkbox"/> Approved list of private schools and approved church exempt schools <input type="checkbox"/> Letters to private school officials

PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

Checklist Assurances	Citation	Sample Evidence of Implementation
<p>Title I, Part A program. (Required Attachment #1a)</p>		<ul style="list-style-type: none"> If applicable, other forms of outreach may include: emails, phone logs, certified mail receipts, etc.) List of addresses for low-income children generating funds provided by private school officials (this may be from surveys or actual FARMs, CEP or other data)
<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> N/A</p> <p>3. Ongoing Consultation</p> <p>The LEA ensures it has a written process for ongoing consultation with private school officials to provide equitable participation to students in private schools, including how the LEA ensures that services to private school students start at the beginning of the school year. (Required Attachment #1a)</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 LEA should have a signed letter from the private school designee if the official is representing a consortium of private schools.
<p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> N/A</p> <p>4. Equitable Services to Students</p> <p>The LEA 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
<p><input checked="" type="checkbox"/> Yes</p> <p>5. Teachers and Families Participation</p>	1117 (a)(1)(B)	<ul style="list-style-type: none"> Evidence of professional development for teachers, if applicable:

PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

Child's Name	Assurances	Condition	Sample Evidence of Implementation
<input checked="" type="checkbox"/> N/A	The LEA ensures that families, and, if applicable, teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116.		<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 ◦ 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.
<input type="checkbox"/> Yes			<ul style="list-style-type: none"> ◦ Evidence of family engagement activities: ◦ 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"/> N/A	6. Dispute Resolution The LEA ensures it has a written dispute resolution process for resolving disagreements with private schools	1117(b)(2-6) 1117(c)(2)	<ul style="list-style-type: none"> ◦ Copy of dispute resolution process ◦ If applicable, copy of communication and/or SANE between LEA, MSDE, and/or private school official working toward resolution ◦ If applicable, evidence of resolving

PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

Teacher or Assurance	Assurances	Citation	Sample Evidence of Implementation
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A	<p>participating in the Title I, Part A program prior to escalation to the State Ombudsman.</p> <p>6. Supervision and Evaluation The LEA ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students. <i>(Required Attachment #1b, c, & d)</i></p>	<p>1117(b)(1) 1117 (d)(1)</p>	<p>disagreements</p> <p>Evidence LEA Supervises: LEA Program Oversight</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schedules of Title I staff <input type="checkbox"/> Timeline/schedules for monitoring visits <input type="checkbox"/> LEA written process and procedures for monitoring private schools <input type="checkbox"/> Monitoring feedback may include letters, emails, reports or notes to Title I staff providing services or private school officials on student progress <input type="checkbox"/> Sample lesson plans and student work <input type="checkbox"/> Consultation between LEA and third party vendor, if applicable <p>Qualifications of staff providing services:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers providing services meet state certification and licensure requirements <input type="checkbox"/> Paraprofessionals providing instructional support are under direct supervision of teacher that meets state certification and licensure. <p><i>(May not apply to LEAs that use a third party provider, unless the LEA has required the third party provider/contractor to employ teachers that meet state certification</i></p>

PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

Check one	Assurances	Situation	Sample I will use of last session (if not and licensure requirements and qualified paraprofessionals.)
			<p>Fiscal Oversight:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I property labels, if applicable <input type="checkbox"/> Inventory list, if applicable <p>Evidence of Evaluation may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress reports/EOY reports on effectiveness of services <input type="checkbox"/> SANE documenting modification to program, if applicable.

E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS

Participating private schools and services: **COMPLETE INFORMATION IN ATTACHMENT 6A** regarding the names of participating private schools and the number of private school students that will benefit from the Title I, Part A services.

1. DESCRIBE the LEA's process for:

- ☒ Inviting private schools to participate in the Title I, Part A program;
Kent County Public Schools sends letters to all private schools within the area and invites them to a special meeting. This year's meeting was held in late May with invitations sent 3-4 weeks in advance of the meeting. A follow up email was sent the week prior to the meeting. The invitation includes a RSVP and state that a non-response implies that the school is not interested in participating in Title I Part A funding opportunities. The meeting took place with one representative from a private school in attendance. Subsequent to that meeting, the representative from that school declined participation in the Title I program (see appendix).
- ☐ Reaching agreement on how to provide equitable and effective
N/A
- ☐ Transmitting the results of such agreement to the State Ombudsman.
N/A

2. DESCRIBE the LEA's process of ongoing consultation with private school officials to provide equitable participation to students in private schools. Include how the LEA ensures that services to private school students start at the beginning of the school year.
Annual letters are sent to private school officials in the spring of each school year (see attachment.) Should any of the private schools choose to participate (and they have not opted to do so for 2018-2019) services for those schools would be scheduled to start at the beginning of the school year (see attachment).

3. DESCRIBE the LEA's process for ensuring that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to section 1116.

No private schools were interested in participating in Title I Part A services in Kent County (see attachment).

4. DESCRIBE the LEA's dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman.

N/A

5. DESCRIBE the LEA's process to supervise and evaluate the Title I program serving private school students.

N/A

DELIVERY OF SERVICES

6. Will LEA staff provide the services directly to the eligible private school students?

☐ Yes ☒ N/A

If yes, when will services begin? _____

7. Will the LEA enter into a formal agreement (MOUs) with other LEA(s) to provide services to private school students?

☐ Yes ☒ N/A

If yes, identify the LEA(s) involved and the date the services will begin. _____

8. Will the LEA enter into a third party contract to provide services to eligible private school students?

☐ Yes ☒ N/A

If yes, when will services begin? _____

DOCUMENTATION:

9. Attach a timeline for consultation and affirmation meetings with private school officials.

In early May non-public schools in Kent County are notified of and invited to a meeting scheduled late that month that is devoted to a review of federal program including Title I Grant requirements in which they may wish to participate. Each school is required to indicate whether they will attend the meeting and, if they will not, that they understand they will not participate in the program during that academic year (see attachment). In May of 2018, one non-public school representative did attend, participated in discussions about the program, and opted not to participate. Invitation letters, sign-in sheets, an agenda, meeting notes, and an evaluation are completed and filed (see attachments).

10. Attach copies of written affirmation(s)/consultation agreement and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63] N/A

Kent County – Private/Non-Public Schools

Chestertown Christian Academy

401 Morgnec Road

Chestertown, MD 21620

Phone: (410) 778-5855 **Fax:** (410) 778-5104

Director: Joe Baugher

Baug5435@hotmail.com

Friendship Montessori School

25528 Worton Lynch Road, P.O. Bdx 6

Worton, MD 21678

Phone: (410) 778-5663

Director: Holli Mathison

hollifriendship@yahoo.com

Kent School

6788 Wilkins Lane

Chestertown, MD 21620

Phone: (410) 778-4100 **Fax:** (410) 778-7357

cgorvcki@kentschool.org

Radcliffe Creek School

201 Talbot Avenue, Suite A

Chestertown, MD 21620

Phone: (410) 778-8150 **Fax:** (410) 778-8176

Director: Meg Bamford

mbamford@radcliffecreekschool.org

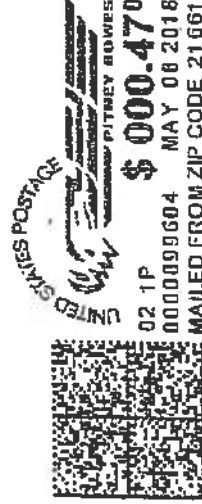
KENT COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
5608 BOUNDARY AVENUE
ROCK HALL, MARYLAND 21661

Mr. Joseph Baugher
Chestertown Christian Academy
401 Morgnec Road
Chestertown, MD 21620



KENT COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
5608 BOUNDARY AVENUE
ROCK HALL, MARYLAND 21661

Ms. Holli Mathison, Director
Friendship Montessori School
PO Box 6
Worton, MD 21678

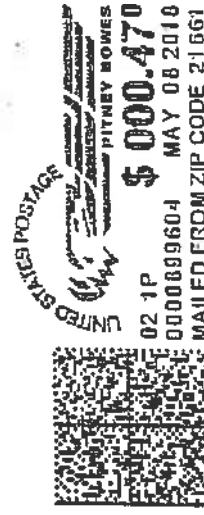


KENT COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
5608 BOUNDARY AVENUE
ROCK HALL, MARYLAND 21661



Mrs. Molly Judge, Director
Radcliffe Creek School
201 Talbot Avenue, Suite A
Chestertown, MD 21620

KENT COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
5608 BOUNDARY AVENUE
ROCK HALL, MARYLAND 21661



Ms. Nancy Mugele, Head of School
Kent School, Inc.
6788 Wilkins Lane
Chestertown, MD 21620



Kent County Public Schools

Growing a Community of Leaders

TO: Ms. Nancy Mugele, Head of School
Kent School, Inc.
6788 Wilkins Lane
Chestertown, MD 21620

FROM: Lloyd W. Taylor, Ed.D., Title I Coordinator

DATE: May 8, 2018

RE: Non-public Schools' Participation in Title I Grants for FY 2017-2018

Kent County Public School district receives grant funding through a variety of Federal/State entitlement programs each year. These grants provide funding for local school systems to implement activities aimed at improving student achievement through a variety of program initiatives. The Title I grant is one of those programs.

Students and staff from non-public schools are entitled to participate in the Title I program, Title Those responsible for managing this program would like to update you on how these federal/state funds may be used by non-public schools. Toward that end, an informational meeting on May 21, 2018 at 11:00 a.m. at the Kent County Public Schools' central office in Rock Hall. Please complete the form at the bottom of this letter and return it to Lloyd Taylor, Kent County Public Schools, at the address indicated above by May 18, 2018. If you have any questions regarding this meeting, please feel free to contact me at 401-778-1595. I look forward to your reply.

_____ I will attend the informational meeting on May 21, 2018 at 11:00 a.m.

_____ I am unable to attend, and will not be participating in the Title I program during the 2018-2019 academic year.

Signature

Institution

Date

5608 Boundary Avenue

Rock Hall, MD 21661

410-778-1595

(f) 410-778-6193



Kent County Public Schools

Growing a Community of Leaders

TO: Mrs. Molly Judge
Radcliffe Creek School
201 Talbot Avenue, Suite A
Chestertown, MD 21620

FROM: Lloyd W. Taylor, Ed.D., Title I Coordinator

DATE: May 8, 2018

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☒ I will attend the informational meeting on May 21, 2018 at 11:00 a.m.

☐ I am unable to attend, and will not be participating in the Title I program during the 2018-2019 academic year.

Mollie Cohen-Tyng 5/14/18
Signature Institution Date
Radcliffe Creek School



Kent County Public Schools

Growing a Community of Leaders

TO: Ms. Nancy Mugele, Head of School
Kent School, Inc.
6788 Wilkins Lane
Chestertown, MD 21620

FROM: Lloyd W. Taylor, Ed.D., Title I Coordinator

DATE: May 8, 2018

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_____ I will attend the informational meeting on May 21, 2018 at 11:00 a.m.

X I am unable to attend, and will not be participating in the Title I program during the 2018-2019 academic year.

Nancy Mugele
Signature

Kent School
Institution

5/9/18
Date



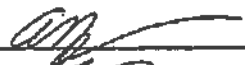
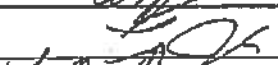

BOARD OF EDUCATION OF KENT COUNTY

5608 Boundary Avenue
Rock Hall, Maryland 21661
Phone 410-778-1595
Fax 410-778-6193

KENT COUNTY PUBLIC SCHOOLS Meeting Attendance

Date 05/21/18

Title I Non-Public/Private School Meeting

Name (Please Print)	School or Organization	Sign-In
Ben Joiner	Radcliffe Creek School	
Geno Jackson	KCPs	
Lloyd Taylor	LCA's Title I Coordinator	



BOARD OF EDUCATION OF KENT COUNTY

5608 Boundary Avenue
Rock Hall, Maryland 21661
Phone 410-778-1595

Kent County Non-Public Title I Opportunities to Participate Meeting

Monday, May 21, 2018
11:00 A.M.

~ AGENDA ~

I. Introductions and Sign-In

II. Purpose of the Meeting

III. Criteria for Eligibility

- A. Non-Public Schools in Kent County
- B. School Eligibility (Review of FARMS criteria)
- C. Student Eligibility
- D. School Exercises its Option to Participate
- E. Formula for Determining Funding for Participating Non-Public Schools

IV. Next Steps (if applicable)



BOARD OF EDUCATION OF KENT COUNTY

5608 Boundary Avenue
Rock Hall, Maryland 21661
Phone 410-778-1595
Fax 410-778-6193

To Whom It May Concern:

After having met with Kent County Public School officials ON MAY 21, 2018, and discussed Title I (under ESSA), Title II, and Title IV programs, our non-public school for the 2018 – 2019 academic year has opted to:

_____ Participate in the one or more of the Title programs listed above.

☒ Not participate at this time in the Title programs listed above. I understand that this decision does not preclude staff at our school from participating in KCPS sponsored Professional Development (PD) activities. Should our staff Members wish to participate I will inform Mrs. Jachimowicz prior to the beginning of the school year.

A. J. J.
Signature

Radcliffe Creek School
Institution

8/22/18
Date



BOARD OF EDUCATION OF KENT COUNTY

5608 Boundary Avenue
Rock Hall, Maryland 21661
Phone 410-778-1595
Fax 410-778-6193

DATE: May 22, 2018

TO: Participants in Non-Public Title I (ESSA) Meeting 05/21/18

FROM: *LT* Lloyd Taylor, Title I Coordinator, Kent Co. Public Schools

RE: Meeting Notes

MEETING NOTES

Tuesday, 05/22/18

Non-Public School Meeting

To Discuss Titles (I II IV) Options

The annual meeting to discuss Title I/ESSA, Title II, and Title IV options for non-public schools in Kent County (MD) was held at the Kent County Board of Education offices on Monday, May 21, 2018 starting at 11:00 a.m. In attendance were Gina Jachmowicz, KCPS Director, Lloyd Taylor, Title I Coordinator and Ben Joiner, representing the Radcliff School (Chestertown, MD) for Debbie Cohee-Wright. Invited but declining to attend (see attachment) were representatives from The Chestertown Christian Academy, Kent School, and Friendship Montessori School.

Discussion with Mr. Joiner included a brief appraisal of ESSA/Title I, Title II and IV requirements relative to non-public schools. School eligibility, with discussion in relation to FARMS criteria, student eligibility, and private school options for participation, were all reviewed. Also included in the discussion was the funding formula used for participating non-public schools. Mr. Joiner asked if failure to participate this year would preclude the Radcliff School from taking part next year (a new Head of School will be installed shortly). He was assured that his school would be free to review and reapply should they wish to do so. Mr. Joiner indicated that the Radcliff School would not be participating this year but that they reserved the right to review their decision at a later date (for next school year). Mr. Joiner was also informed that should his school be interested, Title II-A professional development (PD) activities in the areas of math and reading would be available to his staff members at no cost. He expressed an interest and told Mrs. Jachimowicz that he would inform her regarding participation prior to the beginning of the school year.

There being no further business, the meeting was adjourned at 11:51 a.m.

Signed, *L. Taylor* Title I Coordinator



BOARD OF EDUCATION OF KENT COUNTY

5608 Boundary Avenue
Rock Hall, Maryland 21661
Phone 410-778-1595
Fax 410-778-6193

Kent County Non-Public Title I Opportunities for Participation Meeting

Monday, May 21, 2018
11:00 A.M.

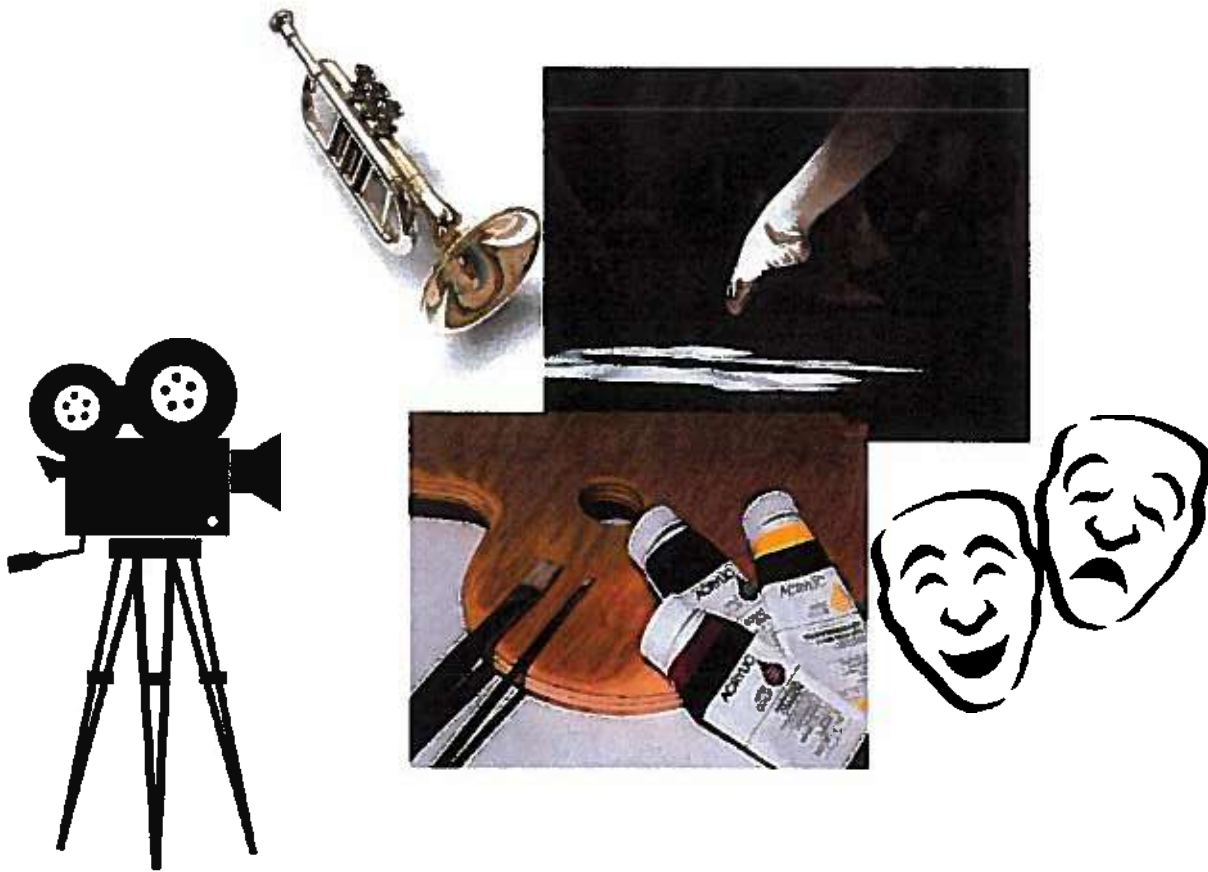
Please indicate with a "Yes" or "No" your evaluation of the Non-Public Title I
"Opportunities for Participation" meeting held on 05/21/18

Question	Yes	No	Maybe
Was the Kent County Title I Program satisfactorily Explained during the meeting	✓		
Were options for participation reviewed during the meeting?	✓		
Will your institution participate in the Title I Program during the 2018-2019 academic year?		✓	
Will you require more information relative to the 2018-2019 Kent County Title I Program?		✓	

Comments:

FINE ARTS

STATE GRANT APPLICATION



Fine Arts

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.

Master Plan Goal I: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics	
Fine Arts Goal 1	Provide a well-rounded education, including a comprehensive fine arts program (art, music, dance and theater) in grades PreK-12 giving each child opportunities to demonstrate increasing proficiency in the national, state, and local standards for the arts.
Strategy 1	Design KCPS Fine Arts curriculum to align with the new NCAS, Unit Organizers, and Understanding by Design, UDL components and anticipated MSDE adoptions.
Strategy 2	Enhance student participation in fine arts experiences and programs.
Strategy 3	Increase accessibility to essential fine arts equipment, instruments, technology, and facilities.
Strategy 4	Provide quality professional development opportunities for all Fine Arts teachers.
Strategy 5	Expand partnerships within the community to increase fine arts opportunities for students.
Strategy 6	Expand cultural arts programs and field experiences.

1. Describe the **progress** that was made in 2017-2018 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Master Plan Annual Update. Identify the programs, practices, or strategies and related resource allocations that are related to the progress.
 - KCPS continues to make significant progress on providing a comprehensive fine arts program. "Arts in Motion" teachers meet quarterly in Professional Learning communities to design and implement meaningful integrated projects. Teachers collaboratively design units and assessments for each respective discipline aligned to the National Core Arts Standards. (Strategies 1, 3 and 4)
 - All KCPS Fine Arts teachers participated in staff development under the supervision of an expert to help guide an understanding of integrated lesson implementation. They will continue staff development under the supervision of an expert to help guide an understanding of integrated lesson implementation, unit, lessons, and teaching best practices. support and/or coaching will continue to be provided where needed. KCPS staff adopted and updated Professional Learning Community Goals in the Fall of 2017. (Strategy 1 and 4)

- Under the leadership of local administrators and Dr. Nelson Fritts, KCPS fine arts teachers have continued to revise the current KCPS Fine and Performing Arts Curricula to align with new NCAS expectations, MSDE adoptions, and the hopes of advanced curriculum work including vertical alignment. (Strategies 1, 3 and 4)
 - KCPS Fine Arts facilitator, Tom McHugh in collaboration with administration and the "Arts in Motion" team accomplished the following. (Strategy 5 & 6)
 - Collaboration with KCPS to bring in professional musicians as exemplars
 - Cooperation with Kent County Arts Council to a professional choreographer to work with middle school and high school drama productions
 - Helped fund trips by the Kent County High School band to various professional performances.
 - Created media releases on KCPS activity in the arts for the Kent County News and Chestertown Spy.
 - Funded the first ever "KCPS Evening with the Arts" program
 - Continued Easels and Art program where 7 local sites permit student artwork to be displayed and viewed by over 4,000 citizens and visitors.
 - Provided an opportunity to participate in "Poetry Out Loud."
 - Supported a KCPS artist in residence to lead the KCHS Mural Project
2. Describe which goals, objectives, and strategies included in the Master Plan Annual Update were not attained and where **challenges** in making progress toward meeting Programs in Fine Arts goals and objectives are evident.
- A continued challenge faced by the fine arts department was the expansion of our local fine arts program and the state decrease in funding to support the arts. Changes in school based administration required a few schools to delay or adjust certain events. (Strategies 2 and 5)
3. Describe the goals, objectives, and strategies that will be implemented during 2018-2019, including plans for addressing any challenges identified in prompt #2 as well as plans for implementing COMAR 13A.04.16 Programs in Fine Arts by 2019-2020. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.
- KCPS Fine Arts teachers will continue their work as a Professional Learning Community (PLC). The Arts in Motion steering committee will continue to meet to monitor progress on local fine arts goals and additional grant funding opportunities. KCPS has strengthened its partnership with the Kent County Local Arts Council, and will continue to be fostered to provide quality workshops and performances. The committee will help get the word out about the great Fine Arts programs offered to our students. Frequent opportunities will be provided for teachers and students to connect with the local arts scene growing in Kent County.

- In January 2018 KCPS initiated a collaboration with Kent County Arts Council (KCAC) and the Arts Education in Maryland Schools Alliance (AEMS), along with artists and arts institutions in Kent County to explore collaborations among the organizations to expand opportunities for students and the community. This day-long forum provided an opportunity for regional artists to become familiar with the new National Core Arts Standards and the Maryland State Department of Education's new Arts Standards and revised COMAR expectations that resulted from these guidelines. Local artists were able to understand the expectations of these new standards and how they could intersect and support these initiatives within their school communities. The work completed during this forum resulted in a list of goals and strategies that would help support these standards and expand upon the instructional resources that were lacking within a poorer rural school district. (Strategies 2,3,5 and 6)
- To begin addressing new COMAR expectations, during this current school year, 2018-19 KCPS started a pilot collaborative project with Washington College's Dance Department in an effort to expand Dance and Theater opportunities for students. Professors Benjamin Cannon and Anne Moffett developed a "Movement Project". This program provides a 12-week module in dance and movement that will be presented to all schools—providing a fundamental background in movement. (Strategies 2,5, and 6)
- A Task Force is also being developed during school year 2018-19 at the high school level to address the implementation of a Media Arts Program to adhere to new COMAR expectations. Department representatives from music, art, library media, technology and radio broadcasting will begin exploring ways to address the Media Arts Standards and expectations in a collaborative manner, since the school system's budget will not permit hiring additional staff. The recommendations of this Task Force will ultimately be implemented within the instructional program at the secondary levels and back-mapped for elementary school implementation. (Strategies 1,2,4,5 and 6)

A. BUDGET NARRATIVE

1. 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 Individual Grants*, *Sample Fine Arts Budget*, and *Fine Arts Budget Categories*. The accompanying budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Fine Arts program. MSDE budget forms are available in Excel format through the local finance officer. **All expenditures must be directly linked to the goals, objectives, and strategies identified in State Grant Application.**

FY19 BUDGET NARRATIVE

Master Plan: Goal, Objective, Strategy	Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
Strategy 1.1.2	202 Special Programs	Contracted Service	Assemblies, and workshops, professional learning	\$1,800.	\$0	\$1,800.
1.1.3	Materials	Materials	Materials to support Art, dance and drama programs \$622. 5 instruments @ \$120. = 600.	\$1,222.	\$0	\$1,222.
1.1.2	Instructional Staff Development: Other Charges	Staff Development	Registration to attend Fine Arts Conferences and/or State meetings 4 staff x \$100. =\$400.	\$400.	\$0	\$400.
Strategy 1.1.6	209 Student Transportation	209 Student Transportation	Transportation for musical groups to perform locally	\$400.	.	\$400.
1.1.4	212 Fixed Charges	Fixed Charges FICA and Pension			\$0	
		TOTAL		\$3,822.	\$0	\$3,822.

Master Plan, Goal, Objective, Strategy	Category/ Object	Line Item	Calculation	Amount Requested	In-Kind	Total
Strategy 1.1.2	202 Special Programs Contracted Service	Consultants/performers to facilitate standards-based Fine Arts instruction	Fine arts assemblies and/or workshops	\$1,800.00	\$0.00	\$1,800.00
Strategy 1.1.3	Materials	Materials to support art, dance, music, and drama programs	Fine arts support materials - \$622 5 instruments @ \$120. = 500	\$1,222.00	\$0.00	\$1,222.00
Strategy 1.1.2	Instructional Staff Development Other Charges	Costs to Attend Fine Arts Conferences or State Fine Arts Briefings	4 staff @ \$100 each	\$400.00	\$0.00	\$400.00
Strategy 1.1.6	209 Student Transportation	Transportation for musical groups to perform locally	4 buses @ \$100 each	\$400.00	\$0.00	\$400.00
Strategy 1.1.4	212 Fixed Charges & FICA	Business support & benefits		\$0.00	\$0.00	\$0.00
Total Requested				\$3,822.00	\$0.00	\$3,822.00

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

ORIGINAL GRANT BUDGET	3,822	AMENDED BUDGET #		REQUEST DATE	10/11/18
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	Kent County Public Schools		
MSDE GRANT		RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	07/1/18 - 6/30/19		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog 21 General Support							0.00
Prog 22 Business Support							0.00
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.		1,800.00	1,222.00				3,022.00
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.				400.00			400.00
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		400.00					400.00
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	2,200.00	1,222.00	400.00	0.00	0.00	3,822.00

Finance Official Approval	Jane K Towers	<i>Jane K Towers</i>	10/11/18	410-778-7123
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr Karen M Couch	<i>Dr. Karen M Couch</i>	10/11/18	
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Additional Federal and State Reporting Requirements



Victims of Violent Criminal Offenses (VVCOs) in Schools - SY 2016-17

Local education agency(LSS): Kent County Public Schools

LSS Point of Contact: Tracey Williams

Telephone: 410-810-3179

Email: twilliams@kent.k12.md.us

Violent Criminal Offenses	VVCOs (Note 1)	VVCOs Requesting Transfers (Note 2)	VVCOs Transferred Prior to Final Case Disposition (Note 3)	Total # of VVCOs Transferred to Other Schools (Note 4)
Abduction & attempted abduction	0	0	0	0
Arson & attempted arson in the first degree	0	0	0	0
Kidnapping & attempted kidnapping	0	0	0	0
Manslaughter & attempted manslaughter, except involuntary manslaughter	0	0	0	0
Mayhem & attempted mayhem	0	0	0	0
Murder & attempted murder	0	0	0	0
Rape & attempted rape	0	0	0	0
Robbery & attempted robbery	0	0	0	0
Carjacking & attempted carjacking	0	0	0	0
Armed carjacking & attempted armed carjacking	0	0	0	0
Sexual offense & attempted sexual offense in the first degree	0	0	0	0
Sexual offense & attempted sexual offense in the second degree	0	0	0	0
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	0	0	0	0
Assault in the first degree	0	0	0	0
Assault with intent to murder	0	0	0	0
Assault with intent to rape	0	0	0	0
Assault with intent to rob	0	0	0	0
Assault with intent to commit a sexual offense in the first degree	0	0	0	0
Assault with intent to commit a sexual offense in the second degree	0	0	0	0
TOTAL	0	0	0	0

NOTE: Please read the attached guidance before completing the VVCOs in Schools Report