

# St. Mary's County Public Schools



## Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan 2021-2022

St. Mary's County Public Schools  
23160 Moakley Street  
Leonardtown, MD 20650

**2021 Local ESSA Consolidated Strategic Plan**

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

**Due: November 15, 2021**

**Local School System Submitting this Report:**

**St. Mary's County Public Schools**

**Address:**

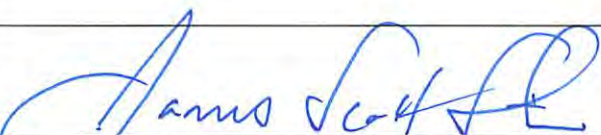
**23160 Moakley Street, Leonardtown, MD 20650**

**Local School System Point of Contact: Dr. Jeffrey Maher**

**Telephone: 301-475-5511, ext. 32133**

**E-mail: jamaher@smcps.org**

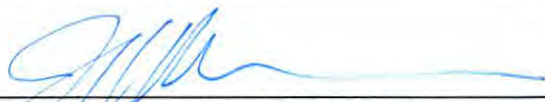
**WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2021 Local ESSA Consolidated Strategic Plan is correct and complete and adheres to the requirements of the ESSA and Section 5-401. We further certify that this plan has been developed in consultation with members 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**

11/5/21



**Signature of Local Point of Contact**

**Date**

11/5/21

## Local ESSA Consolidated Strategic Plan Planning Team Members

Use this page to identify the members of the school system's 2021 Local ESSA Consolidated Strategic Plan planning team. The planning team must include representation from the Educational Equity Office. Please include affiliation or title where applicable.

Name	Affiliation/Title
J. Scott Smith	Superintendent of Schools
Maureen C. Montgomery	Deputy Superintendent of Schools
Tammy S. McCourt	Assistant Superintendent of Fiscal Services and Human Resources
Jeff Walker	Assistant Superintendent of Supporting Services
Lisa Bachner	Director of Curriculum and Instruction
Dale P. Farrell	Chief of Staff
Kelly M. Hall	Chief of Equity, Engagement, and Early Access
Alexander C. Jaffurs	Assessment and Accountability Officer
Cheryl Long	Director of Student Services
Jeffrey A. Maher	Chief Strategic Officer
Scott Szczerbiak	Director of Special Education
Nicole Ayers	Supervisor of Special Education
Cynthia Kilcoyne	Supervisor of Special Education
Sherry O'Dell	Supervisor of Special Education
Michael Boyle	Supervisor of Instruction: CTE
Todd Burroughs	Supervisor of Instruction: Fine Arts
Jessica Cotugno	Supervisor of Instruction: Elementary K-5
Bridget Dunbar	Supervisor of Instruction: Secondary Mathematics
Cortney Dvorak	Supervisor of Instruction: Elementary English/Language Arts
Michelle Gallant-Wall	Supervisor of Instruction: Secondary English/Language Arts
Colleen Gill	Supervisor of Instruction: Instructional Programs
Jason Hayes	Supervisor of Instruction: Science K-12
Becky Loker	Supervisor of Instruction: Elementary Mathematics
Jamie Pepper	Supervisor of Instruction: Elementary Programs
Wendy Tarr	Supervisor of Instruction: World Languages/English Language Learners
Michael Watson	Director of Facility Coordination, Health & Physical Education and Athletics
Kevin Wright	Supervisor of Instruction: Social Studies

# Table of Contents

- I. Executive Summary
- II. Areas of Focus: Reporting Requirements
  - Transferability of Funds
  - CSI/TSI Responses
- III. COMAR Requirements
  - Educational Equity
  - Gifted and Talented
  - Comprehensive Teacher Induction Program
- IV. Clarifying Questions and Commendations Form
- V. Federal and State Grant Applications
  - Title I, Part A Application
  - Title II, Part A Application
  - Title III, Part A Application
  - Title IV, Part A Application
  - Fine Arts Application
- VI. Appendix H: Equitable Services to Private Schools Under ESSA Section



# SMCPS Executive Summary

MP 2022

## Background

### *Recovery and Reopening*

The 2021-2022 school year provides an opportunity for renewal. Over this last year and a half, St. Mary's County Public Schools (SMCPS) has had to do things like never before - delivering instruction, support, and even food in new and creative ways. Educators have learned a lot and have innovated and developed new processes. Students, teachers, and the entire educational community joined together to solve each new problem. The ultimate goal has always been the same - to get all students back in school five days a week. As the 2021-2022 school year opened on August 30, SMCPS accomplished this key milestone in opening the school year with a normal in-person schedule.

Working toward this aim, the SMCPS [Reopening Plan](#) was developed as a continuation of planning and preparation following the 2020 [Recovery Plan](#), with both focusing on the goal of reopening our schools consistent with pre-pandemic processes and procedures, while considering the transition needs of students, staff, and the entire learning community.

Key questions guide the work in our planning and provide focus for SMCPS in the 2021-2022 school year:

#### **Recover:**

- How will we support students' recovery of learning, including addressing learning gaps and accelerating academic success?
- How will we support students' social and emotional needs as they transition back to full-time school schedules?

#### **Refine:**

- How will we rethink delivery models for instruction, programs, and student services?

#### **Return:**

- How will we adapt and institute procedures for a safe return to school?

In reopening our schools safely, actions are guided by key principles that frame our work. They include:

- **Social and Emotional Supports** - Addressing social and emotional needs of students as they transition back to full-time schedules.
- **Instructional Recovery and Acceleration** - Providing academic supports, scaffolding, and engaging learning to ensure success for all students.
- **Providing Alternative Instructional Models** - Providing models for learning that students can thrive.
- **Clean and Healthy Environments** - Ensuring students and staff are working, learning, traveling, and eating in spaces that are clean and healthy.

Further, the following elements are addressed throughout our practices:

- **Equity** - All actions and plans will be reviewed through an equity and inclusion lens. It is imperative that all students have access and opportunity for success and supports.
- **Engaging and High Quality Instruction** - Instruction is designed to ensure students work toward mastery of the instructional outcomes for their grade level and content. As students return to school, instruction is designed to help them recover and accelerate their learning.
- **High Quality Professional Development** - Staff at all levels of the organization participate in ongoing professional development designed to assist them in their roles and meet the needs of their students.

- **Communication and Collaboration** - Open, multi-faceted, and collaborative planning and communication provide our greatest opportunities for growth.
- **Technology Sustainability and Support** - We must ensure that the resources are available and connected for the continuity of learning - whether in person, or wherever is necessary.

For the 2021-2022 school year, SMCPS has scaffolded layers of supportive programs. These programs are articulated in the plans identified above, and supported in the SMCPS Elementary and Secondary School Emergency Relief (ESSER) plans. Key programs are instituted to extend learning opportunities and focus further attention to mental health supports, targeted programs, and systemic supports. These include

- **Social, Emotional, and Mental Health Supports**
  - Expanded support, to include mental health specialists, social workers, counselors, and pupil personnel workers who will provide specific attention to mental health needs as students transition to an in-person learning environment.
- **Academic Programs for Supporting Recovery and Acceleration**
  - Includes the Freshman Academy designed to provide scaffolded, individualized, and engaging instruction to students who have struggled academically as they enter high school by providing a supportive pathway to earning credit and academic success.
- **Equitable Supports and Interventions**
  - Focused support for students and families most negatively impacted by the Covid-19 pandemic.
- **Sustainability and Preparation**
  - Technology supports and ongoing efforts of sustainability related to maintaining direct 1:1 resources, providing seamless connections for students in-person and for at-home learning, especially if needed due to a resurgence of COVID-19 or other needs to transition to virtual learning.
- **System Supports**
  - Providing system support for recovery initiatives, including professional development, human resources, and accountability.

These programs are ongoing as there has been a continued focus on providing supports for our students. Throughout the summer of 2021, recovery programs included in-person learning recovery for students pre-K through grade 12, as well as virtual (both synchronous and asynchronous) learning. This summer, over 1900 students participated in the in-person summer recovery program, and over 400 students were active in virtual learning. These programs provided a continuum of educational supports for students to help address any gaps in their learning. Across all elementary schools, the percentage of students consistently meeting standards for reading/language arts and mathematics increased by 21% and 20%, respectively. At the middle school level, 86% of students participating in the summer face to face program earned passing grades for matriculated courses. At the high school level, 998 credits were earned for 480 students who participated. These programs helped our students to regain much of what was lost during the pandemic interruptions to our normal schedule; though more work is yet to be done.

During the 2021-2022 school year, as students return to full schedules, the priority will be in closing gaps - both in academic and social/emotional learning. To this end, multiple programs are being instituted, including after school recovery and acceleration programs, embedded social/emotional learning and mental health supports, a targeted program for 9th grade students to ensure success, a virtual academy program, and family engagement and support programs. Each of these programs serve the essential needs of our system and address the overarching goals to recover, refine, and return. This plan will illuminate two specific focus areas within these broad goals:

**Focus Area 1:** Providing Tailored Academic Programs for Supporting Recovery, Acceleration, and Success for High School. This Freshman Academy is designed to provide scaffolded, individualized, and engaging instruction to students who have struggled academically as they enter high school by providing a supportive pathway to earning credit and academic success.

**Focus Area 2:** Providing Social, Emotional, and Mental Health Supports. Expanding support, to include mental health specialists, social workers, counselors, and pupil personnel workers who will provide specific attention to mental health needs as students transition to an in-person learning environment.

### *Stakeholder Input*

Throughout the last 16 months, St. Mary's County Public Schools has engaged with the community through interactive dialogue and planning, as well as consistent communications, both from the system as a whole, and through school communities. The SMCPs Recovery Plan was developed by a team of over 90 stakeholders, and this plan was followed throughout the pandemic. It also stands as a living document, with adjustments made as new data presented itself, and as new guidance was provided by local, state, and national health departments.

The multi-modal communication employed throughout the pandemic continued as institutionalized processes in SMCPs and provided avenues for input from our stakeholders. With the SMCPs Comprehensive Strategic Plan as an outgrowth of the Recovery and Reopening plans, stakeholder input is essential. Following our models of gathering input, each element of planning - including Recovery, Reopening, and ESSER program elements - were presented publicly at Board of Education meetings, where input and public comment are sought. Additionally, updates are provided quarterly at Board of Education meetings to ensure ongoing communication and dissemination of information. Further, SMCPs has standing meetings with the following groups who provide ongoing input:

- Equity Citizens Advisory Panel (ECAP)
- Citizens Advisory for Special Education (CASE)
- Focus groups identified through the Equity Needs Assessment
- Parent Advisory through the Parent and Family Engagement office
- Local Management Board
- Head Start Policy Council
- Virtual Academy Information Sessions
- Education Association of St. Mary's County
- St. Mary's Association of Supervisors and Administrators
- Homeless Prevention Board
- Superintendent's Student Leadership Advisory Council (SSLAC)
- Superintendent's Advisory Group of Employees (SAGE)

SMCPs is in partnership with an Equity consultant firm conducting an Equity needs assessment with staff and stakeholders to provide objective insights related to how we are addressing equity, opportunity, and access across all programs. Information from this needs assessment, coupled with our data reflecting disproportionately affected student groups during the pandemic, guides and informs our work.

SMCPs also recognizes that we need to be prepared, and the work done with stakeholders has served our community well. On a bi-weekly basis, since the beginning of the pandemic, SMCPs has presented updates at Board of Education meetings as well as through ongoing communications via letters directly to families. A full list of these communications is archived on our [website](#), and the full library of videos, including Board of Education updates are hosted on our [YouTube channel](#). Communication since March 2020 has included:

- 23 system-wide letters (in English and Spanish)
- 6 Town Halls
- 24 Board of Education Meetings with Updates

- 570K Users viewed our Website resources in over 2.6M sessions
- 160K Views of YouTube Video resources
- 733K Twitter Engagements
- 1.8M Facebook Impressions
- 3,837 School Messenger broadcasts (from all sites directly to individual families, students, and staff)
- 1,766 SMOREs with 962K views (from all sites)
- And an uncountable number of Schoology Messages directly to users

Ongoing communication and collaboration with our stakeholders ensures a seamless and continual process for input in the planning and execution of systemic plans.

Throughout the collaborative process of decision making, data review and analysis is critical. Weekly meetings in the Division of Instruction include regular review of data - including that which was submitted on a quarterly basis to the Maryland State Department of Education (MSDE) during the 2020-2021 school year. A deeper dive into SMCPS data provides the focus areas of the 2021-2022 Comprehensive Strategic Plan.

### **Needs Assessment Process**

St. Mary's County Public Schools (SMCPS) continues to analyze data elements consistent with the Maryland School Report Card data, with specific focus on two key areas - both academic achievement and culture/climate data. To this end, during the pandemic, traditional elements of school system data - such as state testing data and behavioral/discipline data - were not available. Nonetheless, the two areas of academics and culture/climate still provide focus.

For the 2020-2021 school year, instruction was delivered in different and innovative ways, including a range of remote/virtual learning, hybrid learning, and in-person learning. In these different modalities, the alignment of instructional outcomes remained the same - with the consistency of the Maryland College and Career Readiness Standards (MCCRS) and State Standards. SMCPS employed Schoology as its learning management system, and grading of student performance was aligned to the MCCRS. Therefore, grading remained a consistent element of academic performance that could be reviewed longitudinally as a measure of comparison across pre-pandemic and pandemic years.

For culture and climate, typical reporting of discipline data (such as suspensions) would be inaccurate based on the number of days students were on either a virtual or hybrid schedule. However, social, emotional, and mental health data do provide important information for planning and providing supports for students in the 2020-2021 school year.

Data from these two areas academics and social/emotional health were reviewed consistently throughout the year. The process included a comprehensive review and analysis of data. In this process, key steps included:

- **Initial Review of Data:**

This process includes ongoing data collection and review of systemic data to determine where students were on track or where gaps may exist in the areas of:

- Student Performance - Reviewing multiple data sources, including such measures as academic grades, credits earned, and formative assessments. Typically, this would also include summative state assessment data, which has been absent during the pandemic.
- Attendance - Reviewing longitudinal data as well as average daily attendance. For 2020-2021, attendance data included a composite set of data including virtual engagement through online platforms, as well as in-person and hybrid learning attendance.
- Social/Emotional Learning and Behavioral Health - Reviewing referral information, counseling ratios, and data on counseling support sessions.
- Questions in the process include:

- What trends do you notice?
    - Within or across groups?
    - Within or across years?
- **Alignment to System Focus Areas:**  
 A review of data as it reflects focused areas for:
  - Recovery and Reopening - Focused work for assisting students in transitioning back to in-person learning.
  - ESSER - Activities designed to address needs associated with the coronavirus pandemic.
  - Maryland Blueprint for Education - Aligned activities for moving students forward toward goals for College and Career Readiness.
  - Questions in the process include:
    - Do the data provide focus as they relate to overarching goals?
- **Identification of Focus Areas:**  
 This process includes drilling down to more granular levels, illuminating specific areas of attention. This process includes-
  - Overall Review - Overall analysis of composite data across broad areas of focus for available data sources.
  - Disaggregation - Deeper examination of data for specific student groups, structural delineations (e.g., schools, levels, content).
  - Areas of Disparity - Identification of areas of underperformance or underrepresentation of success in specific areas.
  - Equity Review - Identifying equity gaps, where areas of disparity in the data may be present for student groups, or where opportunities to succeed may have been negatively affected (e.g., by the COVID-19 pandemic learning environments).
  - Questions in the process include:
    - What are differences you notice in the data?
      - Between school years?
      - Between student groups?
      - Between the standard and the level of performance?
- **Root Cause Analysis:**  
 Deeper and thorough analysis of the disaggregated data, with specific attention to causation.
  - Questions include:
    - Are there elements that seem illogical, unusual, or disruptive of a pattern? Why?
    - Is the data set complete? Are there values missing?
    - Are there areas of positive growth that can be explained by an intervention or action? What is at its root cause?
    - Are there areas of decline that can be explained? What is at its root cause?
    - Are there gaps that closed between student groups? Widened?
    - What are contributing factors?
- **Action Planning:**  
 Identifying next steps for focus and implementation of programs and interventions.
  - Alignment - Ensuring alignment with both need and overarching goals.
  - Questions in the process include:
    - Are there specific interventions or actions to address the identified root cause(s)?
    - What strategies can be employed to address the identified area(s)?
    - How will interventions address issues of equity?

## **Focus on Equity**

In December 2019, the Board of Education of St. Mary's County passed Policy ACA: Educational Equity, which requires, among other processes, "identifying and dismantling barriers to equitable access." Further, it states that SMCPS must apply an equity lens in its decision-making, actions, and evaluation. In the process of data review, specific attention in the planning and implementation of evidence-based interventions was focused on ensuring that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

Further, to further ensure that all voices are heard and stakeholders have an opportunity to share their experiences, perceptions, and concerns, an Equity Needs Assessment is currently being conducted through Insight Educational Group. This contracted service ensures that an objective third party collects, reviews, and analyzes the data collected through surveys and focus groups that can be coded, triangulated, and analyzed for patterns and trends. This data, coupled with Insight's recommendations, will inform school system decisions. Lastly an Educational Equity Citizens' Advisory Committee group (EECAC) is being formed to review the report from the Equity Needs Assessment and provide ongoing consultation and support for SMCPS equity initiatives.

Ongoing Equity reviews will further strengthen professional development opportunities at the schools with the Equity Assurance Coordinator and the school based equity liaisons. From this work, SMCPS will develop a schedule and bank of equity based professional development to offer a full complement of training for staff. Additionally, the Equity lens will be applied across the system, including human resources, and instructional program offerings.

## **Overview of Data**

The data analysis process at the system level is replicated at the site level with quarterly review of key data snapshots consistently reported and provided to school leadership and data teams. At the system level, this process was followed to identify the areas of focus:

**Focus Area 1:** Providing Tailored Academic Programs for Supporting Recovery, Acceleration, and Success for High School. This Freshman Academy is designed to provide scaffolded, individualized, and engaging instruction to students who have struggled academically as they enter high school by providing a supportive pathway to earning credit and academic success.

**Focus Area 2:** Providing Social, Emotional, and Mental Health Supports. Expanding support, to include mental health specialists, social workers, counselors, school psychologists, and pupil personnel workers who will provide specific attention to mental health needs as students transition to an in-person learning environment.

## **Focus Area 1: Academic Programs for Supporting Recovery and Acceleration - The Freshman Academy**

### **Goal**

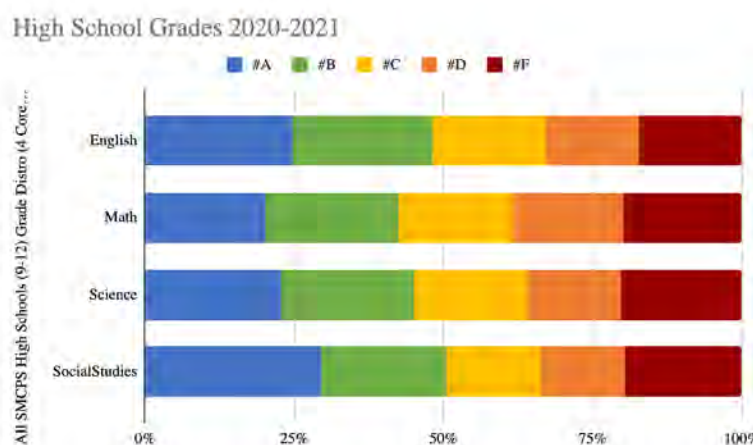
To provide scaffolded, individualized, and engaging instruction to students who have struggled academically as they enter high school to provide a supportive pathway to earning credit and academic success.

### **Rationale and Overview**

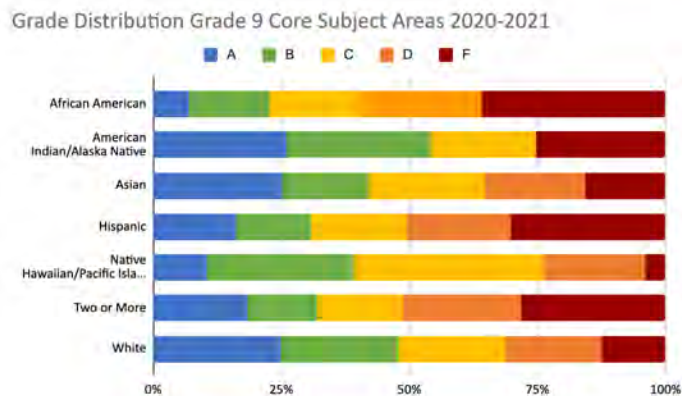
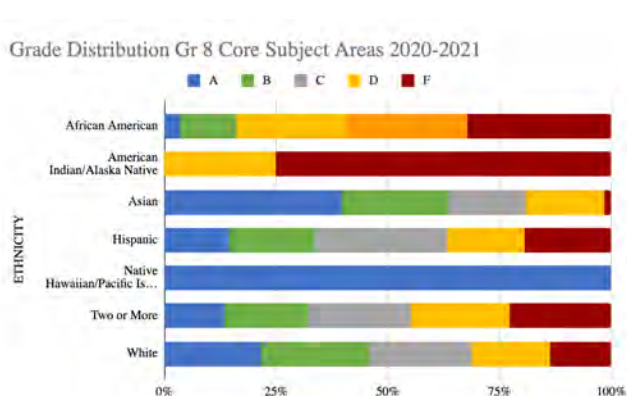
One of the most important roles public schools play is ensuring students successfully complete a program of study that earns them a high school diploma. According to data released by the U.S. Department of Education's

National Center for Education Statistics, American students are graduating at a higher rate than ever before. For those who didn't make it to graduation, their troubles most likely began long before senior year, in ninth grade. The transition to high school can be challenging for many students. For the school year ending 2019, 91.1% of students were promoted to grade 10 (8.9% retained). In raw numbers, this represented an increase in retention rates over the last three years, with 108 students retained in grade 9 in 2017, 135 in 2018, and 148 in 2019. Of this population who did not earn credits in 2019, 74% were identified as economically disadvantaged, and 23% were students with disabilities. In 2020, the percentage of repeating grade nine students increased to 9.4%, and for the 2020-2021 school year, SMCPSS has seen an increase of students earning a failure grade - 30% of students failing at least one core content course. The increase of failing grades for economically disadvantaged and African American students is evident; and thus the disproportional data set for this critical area of achievement makes the focus an imperative.

For the 2020-2021 school year, in reviewing the overall grade distribution for high school students (grades 9-12), the overall review presents a relative normal distribution of grades, split across earned grades for content areas:



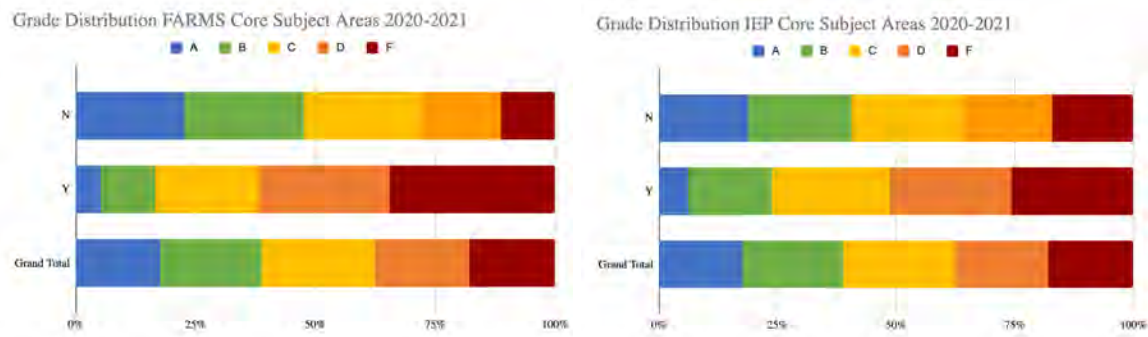
However, in drilling down to 8th and 9th grades, specifically, achievement gaps are evident by race/ethnicity:



(note: American Indian/Alaskan Native <5 for grade 8 and <10 for grade 9)



Achievement gaps are also evident for students receiving special services at the secondary level:



Ainsworth and Easton (2012) note that “failures during the first year of high school make a student much less likely to graduate.” Their On-track indicator as predictor of high school graduation identifies students as on-track if they earn at least five full-year course credits and no more than one semester F in a core course in their first year of high school. “On-track students are more than three and one-half times more likely to graduate from high school in four years than off-track students. The indicator is a more accurate predictor of graduation than students’ previous achievement test scores or their background characteristics.”

In 2008, SMCPS opened a program designed to target supports for students who were at risk in academic achievement to help them through the pathway to earn a high school diploma. This program was designed with low class sizes (under 15 students in each course), focused attention on social/emotional learning, counseling, and team-focused learning. The program initially began as a ninth grade program and expanded with the cohort of students to include each high school grade, 9-12, with a cohort of approximately 65 students per grade level from across all three high schools in SMCPS, thereby tripling the number of ninth grader students served through this program. This program has been highly successful, with an average graduation rate of 93% for students in the program. The most critical year in this program is grade 9 as it helps students who had academic challenges in middle school transition successfully to the rigors of high school and find a path to successfully earning credits in courses toward high school graduation.

With extended closures, online learning, and hybrid learning environments, some students have struggled - and students who have academic challenges found these struggles amplified. It is imperative that we provide a path for students to regain their academic footing, and the Freshman Academy provides a foundation for this success. Therefore, our aim is to expand the Freshman Academy pathway to each of the home high schools, capitalizing on the elements of the program that have proven successful in supporting students - small class sizes, personalized learning, focused team-centered instruction, counseling, and social/emotional support. This program’s expansion is implemented as a Tier II intervention, providing small group instruction for students, specifically aimed at their academic and social/emotional learning needs.

This Fairlead Freshman Academy program is designed specifically to address learning gaps for students, with focused attention for students who have had academic struggles in the 2020-2021 school year. Students in grade 9 will be identified for this program based on their middle school academic performance, specifically over the last two school years (SY20 and 21), which were impacted directly by the COVID-19 pandemic. Moving forward, the program will continue with a focus on students who have struggled academically with a focus on differentiation and personalized learning. The program focuses on students at risk academically, which have included disproportionate numbers of students from student groups identified above.

With over a decade of success with this program, and evidence of a significant impact on students’ graduation rates, this program builds upon the proven practices with focused attention to students’ social, emotional, and

academic needs. With greater numbers of students who are underachieving and academic struggles amplified by the impact of COVID-19, this program will address the direct need of students.

The Freshman Academy will be instituted at each of the three SMCPS high schools - Chopticon High School, Great Mills High School, and Leonardtown High School - with a dedicated program for up to 75 students per school, increasing the number of students served by 160 students. This will maintain the successfully-implemented program limit of 15 students per course. Students will be scheduled in a small learning community environment, with the following courses scheduled together:

- English 9
- Mathematics (either Algebra I or Geometry)
- Science (Earth/Space Science)
- Social Studies (US History)
- Freshman Seminar

The Freshman Seminar course provides students with opportunities for academic enrichment and assistance, as well as the chance to improve organizational and communication skills, and meeting the social-emotional and career development needs of students.

Team planning is an essential element of scheduling and staffing, where teachers in this academy work collaboratively both in planning and in addressing individual student needs through ongoing analysis of achievement, attendance, and behavior data.

Students will have two elective periods to complete other graduation requirements (e.g., fine arts, physical education) that will be scheduled in the comprehensive high school program. These periods will also ensure they are part of the broader high school community.

## **Focus Area 2: Providing Social, Emotional, and Mental Health Supports**

### **Goal**

To provide expanded support, inclusive of mental health specialists, social workers, counselors, school psychologists, and pupil personnel workers, who will provide specific attention to mental health needs as students transition to an in-person learning environment.

### **Rationale and Overview**

Extended closures, hybrid learning, and virtual learning environments helped maintain a continuity of instruction for students. There were also challenges for some students as isolation and the lack of social interactions with peers and others impacted social and emotional growth opportunities. The anticipated social-emotional needs of students following the COVID-19 pandemic suggest that schools must be prepared to provide a broad and cohesive array of support to students and staff. A variety of stressors were experienced by students and educational staff including the loss of family members, social isolation, illness, financial challenges, limited access to physical and mental health care, food insecurity, and gaps in academic and social instruction. These stressors have impacted the greater school community in multiple ways, leading to a need for a diverse and flexible approach to both social-emotional and academic service delivery.

The extended closures and interrupted school time have impacted our students. In October 2020, for example, 13 Emergency Petition processes were initiated locally. Due to COVID-19, there is an ever greater need for mental and behavioral health intervention. Rising rates of anxiety and depression along with feelings of self-harm are of grave concern - Mental Health America Report - 2021 The State of Mental Health in America. Data from this report shows that levels of suicidal ideation are at the highest level ever recorded. State and local areas are reporting increased rates in domestic violence, substance use, abuse/neglect and mental health concerns in both students and their families.

Locally, data shows an increase in mental and behavioral health concerns for all students. These needs have expanded and have been compounded in our marginalized and non-marginalized populations. In 2018 from August 1 - September 22, there were 23 risk assessments for suicidality completed. In 2019 from August 1 - September 22, there were 23 risk assessments for suicidality completed. In 2020 from August 1 - September 22, there were 3 risk assessments for suicidality completed. This was during building closure. For the current school year from August 1 to September 22 there have been 54 risk assessments for suicidality completed. There have been more this year than the past 3 years combined.

There has also been an increase in emergency mental health petitions for students. In the 2019-2020 school year there were approximately 13 known emergency mental health petitions in St. Mary's County for children under 18. There were 15 known emergency petitions each for June, July, and August of 2021.

Lastly, our families are also struggling. The number of child abuse reports has risen dramatically this year. For comparison, In 2019 from August 1 - September 22, there were 25 child abuse reports made by school staff. In 2020 from August 1 - September 22, there were 13 child abuse reports made by school staff. Data from 2020 was during building closure. For the current school year from August 1 to September 22 there have been 56 child abuse reports. This is more than the past two years combined for the same time period.

It is anticipated that many students and staff will experience typical levels of mental wellness when provided with high-quality school-wide social-emotional-behavioral (SEB) intervention that is focused on shared values agreed upon by the school community; SEB and self-regulation skills that are taught and acknowledged; predictable, safe environments; and supportive social relationships. This focus supports the needs of all students and staff, including those who have experienced trauma as a result of the pandemic. It is anticipated that our students will require support and services of varying degrees. Providing a continuum of these more directed services will enable school teams to identify these students and quickly allow them access to the targeted services they require. In addition, there will be students who require more intensive strategies to address higher levels of mental health needs or heightened responses to trauma. Again, school teams that are able to provide high quality schoolwide support and assess the need for targeted interventions that can be implemented efficiently, will then be able to direct more individualized support to those students whose circumstances require a more intensive level of intervention.

School teams must be able to plan for the needs of their community by surveying students and caregivers and examining data to ensure that their schoolwide supports are in place. Regular and ongoing data review upon the reopening of schools will allow teams to identify students who need increased levels of programming and will guide the assignment of function-based supports that can be delivered efficiently and effectively.

Additionally, COVID-19 has compounded an already serious problem within our schools: chronic absenteeism. During the pandemic as students left school buildings to transition to virtual learning, many students disappeared from virtual classroom opportunities. Increased stressors such as lack of technology connectivity and food and housing insecurity caused many students to disconnect from their virtual learning. Greatly impacted have been our students from marginalized backgrounds to include students of color, English Language learners, students with disabilities, students from low-income communities, students experiencing homelessness, and children and youth in foster care. For example, of 1138 students who did not actively log in during the year to the online platform, 633 (56%) were identified as economically disadvantaged (compared to 35% system-wide of students identified as economically disadvantaged). As students return to classrooms in the Fall, school staff must implement practices that can reduce chronic absenteeism and strengthen the social and emotional aspects of learning for all students.

School-based MTSS teams implement a comprehensive multi-tiered system of support to ensure that academic, behavioral, social, and emotional support are made available to every student. A primary focus of these teams will be on both attendance and mental health to support prevention and early intervention enlisting support from other school staff such as counselors, pupil personnel workers (PPWs), social workers, nurses, and school administrators. Schools create a supportive and engaging climate that establishes positive relationships, recognizes improved attendance, educates and engages students and families about the importance of attendance and achievement, and establishes attendance goals. This model includes 3 Tiers of Intervention to reduce chronic absences. All schools engage all students using a Tier I universal attendance approach that includes best practices for educating students on the importance of daily attendance. Students who are not responding to the Tier I approach are then referred for Tier II intervention for additional targeted group or individual interventions. Pupil Service Team (PST) meetings are conducted to address students that are consistently absent and are referred for Tier III intensive, individualized intervention.

School psychologists will be needed to address the academic skill gaps, along with emotional and social regression of students. Children are routinely screened for milestones in reading, math, and writing and participate in assessments to determine which schools are providing instruction for children to attain proficiency. With the disruption to the learning process, loss of this instruction, and lack of assessment data, school psychologists are responsible for helping schools meet the needs of diverse learners, including identifying and making eligible those students who are in need of special education services. Increased staffing will allow school psychologists to focus on prevention and intervention strategies: academic intervention, behavioral intervention, trauma treatment, and mental health concerns .

The Pupil Services Teams must come together early to review attendance data and focus on early warning signs. Enhanced communication and additional outreach amongst these students and families to build relationships is critical to support student re-engagement. Pupil personnel workers will lead this work as they connect with families through multiple means to include home visits. PPWs will identify any barriers that may lead to attendance issues, implementing a positive, problem solving approach that seeks to address the root causes of absenteeism and work closely with families to identify appropriate interventions.

As members of the multidisciplinary team, school social workers provide services to enhance the emotional well-being of students and improve their academic performance. St. Mary's County Public Schools will continue to implement a tiered system of support to address the mental health and social emotional needs of students. To support students as we are recovering from the COVID-19 pandemic, St. Mary's County Public Schools will expand our capacity to provide sufficient mental health, social-emotional and supportive counseling services to address the needs of students and families. This includes prevention, intervention/treatment, and case management services and supports. As students begin returning to the classroom, school staff will be watching for new signs of social phobia or discomfort, understanding that students may struggle to transition seamlessly back into the social setting they successfully navigated prior to COVID-19. Early intervention to identify problems and connect students to needed services and supports is critical. Children and adolescents are more likely to receive needed mental health care in their school than in any other setting as they offer a more accessible, less stigmatizing environment than traditional community-based mental health settings. SMCPs implements multi-tiered mental health supports and services including age-appropriate mental health education for all students.

# Areas of Focus: Reporting Requirements

## Local ESSA Consolidated Strategic Plan Reporting Requirements

*(Complete a separate plan for each area of focus)*

### Area of Focus #1:

#### Academic Programs for Supporting Recovery and Acceleration - The Freshman Academy

**I.** Based on the analysis of local academic and non-academic 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, including 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 to improve student performance and to measure and address learning loss. As school systems respond to area of focus #1, refer to page 13 to guide your response to address specific student groups.

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

In the review of all data, an equity lens is applied, consistent with Policy ACA. In the process of data review, specific attention in the planning and implementation of evidence-based interventions was focused on ensuring that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. This Fairlead Freshman Academy program is designed specifically to address learning gaps for students, with focused attention for students who have had academic struggles in the 2020-2021 school year. Students in grade 9 are identified for this program based on their middle school academic performance, specifically over the last two school years (SY20 and 21), which were impacted directly by the COVID-19 pandemic. Some students were disproportionately impacted as a result of the COVID-19 closures, including students who receive Free and Reduced Meals. This program provides direct supports, with a focus on students who have struggled academically with a focus on differentiation and personalized learning. The program focuses on students at risk academically, which have included disproportionate numbers of students from identified student groups. Additional information can be found in the Executive Summary.

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

For the school year ending 2019, 91.1% of students were promoted to grade 10 (8.9% retained). In raw numbers, this represented an increase in retention rates over the last three years, with 108 students retained in grade 9 in 2017, 135 in 2018, and 148 in 2019. Of this population who did not earn credits in 2019, 74% were identified as economically disadvantaged, and 23% were students with disabilities. In 2020, the percentage of repeating grade nine students increased to 9.4%, and for the 2020-2021 school year, SMCPs has seen an increase of students earning a failure grade - 30% of students failing at least one core content course. The number of failing grades in core subjects in grade 9 for economically disadvantaged (41%) and African American students (36.1%) is evident; and thus the disproportional data set for this critical area of achievement makes the focus an imperative. Further detail is provided and expanded in the Executive Summary.

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

Students who experience challenges in their first year of high school with the transition to larger classes and a larger high school environment may fall behind, impacting their ability to graduate on time. As students transition to the larger school environment at each level, this transition provides both more independence for students, as well as increased rigor in the content. The expectations and learning standards associated with

reading and writing increases each year across all content areas. Coupled with the larger school environment, students who may be overwhelmed with these new structures can face challenges, which could be addressed by offering additional orientation and articulation programs for students, families, and staff. Further, as students' transition between each level, the discipline approach changes from teaching expectations to adhering to handbook consequences. Finally, grading expectations impact students as they transition from standards-based reporting to letter grades to earning credits. With extended closures, online learning, and hybrid learning environments, some students have struggled - and students who have academic challenges found these struggles amplified. Identifying students at the end of 8th grade who may already be showing risk factors such as poor grades and/or little connection to the school community will be those students that we will enroll in the Freshman Academy. The Freshman Academy is designed to be a "school within a school" providing a specially selected team of teachers (English 9, Algebra I, U.S. History, Earth/Space Science, and a Freshman Seminar course (that fosters development of executive functioning skills) that work together to support this cohort of students throughout their Freshman year. This support is designed to mitigate the transition issues that many students that have traditionally struggled overcome.

- d. **Identify and describe evidence-based interventions** to measure and address learning loss (*up to 1,000 characters*).

This Fairlead Freshman Academy program is designed specifically to address learning gaps for students, with focused attention for students who have had academic struggles in the 2020-2021 school year. Students in grade 9 will be identified for this program based on their middle school academic performance, specifically over the last two school years (SY20 and 21), which were impacted directly by the COVID-19 pandemic. Moving forward, the program will continue with a focus on students who have struggled academically with a focus on differentiation and personalized learning. The program focuses on students at risk academically, which have included disproportionate numbers of students from student groups identified above. The program initially began as a ninth grade program and expanded with the cohort of students to include each high school grade, 9-12, with a cohort of approximately 65 students per grade level from across all three high schools in SMCPS, thereby tripling the number of ninth grader students served through this program. This program has been highly successful, with an average graduation rate of 93% for students in the program. The most critical year in this program is grade 9 as it helps students who had academic challenges in middle school transition successfully to the rigors of high school and find a path to successfully earning credits in courses toward high school graduation. Freshman Academy will utilize the research-based intervention School Connects within the Freshman Seminar course to foster self-advocacy, self-regulation, and executive functioning skills. The students will also be in small classes (class cap of 15). The students will have required assessments that will be taking in the beginning of the year, during the year and at the end of the year to address learning loss in "real time". Use of Schoology, small group and individual tutoring, and Edgenuity will all be tools used by the Freshman Academy staff to address the learning loss and deficits students may experience in attaining content standard mastery.



### Area of Focus # 1: Academic Programs for Supporting Recovery and Acceleration - The Fairlead Freshman Academy

- 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, the evaluation of the effectiveness of the intervention, and the use of an equity lens in the evaluation. In addition, include timeline and funding source (s). As you consider funding source, take into consideration federal, state, and other available sources.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs.	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the <u>Education Equity regulation COMAR 13A.01.06</u> in your evaluation.
To provide scaffolded, individualized, and engaging instruction to students who have struggled academically as they enter high school to provide a supportive pathway to earning credit and academic success.	As a result of participation in the Freshman Academy, 95% or more of students enrolled will earn credits to advance to grade 10, on track for high school graduation.	<ul style="list-style-type: none"> <li>Identify students who struggled academically in grade 8 who can benefit from smaller learning community focused on academic and social/emotional learning</li> <li>Provide specific program, staffed as smaller learning community including grade 9 freshman academy staff for English, mathematics, science, social studies, and freshman seminar, with embedded team planning</li> <li>Provide additional staffing support including instructional resource teacher (IRT), counselor, and special education staff</li> <li>Develop and implement freshman seminar focused on providing support to students in academics and social/emotional supports</li> <li>Weekly data review led by IRT to individual students' progress, identify interventions, and facilitate collaborative planning</li> <li>Provide interventions as appropriate for students</li> </ul>	<ul style="list-style-type: none"> <li>Summer 2021</li> <li>Summer 2021, with opening program for 2021-2022 school year</li> <li>Daily team planning to review needs, plan collaboratively, and identify/support interventions</li> </ul>	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input checked="" type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (funding source)	Program measures include student attendance, local and state assessment data, grades, retention, and graduation rates for the program. School teams will meet regularly to review student performance and provide interventions as appropriate to areas of need. Team time is built into the schedule for daily team planning and provided through bi-weekly collaborative planning sessions to review each student's performance and respond immediately, with a focus on providing direct support to address areas of achievement gaps. The goal is to achieve a 95% (or greater) on time graduation rate for the cohort. An equity lens will be applied to the review of data, with specific attention to ensuring students disproportionately affected by the pandemic are supported and gaps in achievement are addressed.

**Area of Focus #2:**  
**Providing Social, Emotional, and Mental Health Supports**

- I.** Based on the analysis of local academic and non-academic 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, including 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 to improve student performance and measure and address learning loss. As school systems respond to area of focus #1, refer to page 13 to guide your response to address specific student groups.

**a. Description.** Describe *Area of Focus #2* and how it aligns with your system's educational equity policy. Describe the rationale for selecting the areas of focus (*up to 1,000 character*).

In the review of all data, an equity lens is applied, consistent with Policy ACA. In the process of data review, specific attention in the planning and implementation of evidence-based interventions was focused on ensuring that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. Extended closures, hybrid learning, and virtual learning environments helped maintain a continuity of instruction for students. There were also challenges for some students as isolation and the lack of social interactions with peers and others impacted social and emotional growth opportunities. The anticipated social-emotional needs of students following the COVID-19 pandemic suggest that schools must be prepared to provide a broad and cohesive array of support to students and staff. A variety of stressors were experienced by students and educational staff including the loss of family members, social isolation, illness, financial challenges, limited access to physical and mental health care, food insecurity, and gaps in academic and social instruction. These stressors have impacted the greater school community in multiple ways, leading to a need for a diverse and flexible approach to both social-emotional and academic service delivery.

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

Greatly impacted have been our students from marginalized backgrounds to include students of color, English Language learners, students with disabilities, students from low-income communities, students experiencing homelessness, and children and youth in foster care. For example, of 1138 students who did not actively log in during the year to the online platform, 633 (56%) were identified as economically disadvantaged (compared to 35% system-wide of students identified as economically disadvantaged).

Data shows an increase in mental and behavioral health concerns for all students. These needs have expanded and have been compounded in our marginalized and non-marginalized populations. In 2018 from August 1 - September 22, there were 23 risk assessments for suicidality completed. In 2019 from August 1 - September 22, there were 23 risk assessments for suicidality completed. In 2020 from August 1 - September 22, there were 3 risk assessments for suicidality completed. This was during building closure. For the current school year (2021) from August 1 to September 22 there have been 54 risk assessments for suicidality completed. There have been more this year than the past

3 years combined. There has also been an increase in emergency mental health petitions for students. In the 2019-2020 school year there were approximately 13 known emergency mental health petitions in St. Mary's County for children under 18. There were 15 known emergency petitions each for June, July, and August of 2021.

Lastly, our families are also struggling. The number of child abuse reports has risen dramatically this year. For comparison, In 2019 from August 1 - September 22, there were 25 child abuse reports made by school staff. In 2020 from August 1 - September 22, there were 13 child abuse reports made by school staff. Data from 2020 was during building closure. For the current school year from August 1 to September 22 there have been 56 child abuse reports. This is more than the past two years combined for the same time period.

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

The extended closures and interrupted school time have impacted our students. In October 2020, for example, 13 Emergency Petition processes were initiated locally. Due to COVID-19, there is an ever greater need for mental and behavioral health intervention. Rising rates of anxiety and depression along with feelings of self-harm are of grave concern - Mental Health America Report - 2021 The State of Mental Health in America. Data from this report shows that levels of suicidal ideation are at the highest level ever recorded. State and local areas are reporting increased rates in domestic violence, substance use, abuse/neglect and mental health concerns in both students and their families. Students and staff, including those who have experienced trauma as a result of the pandemic. It is anticipated that our students will require support and services of varying degrees. Providing a continuum of these more directed services will enable school teams to identify these students and quickly allow them access to the targeted services they require. In addition, there will be students who require more intensive strategies to address higher levels of mental health needs or heightened responses to trauma.

- d. **Identify evidence-based interventions** to measure and address learning loss (*up to 1,000 characters*).

School-based MTSS teams implement a comprehensive multi-tiered system of support to ensure that academic, behavioral, social, and emotional support are made available to every student. A primary focus of these teams will be on both attendance and mental health to support prevention and early intervention enlisting support from other school staff such as counselors, pupil personnel workers (PPWs), social workers, nurses, and school administrators. This model includes 3 Tiers of Intervention to reduce chronic absences. School psychologists are provided to address the academic skill gaps, along with emotional and social regression of students. Children are routinely screened for milestones in reading, math, and writing and participate in assessments to determine which schools are providing instruction for children to attain proficiency. Increased staffing allows school psychologists to focus on prevention and intervention strategies: academic intervention, behavioral intervention, trauma treatment, and mental health concerns. Pupil Personnel Workers (PPWs) will identify any barriers that may lead to attendance issues, implementing a positive, problem solving approach that seeks to address the root causes of absenteeism and work closely with families to

identify appropriate interventions. To support students as we are recovering from the COVID-19 pandemic, additional Social Workers are deployed to expand our capacity to provide sufficient mental health, social-emotional and supportive counseling services to address the needs of students and families. This includes prevention, intervention/treatment, and case management services and supports. As students begin returning to the classroom, school staff will be watching for new signs of anxiety/social phobia or discomfort, understanding that students may struggle to transition seamlessly back into the social setting they successfully navigated prior to COVID-19.

## Area of Focus #2: Providing Social, Emotional, and Mental Health Supports

2. 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, the evaluation of the effectiveness of the intervention, and the use of an equity lens in the evaluation. In addition, include timeline and funding source (s). As you consider funding sources, take into consideration federal, state, and other available sources.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs.	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the <u>Education Equity regulation COMAR 13A.01.06</u> in your evaluation.
To provide expanded support, inclusive of mental health specialists, social workers, counselors, school psychologists, and pupil personnel workers, who will provide specific attention to mental health needs as students transition to an in-person learning environment.	<p>SMCPS will use a multi-tiered system of mental and behavioral health support to 100% of students.</p> <p>100% of students that are identified, referred, and have consent for tier 3 mental and behavioral health supports will have access to those services.</p>	<ul style="list-style-type: none"> <li>Identify students who need intervention for social, emotional, or mental health needs.</li> <li>Provide a tiered system of support interventions to meet the individualized needs of students</li> <li>Provide additional staffing at the elementary level to support the mental health needs of students</li> <li>Provide additional staffing (PPW, SSW, Counselors, etc.)</li> <li>Data will be collected and reviewed quarterly</li> </ul>	<ul style="list-style-type: none"> <li>Summer 2021, with opening program for 2021-2022 school year</li> </ul>	<div> <input type="checkbox"/> Title I Part A         <input type="checkbox"/> Title I Part C         <input type="checkbox"/> Title I SIG         <input type="checkbox"/> Title II Part A         <input type="checkbox"/> Title III EL         <input type="checkbox"/> Title III Immigrant         <input type="checkbox"/> Title IV Part A         <input type="checkbox"/> Title V RLIS         <input type="checkbox"/> IDEA         <input type="checkbox"/> McKinney Vento         <input checked="" type="checkbox"/> Local Funding         <input type="checkbox"/> State Funding         <input checked="" type="checkbox"/> ESSER Funds II or III         <input type="checkbox"/> Other (funding source)       </div>	<p>Program measures include logs of contacts, and support sessions. Specifically for Tier 3 services, school social workers will utilize pre and post assessments to evaluate individual student progress and overall program effectiveness. Data will also be collected to assess the impact of services on individual student mental and behavioral health needs.</p> <p>In addition, ER visits/hospitalizations, emergency petitions, risk assessments and CPS report data will be collected. An equity lens will be applied to the review of data, with specific attention to ensuring students disproportionately affected by the pandemic are supported</p>

# Transferability of Funds Chart

## **TRANSFERABILITY OF FUNDS CHART**

Local school systems may transfer ESSA funds by completing this page as part of the Local ESSA Consolidated Strategic Plan submission. Receipt of this chart as part of the Local ESSA Consolidated Strategic Plan will serve as the required 30 day notice to MSDE. An LEA may transfer all or a portion of funds it receives under each of the programs listed below. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

☒ **TRANSFERABILITY OPTION WILL NOT BE UTILIZED**

<b>Total FY 2022 Allocation</b>	<b>Funds Available for Transfer</b>	<b>\$ Amount to be transferred out of each program</b>	<b>Programs to which an LEA May Transfer Funds</b>	<b>\$ Amount to be transferred into the program</b>
\$	<b>Title II, Part A</b> – Supporting effective instruction state grants		<input type="checkbox"/> Title I, Part A – Improving basic programs operated by LEAs	
			<input type="checkbox"/> Title I, Part C – Education of migratory children	
			<input type="checkbox"/> Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk	
	\$		<input type="checkbox"/> Title II, Part A – Supporting effective instruction state grants	
			<input type="checkbox"/> Title III, Part A – State grants for English language acquisition and language enhancement	
			<input type="checkbox"/> Title IV, Part A – Student support and academic enrichment grants	
			<input type="checkbox"/> Title V, Part B – Rural education	
\$	<b>Title IV, Part A</b> – Student support and academic enrichment grants		<input type="checkbox"/> Title I, Part A – Improving basic programs operated by LEAs	
			<input type="checkbox"/> Title I, Part C – Education of migratory children	
			<input type="checkbox"/> Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk	
			<input type="checkbox"/> Title II, Part A – Supporting effective instruction state grants	
	\$		<input type="checkbox"/> Title III, Part A – State grants for English language acquisition and language enhancement	
			<input type="checkbox"/> Title IV, Part A – Student support and academic enrichment grants	



# CSI/TSI Responses

# 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)*.

There are monthly meetings that include teachers, administration and central office staff to review identified student data.

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

Schools identified are elementary schools

## 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, the student groups identified in each school, and the number of students being served in each school *(up to 1,000 characters)*.

The following three schools were identified by MSDE as a TSI School:

- Dynard Elementary
- George Washington Carver Elementary
- Leonardtown Elementary

These schools were identified in the area of special education for academic achievement.

Students with academic services (reading, written language, and/or math):

- DES: 13
- GWCES: 26
- LES: 26

Students with speech only services:

- DES: 13
- GWCES: 10
- LES: 15

- b. If the LEA's TSI schools conduct a root cause analysis, describe trends in the findings of the root cause analysis in the LEA's TSI schools, if there are any.

### **Root Cause Analysis**

- Teachers not trained in the use of supplemental instructional materials that are currently available.
  - \* Targeted assistance for special education students at GWCES for Foundations from the Wilson Multi-tiered Systems of Professional Learning and Teacher Support.
- Students do not spend adequate time reading at their independent and instructional levels in school or at home.
- Students lack general phonics and literacy concepts and vocabulary.
- Students in targeted subgroups lack motivation, modeling, and encouragement for reading at home.
- Attendance concerns for individuals in need of intensive interventions.
- Lack of background knowledge and experiences limits students when it comes to reading certain text.
- Increase of EL students and families who do not speak English (GWCES).
- Students lack comprehension skills and expression in writing answers on the MCAP.
- Teachers need support to build their capacity with language and literacy to facilitate a co-teaching model.

- c. Describe the process the local school system is using to plan and implement its support for TSI schools.  
(up to 1,000 characters).

Initially, when a school is identified as a TSI school by MSDE, a

prehensive review of existing data occurs. This meeting involves the Division of Instruction (DOI) with school system leadership from the various DOI departments, including Equity, Engagement, and Early Access, Assessment and Accountability Department, Curriculum and Instruction, and Special Education. The Departmental Director for the area resulting in TSI designation (for example, special education) will communicate and collaborate with the Chief of Equity, Engagement, and Early Access; and the Assessment and Accountability Officer to ensure appropriate district and community stakeholders are involved in the planning, approval, implementation, and monitoring of the TSI plan. Examples for this would be the Director of Special Education working with the Citizens Advisory for Special Education. In addition, the TSI school will involve school-based stakeholders, including teachers, Instructional Resource Teachers (IRT), administration, para-educators, parents, and community members. School, district, and community members will work together to review data charts and multiple assessment measures, redacted when necessary, to determine the root cause interfering with student achievement, and to develop a TSI plan. The TSI plan will be shared with stakeholders and approved for any TSI school or schools if more than one TSI school is identified in the district. The school's TSI plan will include growth targets, the schedule and process for progress monitoring, responsible staff, and an implementation schedule. The Equity Analyst will also review the plan to ensure there are no resource inequities. The school designated as TSI is obligated to work with the district team to implement its TSI plan.

- d. How are you supporting TSI schools by their student group identifications? Please provide funding sources.  
(up to 1,000 characters).

MSDE identified three schools in the area of special education in academic achievement. We review pre, mid, and post data in reading, written language, and mathematics—all data is reviewed, and achievement gaps are monitored per the general and special education populations. Equity, Engagement, and Early Access, Assessment and Accountability, Special Education, and Curriculum and Instruction identify root causes and assist with assessing a plan based on individual needs.

- e. Please provide the name(s), position, address and email address of the staff with primary responsibility for administering/coordinating the LEA's TSI program.

**SMCPS Department Team**

Mr. Scott Szczerbiak - Director of Special Education  
Dr. Alex Jaffurs - Assessment and Accountability Officer  
Dr. Kelly Hall- Chief of Equity, Engagement, and Early Access  
Ms. Lisa Bachner- Director of Curriculum and Instruction  
Assigned Supervisor of Special Education

**Dynard Elementary Team**

Mr. JR Beavers - Principal  
Ms. [Erin DiRenzo](#)- Assistant Principal  
Instructional Resource Teacher (IRT) representation  
Special Education Teacher representation  
General Education Teacher representation  
Counselor representation

**Leonardtown Elementary Team**

Dr. Contina Quick-McQueen - Principal  
Mr. Gregory R. LaCount - Assistant Principal  
Instructional Resource Teacher (IRT) representation  
Special Education Teacher representation  
General Education Teacher representation  
Counselor representation

**George Washington Carver Team**

Ms. Donna Thorstensen - Principal  
Ms. Jessica Booze - Assistant Principal  
Ms. [Katie Kortokrax](#)- Academic Dean  
Instructional Resource Teacher (IRT) representation  
Special Education Teacher representation  
General Education Teacher representation  
Counselor representation

# COMAR Requirements

- Educational Equity
- Gifted and Talented Education
- Comprehensive Teacher Induction Program

# Educational Equity



Book:	Policies
Section:	A - Foundations and Basic Commitments
Title:	EDUCATIONAL EQUITY
Code:	ACA
Status:	Active
Legal:	Maryland Law: Education Article, 2-205(c) and (h) COMAR 13A.01.06
Adopted:	December 11, 2019

## **I. Purpose:**

It is our purpose to ensure that all students, regardless of their individual characteristics, have equitable access to and benefit from high-quality instruction as well as social and emotional resources and support. Equitable access enables all students to become active and productive members of the community and workforce and meet the school system's ultimate goal of eliminating achievement and opportunity gaps.

## **II. Policy Statement:**

In order to achieve this purpose, the Board of Education of St. Mary's County (the Board) invests in students, staff, families, and communities, by means of equitable strategies that are intentional, systematic, sustained, collaborative, inclusive, and focused on high-quality teaching and learning. Priority is given to identifying and dismantling barriers to equitable access such as implicit bias and practices that result in disproportionate data.

The success of these strategies requires purposeful monitoring and evaluation. An equity lens will be applied to review policies, regulations, and procedures. This lens will also be applied to resources, programs, practices, decision-making, and/or actions that will impact our students.

The Board and all staff work together to build mutually valued relationships with our students, families, and communities. The goal is to ensure that each student is prepared to become a lifelong learner and an active, productive member of the community and workforce.

## **III. Definitions:**

Definitions are defined in COMAR.

## **IV. Expectations for Evaluation, Review, and Updates**

This policy will be reviewed and evaluated according to the Board's review schedule and/or as federal and state laws and regulations change.

**St. Mary's County Public Schools, Leonardtown, Maryland**

Book:	Regulations
Section:	A - Foundations and Basic Commitments
Title:	Educational Equity
Code:	ACA-R
Status:	Active
Adopted:	December 21, 2020
Last Revised:	December 21, 2020

The purpose of this regulation is to provide specific expectations for implementing the policy on Educational Equity to ensure that all students, regardless of their individual characteristics, have equitable access to and benefit from high-quality instruction as well as social and emotional resources and support. The Superintendent of Schools must ensure that the staff develops appropriate guidelines for applying an equity lens to programs, procedures, practices, decision-making, resources, and actions impacting our students; the following guidelines shall:

- A. Provide a culturally responsive, relevant curriculum, pedagogy, and instructional materials inclusive of perspectives of all cultures and ethnicities, including individuals with disabilities and marginalized peoples in the current curriculum. ([IFC1](#); [IJ-R2](#) [IGA3](#))
- B. Provide professional development and training focused on educational equity, to include cultural responsiveness, culturally relevant teaching (CRT), implicit and explicit bias, and disability awareness for all school and departmental staff to build the capacity to understand and deliver culturally proficient instruction. ( [GCL4](#))
- C. Implement, manage, and maintain a system, department, and school-wide equity lens protocol to increase access to opportunities for early learning programs, academies, and pathways to strengthen readiness for post-secondary success for marginalized students.
- D. Recruit, employ, promote, support, and retain a diverse workforce of effective credentialed educators and support staff to provide access to and reflect the student population’s racial, cultural, and individual characteristics. ([GCC-R5](#))
- E. Allocate resources and supports to achieve educational equity and ensure access to technology, extracurricular opportunities, facilities, equipment, materials, and supplies required to eliminate the achievement and opportunity gaps among all student groups. ([IEA6](#))
- F. Provide translated resources and documents in languages representing the student population and the school community to ensure equitable access to information for all families. ([KBD7](#))
- G. Utilize accountability measures, analyze disproportionate data trends, conduct a gap analysis to address any emergent inequitable educational outcomes and identify equitable solutions, enhance learning, and eliminate achievement and opportunity gaps for all students. ( [IA8](#); [IE9](#))
- H. Coordinate prevention and intervention programs, provide services and resources for marginalized students through an equity lens; to support schools, students, and parents by

addressing the cognitive, behavioral, social-emotional, safety, and alternative education needs to maximize student achievement and promote a safe and healthy environment for all students. ([JLC-R10](#)).

- I. Leverage community partnership strengths to increase students' equitable opportunities that positively influence the school climate and culture. ( [KCA11](#); [KM12](#); [KC13](#))

Within the context of these guidelines, the following definitions apply:

- A. **Cultural Responsiveness** – the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures (National Center for Culturally Responsive Educational Systems (NCCRESt))
- B. **Culturally Relevant Teaching (CRT)** – Pedagogy empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes. (Gloria Ladson-Billings)
- C. **Educational Equity** – Every student has access and support 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. (COMAR 13A.01.06)
- D. **Equity Lens** – The impact on all marginalized student groups addressed when considering any program, practice, decision, or action, with a strategic focus on marginalized student groups identifying and eliminating potential barriers. (COMAR 13A.01.06)
- E. **Explicit Bias** – Attitudes, beliefs, and actions that are on a conscious level and enacted with harmful intent. (COMAR 13A.01.06)
- F. **Implicit Bias** – Attitudes and stereotypes that affect our understanding, actions, and decisions. These biases, which encompass both favorable and unfavorable assessments, may be activated involuntarily and without an individual's awareness or intentional control. (COMAR 13A.01.06)
- G. **Inclusion** – Process by which a school ensures that all individuals are engaged participants in the learning environment and community. All students, families, and staff members feel valued, respected, appreciated, and involved. Individuals see their unique identities reflected in all facets of education, including staffing, curriculum, instruction, and activities. (COMAR 13A.01.06)
- H. **Individual Characteristics** – characteristics of each student, which include but are not limited to: ability (cognitive, social/emotional and physical); ethnicity; family structure; gender identity and expression; language; national origin; nationality; race; religion; sexual orientation; and socio-economic status. (COMAR 13A.01.06)
- I. **Marginalized Groups** – Groups and communities that experience discrimination and exclusion (social, political, and economic) because of unequal power relationships across economic, political, social, and cultural dimensions. (National Collaborating Centre for Determinants of Health 2020)

## Citations - Policies & Regulations

1. MULTICULTURALISM
2. INSTRUCTIONAL RESOURCES AND MATERIALS USE
3. CURRICULUM AND COURSES OF STUDY
4. STAFF DEVELOPMENT OPPORTUNITIES
5. PROFESSIONAL STAFF RECRUITING, VACANCIES & HIRING
6. ASSURANCE OF COMPARABLE SERVICES: TITLE I
7. COMMUNICATIONS WITH PARENTS
8. INSTRUCTIONAL GOALS AND LEARNING OUTCOMES
9. ORGANIZATION OF INSTRUCTION
10. STUDENT WELLNESS
11. SCHOOL/COMMUNITY RELATIONS GOALS
12. RELATIONS WITH COMMUNITY AND CULTURAL ORGANIZATIONS
13. COMMUNITY INVOLVEMENT IN EDUCATION

# Gifted and Talented

[COMAR 13A.04.07 Gifted and Talented Education](#)

(Click the link above to access the Gifted and Talented Education regulation)

Gifted and Talented Early Submission Date	
1 <sup>st</sup> submission to the MSDE GT Program Manager for review:	Window opens August 2, 2021
Conditional approval granted to LSSs	On or before September 30, 2021

**COMAR 13A.04.07 Gifted and Talented Education**

*COMAR 13A.04.07.06* specifies that local school systems shall report the following information in their Local ESSA Consolidated Strategic Plan.

**1) The process for identifying gifted and talented students**

A universal screening is conducted in third grade. All third grade students complete an online assessment (Naglieri Nonverbal Ability Test, 3rd Edition). Additional achievement data including, but not limited to, district content area assessments, Access, and MCAP data are collected. All data collected are reviewed first by instructional supervisors in the Department of Curriculum and Instruction and then by school based teams to determine gifted and talented student identification.

Additional screenings occur in grades 4 and 5 as new students arrive to the district and returning students need to be reconsidered for gifted identification. In grades 6-8, gifted screenings are conducted upon request by the guardian, teacher, and/or student. Grade 6-8 screenings include a review of MCAP data, InView results, and district content area assessments.

**Changes made to the identification process during the pandemic**

During the 2020-2021 school year, no gifted screenings occurred while students were participating in virtual learning environments. As students returned to school buildings for hybrid instruction (March -June 2021), gifted screenings resumed. Students that opted to remain virtual were able to participate in GT screenings by appointment. All students that were in third grade during the 2020-2021 school year but did not participate in the GT screening process will be screened during the first marking period of the 2021-2022 school year.

**2) The number of gifted and talented students identified in each school\***

\*The number of GT students in each school and local school system will be derived from 2020-21 Attendance Data Collections provided to the MSDE Office of Accountability

\*The local school system does not need to include any information in this cell.

**3) The percentage of gifted and talented students identified in the local school system in 2020-21\***

\*Local school systems must report the percentage and how it was calculated in this cell.

9.6% of SMCPS students in grades 3-11 were identified as gifted.

During the 2020-2021 school, gifted students were formally identified in grades 3-11.

As of June 11, 2021, SMCPS had 1,133 identified gifted students out of 11,828 total students (grades 3-11).

$1,133/11,828 = 9.6\%$

Due to the pandemic, universal screening in grade 3 did not occur as planned. Grade 3 students that returned to school buildings for hybrid instruction were screened for gifted programming. 12.6% of grade 3 students that were universally screened were identified as gifted. Former grade 3 students that did not participate in universal screening will be screened this school year in grade 4.

**4) The schools that have been exempted from the identification of a significant number of gifted and talented students and the rationale in 2020-21**

Not Applicable. No schools in St. Mary's County have been exempted from identification of a significant number of gifted and talented students.

**5) The continuum of programs and services**

All students attending SMCPS will have the opportunity to engage in higher level thinking activities and instruction. Instruction will continue to be differentiated according to students' needs.

Students in grades 3, 4, and 5, who have been identified as Gifted and Talented in the area(s) of reading and/or mathematics, begin receiving instruction using supplementary materials. Supplementary materials include William and Mary Units, novel studies, and Challenging Word Problems. This instruction is in addition to regular classroom instruction and may be delivered as part of the flexible grouping, guided reading/math, or a pull-out program. Beginning in grade 5, students can apply to participate in the Science, Technology, Engineering, and Mathematics (STEM) Academy.

In grades 6-8, the Accelerated English/Language Arts (ELA) classes address the needs of students who require instructional experiences beyond the regular grade-level curriculum. Students are provided appropriate levels of challenge through accelerated pacing and advanced content. The content in the accelerated ELA courses is differentiated to provide students with higher-level, more complex texts. Instruction is supported by strategies and tools students need to engage students in active, fast-paced learning to develop the skills, habits of mind, and concepts necessary to succeed in advanced English courses.

In grades 6-8, students who demonstrate high levels of achievement in mathematics take accelerated courses. Under the Common Core Curricula for Mathematics, students may be placed in 6th Grade Accelerated Math, 7th Grade Accelerated Math and 8th Grade Algebra I. High school credit is earned for completion of Algebra I. The content in the accelerated Mathematics courses is designed to provide students with higher-level problem-solving skills and to engage them in fast-paced learning to meet their academic needs. Students will examine ratios, proportions, geometry concepts, and statistics and probability to best prepare them for Algebra 1 and advanced mathematics courses as they advance to high school. Middle school students can also continue to apply to participate in the Science, Technology, Engineering, and Mathematics (STEM) Academy.

In grades 9-12, a variety of Honors, Pre-AP and AP level courses exist for students who are motivated within a particular academic discipline. These courses are designed to develop the study skills, rigor, and academic knowledge necessary to succeed in advanced studies.

In addition to advanced coursework, students can apply to participate in a specialized pathway. These include:

- The Science, Technology, Engineering, and Mathematics (STEM) Academy - Grades 5-12
- The Academy of Visual and Performing Arts (AVPA)- Grades 9-12
- The Academy of Global and International Studies (GIS) - Grades 9-12
- The Academy of Finance (AOF) - Grades 9-12
- Dual enrollment with the local community college

School-based enrichment activities available to students include:

- Mock trial
- Drama productions
- Science Fair
- Speech contests
- Hour of Code events
- Student Government
- Model United Nations
- Robotics
- Destination Imagination

#### Changes made to the continuum of programs and services during the pandemic

Due to school building closures and virtual learning, elementary students were not able to be screened within the original planned timeline. As a result, elementary gifted programming resources were made available to all elementary staff during the 2021-2022 school year so that materials could be used as appropriate with students, even in cases where a child was not formally identified for gifted programming.

At the secondary level, no significant changes were made to the continuum of programs and services.



**6) Data-informed goals, targets, strategies, and timelines for 2021-22.**

Goals must be established using the equity lens as defined in COMAR 13A.01.06, Educational Equity. Consult with your local school system equity point of contact.

**Goal:** Increase the effectiveness of the gifted screening process by identifying MSDE approved assessments and/or checklists from the Maryland Model of Gifted Education that could be used as part of the St. Mary's County screening process in the future.'

Target(s)	Strategy(ies)	Timeline(s)
Identify cognitive ability assessments, aptitude and achievement assessments, alternate assessments, and/or checklists from the Maryland Model of Gifted Education that could be utilized as part of the SMCPS gifted screening process beginning in SY2022-2023.	Establish regular GT/COMAR Focus Group meetings with representation from a variety of school system stakeholders.	September – October 2021
	Collect samples of recommended assessment materials.	October 2021 – June 2022
	Examine samples to determine if any new measures could be used to improve the SMCPS gifted screening process.	October 2021 – June 2022

**Goal:** Develop a plan for documenting early evidence of advanced learning behaviors, PreK - 2.

Target(s)	Strategy(ies)	Timeline(s)
Create a plan for how early evidence of advanced learning behaviors will be documented in grades pre-kindergarten through grade 2.	Establish a subgroup of the GT/COMAR Focus Group with representation from a variety of school system stakeholders.	September – October 2021
	Review current instructional materials and determine which advanced learning behaviors are already	October 2021 – June 2022

	<p>reinforced during classroom instruction.</p> <p>Determine if information regarding additional advanced learning behaviors should be collected, and if so, how.</p> <p>In collaboration with the GT/COMAR Focus Group, create a plan for collecting student data and documenting evidence of early learning behaviors in pre-kindergarten through grade 2.</p>	<p>October 2021 – March 2022</p> <p>March 2022 – June 2022</p>
--	--	--

# Comprehensive Teacher Induction Program

**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 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**

**Section A- Comprehensive Teacher Induction Program (CTIP) Team Members**

1. Please list the supervisor(s) of your CTIP. Include the names, positions, and responsibilities of those individuals.
  - Dr. Jeffrey Maher, Chief Strategic Officer, supervises the SMCPS Induction Program and provides overall support in working with schools and offices in the system-wide implementation of induction support.
  - Heather Husk, Instructional Resource Teacher for Induction and Mentoring, provides initial and ongoing training and support for mentors, plans and implements professional learning experiences for new teacher hires including orientation and monthly seminars, and monitors the progress of weekly on-site mentoring at school sites.
  - Nicole Ayres, Alana Beatty, Bethany Hollaway, Kristina Fuentes, Lori Huff, Kim Knight, Kaci Marschall, and April Ryan are Mentor-Facilitators of New Teacher Seminars. They plan and implement the sessions for New Teacher Seminars.
  - Lisa Dean and Ashley McCutchen are Behavior Specialists, Bernadette Scheetz is an Instructional Resource Teachers for Schoology and EdTech are regular contributors of New Teacher Seminar Sessions in their field and provide ongoing support to the new teachers.

2. Please provide information on your mentors.

Type of Mentor	Amount
Full Time Mentors	NA
Part Time Mentors	NA
Full Time Teachers	105
<i>Total Number of Mentors</i>	<i>105</i>

3. Please provide the total number of probationary teachers being served by your CTIP.

There are 36 Conditional Non-Tenured Teachers as of September 30, 2021.

4. Please provide the average mentee to mentor ratio (example: 15:1).

The mentee to mentor ratio is 2.5 mentees:1 mentor

## **Section B- Comprehensive Teacher Induction Program Training and Supervision**

1. Please describe the training that your mentors receive before and during their tenure as a mentor. When does this training occur? What is the content?

SMCPS utilizes instructional mentors. An instructional supervisor operating out of the Office of Strategic Planning and Communications oversees the mentors.

Annual training takes place through Mentor Supervisor visits to school sites during weekly/bi-weekly mentor meetings and/or during summer months. Additionally, all new mentors complete the Skills for Coaching and Mentoring course. This course includes an exploration of mentoring best practices, methods for mentor communication, and the cycle of observation.

Administrators and new mentors are trained both through completion of the Skills for Coaching and Mentoring course as well as team mentor training.

2. Please describe how school system administrators are trained on the roles and responsibilities of mentors. When does this training occur? What is the content?

Administrators and new mentors are trained both through completion of the Skills for Coaching and Mentoring course as well as team mentor training. Additionally, the supervisor assigned to support induction also works with new administrators to assist them in understanding not only the induction process but also the role of the mentor teams in their buildings.

Administrators are provided a briefing of required new teacher supports as well as guidelines for selecting and supporting mentoring. Further, suggested activities and professional development models are provided to school based administrators and mentors to use in the induction period.

3. Who evaluates the efficacy of individual mentors? What are the criteria and how is the data collected?

The SMCPS mentoring program is evaluated via empirical data, mostly qualitative but with some quantitative as well. Data comes from weekly mentor logs, periodic surveys of mentees and mentors, and surveys of New Teacher Seminar attendees. Periodically, HR shares teacher retention data as well. The surveys of mentees include ratings of effectiveness for mentoring in the areas of accessibility, collaboration, classroom observation, instruction, and timely, effective feedback. These qualities are reviewed monthly through the submission of logs by the Instructional Resource Teacher for New Teacher Induction. This review includes an analysis of the time spent by mentors and

mentees meeting, the content of reflective logs, and a review of new teacher surveys and focus group sessions. Feedback is provided periodically to administrators.

### **Section C- Comprehensive Teacher Induction Program Overview**

1. Please describe your initial orientation process and the ongoing professional learning that is offered to probationary teachers throughout the school year.

SMCPS's Comprehensive Teacher Induction Program contains the following main components:

1. New Teacher Orientation - 2.5 days in August to welcome and orient new hires to SMCPS. SMCPS's Department of Human Resources and Instruction work together to facilitate this program.
2. New Teacher Seminar - monthly conference-style sessions where new hires are supported through professional development on general pedagogy, teacher technology, behavior techniques, and system initiatives. Sessions are planned based on self-identified needs of new teacher participants, data on county-based assessments, and classroom observation data. Sessions are also organized for offerings based on the experience of the new hires including conditional, new to teaching, and veteran new hires. Master teachers representing primary grades, intermediate grades, middle school, high school, special education, special areas, and interventionists lead sessions and support teachers as an additional layer of support.
3. Instructional Mentors - all non-tenured teachers are assigned an instructional mentor who meets them an average of 40 minutes per week during non-instructional time. All mentors and non-tenured teachers in a building meet together as a group either weekly or bi-weekly to discuss school-based and system-wide initiatives as well as to collaborate on common classroom issues or concerns.
4. An instructional supervisor operating out of the Office of Strategic Planning and Communications oversees the new teacher induction program.

2. Please describe what opportunities probationary teachers have for observation, informal feedback, and co-teaching with his/her mentor or peers.

Mentors and mentees complete one observation per month of either each other or another master teacher in their building (or in another building for singleton courses). The full observation cycle is completed including a pre-conference in which the purpose and focus of the observation is determined, the actual observation, and a post-conference in which the observation is reviewed and next steps are determined.

3. How are the needs and concerns of new teachers assessed and addressed through ongoing supports, informal feedback, and follow-up?

New teachers participating in the orientation, monthly seminars, and weekly on-site mentoring report feedback through anonymous surveys and participation in Schoology discussions. The session survey responses collected after orientation and the monthly seminars determine the relevance of the provided

learning opportunities as well as feedforward to plan for upcoming professional learning both with their mentors and at the monthly seminars. The on-site mentoring is evaluated twice a year with an anonymous survey. Each month, seminar participants post to a discussion board focusing on the implementation of their learning in their classroom, successes, and challenges that arise.

4. Please describe how your district uses action plans and relevant data to improve the instructional practice of your probationary teachers.

Professional learning experiences are determined from the mid-year teacher evaluations of the non-tenured teachers based on observations by school principals and content supervisors. Data from classroom observations comes from the Teacher Performance Assessment System (TPAS) rubric in the areas of planning, instruction, environment, professional responsibilities, and student growth/achievement. Quarterly, as observations are completed in the online platform, *Perform*, data is reviewed for each area of professional practice reflected in TPAS at the component level. Data reports are presented and discussed at administrator professional development sessions, and provided individually to principals. Further, non-tenured teacher data is compared to tenured teacher data to foster differentiated professional development as it relates to areas of disparity in the TPAS components. Within the TPAS system is a “Plan of Assistance” process that school-based administrators can use to target individualized professional development support for teachers related to specific areas of needed improvement. This process is initiated when teachers demonstrate unsatisfactory performance in two or more areas.

#### **Section D- Comprehensive Teacher Induction Programmatic Evaluation**

1. Please explain how the efficacy of your mentoring program will be evaluated. Be sure to include how you plan to use teacher evaluation data, teacher perception data, and new teacher retention data.

1. Teacher Evaluation Data - The SMCPS Teacher Performance Assessment System (TPAS) data is evaluated at mid-school year and at the end of the school year. Domains of strength and concern are addressed through New Teacher Seminar support sessions for first year new teachers. At school sites, mentor teachers are provided resources and support in the areas of concern through bi-weekly newsletters.
2. Teacher Perception Data - New Teacher Seminar participants are surveyed at the conclusion of orientation and monthly seminars to evaluate the relevance and engagement of the topics and resources included in sessions. A mid-year and end-of-year survey is sent to all non-tenured teachers to evaluate the effectiveness of the program.
3. New Teacher Retention Data - Ultimately, the goal of new teacher induction programs is to retain effective teachers who build a career within the school system. Retention data is a critical data point that is tracked through exit surveys and end of year reviews with new teachers. Last year, (SY21) 91% of new teachers were retained. For the 9% that left, the reasons are reviewed to determine if supportive structures could increase retention. As part of a military community, some resignations were based on transfers, and other issues varied (e.g., the nature of teaching in a pandemic, external stresses, and no reason provided).



# Clarifying Questions and Commendations Form

## 2021 Local ESSA Consolidated Strategic Plan Clarifying Questions and Commendations Form

School System: St. Mary's County Public Schools

Team Facilitator: Jonathan Turner

Based on the review of the local school system's Local ESSA Consolidated Strategic Plan, the clarifying questions listed below require responses to complete the review process. The clarifying questions are divided by reviewed sections. The final column lists commendations which demonstrate that the school system exceeded performance expectations presented a uniquely innovative approach to improving opportunities for all students. Please respond to all clarifying questions on or before the close of business on **November 5, 2021**. *(Add additional rows, if required).*

Section	Page #	Clarifying Questions/Comment	School System's Response(s)	Commendations
Area of Focus #1	13-15	<p>What is the breakdown, by student group, of students identified for the Fairlead Freshman Academy program?</p> <p>Did the LEA intend to address reading and math through the Freshman academy instead of making a separate area of focus to address both content areas?</p>	<p>*See table below</p> <p>The Freshman Academy addresses all content areas, with differentiated course sections for each content area - English, Mathematics, Science, and Social Studies - for students in this program.</p>	<p>Targeting a specific population to enable future success and account for lost instructional time due to the COVID-19 pandemic.</p> <p>Focus area is clear, concise, and actionable.</p>
Area of Focus #2	N/A			Utilizing national research to support the root cause and rationale is a best practice.
CSI/TSI SIG IV Schools	N/A			Root cause analysis for included student and teacher needs.
Gifted & Talented	34-38			SMCPS has a plan to assess those students who missed the opportunity last year. They address incoming students and have a plan for each grade level to teach students who are identified as being GT. The big four subjects have a plan to provide additional challenges as well.

<b>Teacher Induction &amp; Mentoring</b>	<b>44</b>	<p><b>Section D-Evaluation</b>  <b>How does SMCPS plan to use New Teacher Retention data? (p.44)</b></p> <p><b>Mid-year and end-of-year surveys are offered to all non-tenured teachers to evaluate effectiveness of the teacher induction program. How are non-tenured teachers surveyed to determine what supports this teacher group needs as the school year begins?</b></p>	<p>The NT Induction section has been updated to include this information</p> <p>Ultimately, the goal of new teacher induction programs is to retain effective teachers who build a career within the school system. Retention data is a critical data point that is tracked through exit surveys and end of year reviews with new teachers. Last year, (SY21) 91% of new teachers were retained. For the 9% that left, the reasons are reviewed to determine if supportive structures could increase retention. As part of a military community, some resignations were based on transfers, and other issues varied (e.g., the nature of teaching in a pandemic, external stresses, and no reason provided).</p> <p>Surveys results are shared with mentors, new teacher induction facilitators, supervisors, and administrators. These results include data disaggregated by level and experience and by category (e.g., instruction, classroom climate, etc). This feedback is used to frame content for new teacher seminars, as well as mentoring support sessions throughout the year.</p>	
--	-----------	--	---	--

Section	Page #	Clarifying Questions	School System's Response(s)	Commendations
Student Groups - Area of Focus #1	13-14	<p><b>Section 1.d.</b>  <b>Is there a breakdown, by student group, of students identified for the Fairlead Freshman Academy program? (pgs. 13-14)</b></p> <p><b>Outside of the freshman academy, are there other opportunities for students K-12 to remediate the loss of learning? (pgs. 13-14)</b></p>	<p>*See table below</p> <p>Yes. The ESSER II plan for SMCPS details summer and after school recovery plans.</p>	
Student Groups - Area of Focus #2	18	<p><b>Section 1.d. (p.18)</b>  <b>How will staff monitor and collect signs of anxiety/social phobia or discomfort during the student transition back to in-person schooling?</b></p> <p><b>How or what type of training will be provided to teachers to help identify social-emotional needs of students during the return to in-person schooling?</b></p>	<p>We continue to provide resources and professional development to staff to be able to recognize signs of anxiety/social phobia or discomfort. MTSS/PBIS team leaders and administrators were provided with training over the summer to support students upon their return to school, and to develop informal screening methods for identifying students who need more intensive interventions. Staff are provided with tools throughout the school year to support these students as well as guidance about referring for more intensive interventions. Resources for staff include mental health topic of the month, newsletter, mental health sites, mental Health First Aid, QPR, social emotional learning lessons, trauma-informed practices and school-wide positive behavior supports. Students receiving Tier 3 services are screened and monitored, referred to PST, provided formal or informal FBA and behavioral supports, and individual or group counseling.</p>	

**\*Freshman Academy Demographics**

This chart represents the students currently enrolled in the Freshman Academy at our three high schools.

	Number	Percent
Male	129	60.0%
Female	86	40.0%
Has IEP	29	13.5%
Has 504	26	12.1%
ESL	5	2.3%
FARMS	83	38.6%
AA	56	26.0%
Asian	1	0.5%
Hispanic	23	10.7%
Two or More	24	11.2%
White	111	51.6%
GT Read	0	0.0%
GT Math	2	0.9%

# Federal and State Grant Applications

# Title I



**Title I, Part A: Improving Basic Programs  
2021-2022 Title I, Part A Application and Monitoring Tool**

**Title I, Part A Application and Monitoring Tool Release Date:  
June 18, 2021**

**Federal Grant Application Submission Timeline**

**1<sup>st</sup> Submission to the Title I  
Specialists for Review**

**August 2-31, 2021**

**Submission for Conditional  
Approval**

**September 30, 2021**

**First Submission through Local  
ESSA Consolidated Strategic  
Plan**

**October 15, 2021**

**FINAL Submission through  
Local ESSA Consolidated  
Strategic Plan**

**November 15, 2021**

<b>Local School System:</b>	<b>St. Mary's County Public Schools</b> All St. Mary's County Title I Schools are Schoolwide Title I Schools: George Washington Carver Elementary, Green Holly Elementary, Greenview Knolls, Lexington Park Elementary, Park Hall Elementary.
<b>Title I Coordinator:</b>	<b>Dr. Kelly M. Hall</b>
<b>Telephone Number:</b>	<b>301-475-5511, ext. 32136</b>
<b>Email Address:</b>	<b>kmhall@smcps.org</b>
<b>Submission Date:</b>	<b>August 26, 2021; August 30, 2021; September 30, 2021, October 8, 2021</b>



### 2021-2022 Title I, Part A Application and Monitoring Tool

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 and monitoring tool, evidence of implementation, and additional sample resources for each required component (provided as links). The information provided within the revised application and monitoring tool will ensure that all Local Education Agencies (LEAs) are prepared to effectively address key provisions of each component provided under Title I, Part A under Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA). **This consolidated document ensures transparency between the application and monitoring of the Title I, Part A Program requirements.**

#### Explanation of Terms

Term in Application	Explanation of Term in Application
<b>COMPONENT NAME</b>	The Title I Component
<b>LINKS</b>	Pertinent links to non-regulatory guidance, checklists, and other resources are provided, where appropriate. Additional information is forthcoming in a separate, stand-alone guidance document.
<b>REQUIRED ATTACHMENTS</b>	Documents that are required with submission of the application.
<b>NOTE TO LEA</b>	If documentation is needed prior to the program review, a note will be indicated in the identified component.
<b>STAFF RESPONSIBLE</b>	All staff involved with the implementation and oversight of each Title I Component
<b>ASSURANCE(S)</b>	By receiving funds under the Title I, Part A grant, as a grantee, the LEA agrees to comply with the terms and conditions under each component. Each component includes specific requirements over which the LEA has responsibility for oversight and implementation. During the 2021-2022 Title I, Part A Annual Program Review documentation will be reviewed to confirm that the LEA has complied with all assurances.
<b>CITATIONS</b>	For each assurance, this column provides the citation(s) from ESSA, the Code of Federal Regulations (CFR), the Uniform Grant Guidance (UGG), or the Education Department General Administrative Regulations (EDGAR).
<b>EVIDENCE OF IMPLEMENTATION</b>	Mandated documentation for evidence of implementation for each assurance and requirement. <b>APPLICATION:</b> Documentation listed is shared as a resource for LEA planning and preparation

Term in Application	Explanation of Term in Application
	<b>MONITORING:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review ( <b>KEY POINT: The evidence of implementation is provided for planning and preparation purposes. The documentation will NOT be submitted with the application.</b>
<b>TABLES AND WORKSHEETS</b>	See Excel template and Fiscal Guidance for instructions.

### 2021-2022 Title I, Part A Application Submission Instructions:

Submit via email a completed application to the LEA's MSDE POC based on the timeline on the cover page.

- 1<sup>st</sup> Submission: August 2-31, 2021
- Submission for Conditional Approval: September 30, 2021
- Upon receipt of conditional approval, all subsequent submissions will be through the Local ESSA Consolidated Strategic Plan Submission
- A completed application includes\*:
  - all assurances checked including those that may not be applicable (N/A);
  - appropriate required attachments;
  - appropriate signatures on the attestations for Section 1112 (Superintendent, Equity Office/Point of Contact, and Title I Director/Coordinator)
  - completed Fiscal/Tables in Excel; and
  - an unsigned C-1-25.

\* If you are experiencing any technical difficulties in completing or submitting your application, please contact your MSDE POC.

**Table of Contents**  
**Title I, Part A Application and Appendices: Definitions, Data Tables, and Checklists**

Attestation - Section 1112 .....	9
A. STAFF CREDENTIALS AND CERTIFICATIONS.....	11
B. SCHOOLWIDE PROGRAMS.....	15
C. TARGETED ASSISTANCE SCHOOLS .....	21
D. PARENT AND FAMILY ENGAGEMENT .....	28
E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS .....	34
F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH.....	39
G. SUPPORT FOR FOSTER CARE STUDENTS .....	42
H. ENGLISH LEARNERS .....	44
I. SCHOOL IMPROVEMENT – TARGETED SUPPORT AND IMPROVEMENT SCHOOLS.....	47
J. FISCAL REQUIREMENTS .....	50
Addendum: Progress Monitoring through Growth Measures and Outcomes.....	61
Program Review Follow-up Addendum.....	66
Guidance: Sign-in, Agenda, Notes, and Evaluations (SANE) as evidence of implementation for Title I purposes.....	67
Staff Credentials and Certification: Types of Certificates and Glossary of Terms .....	68
Schoolwide Program Plan Components Checklist .....	73
Targeted Assistance School Program Checklist .....	75
Title I District-Level Parent and Family Engagement Policy/Plan Requirements – Section 1116: Checklist .....	76
Title I School Level Parent and Family Engagement Plan and School Parent Compact – Section 1116: Checklist .....	79
Equitable Services Topics of Consultation .....	82

Affirmation of Consultation Form.....	83
Intent to Participate Form .....	85
MSDE: ESSA Title I and Title III Questions and Answers .....	86
Title I Skipped Schools’ Addendum SY 2021-2022.....	88

#### ESSA Law and Non-Regulatory Guidance Links

1. [Every Student Succeeds Act](#)
1. [ESSA Transition FAQs](#)
2. [ESSA Early Learning Guidance](#)
3. [ESSA Equitable Services](#)
4. [ESSA Schoolwide Guidance](#)
5. [ESSA Supplement not Supplant](#)
6. [ESSA Within District Allocations \(Draft for Public Comment\)](#)
7. [Evidence Guidance](#)
8. [Foster Care Guidance](#)
9. [Homeless Student Guidance](#)
10. [High School Graduation Rate](#)
11. [State and Local Report Cards](#)
12. [Title I, Part A Final Regulations](#)
13. [ESSA Title III Guidance – English Learners](#)

**2021-2022 Title I, Part A Application**

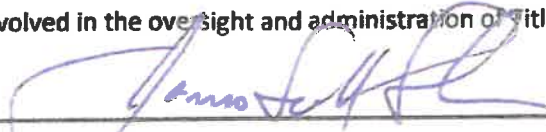
**ATTESTATION**

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

- A. Staff Credentials and Certifications
- B. Schoolwide Program
- C. Targeted Assistance Schools
- D. Parent and Family Engagement
- E. Participation of Children Enrolled in Private Schools
- F. Education for Homeless Children and Youth
- G. Support for Foster Care Students
- H. English Learners
- I. School Improvement - Targeted Support and Improvement
- J. Fiscal **Assurances and Requirements**

The LEA ensures 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.

**J. Scott Smith**



**St. Mary's County**

**8/25/21**

LEA Superintendent Name  
(Please Print or Type)

LEA Superintendent Signature

Local Educational Agency

Date

**Kelly M. Hall**



**St. Mary's County**

**8/23/21**

Title I Coordinator Name (Please  
Print or Type)

Title I Coordinator Signature

Local Educational Agency

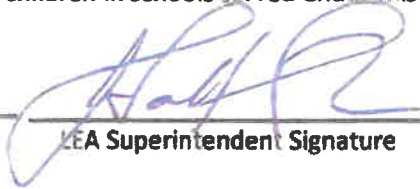
Date

**ATTESTATION - Section 1112 (Citation 1112(a)(1)(A))**

The LEA ensures 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), **Equity Point of Contact/Office**, other appropriate school personnel, and with the parents of children in schools served under this part.

**J. Scott Smith**

\_\_\_\_\_  
LEA Superintendent Name  
(Please Print or Type)

  
\_\_\_\_\_  
LEA Superintendent Signature

**St. Mary's County**

\_\_\_\_\_  
Local Educational Agency

**8/23/21**  
\_\_\_\_\_  
Date

**Kelly M. Hall**

\_\_\_\_\_  
Title I Coordinator Name (Please  
Print or Type)

  
\_\_\_\_\_  
Title I Coordinator Signature

**St. Mary's County**

\_\_\_\_\_  
Local Educational Agency

**8/23/21**  
\_\_\_\_\_  
Date

**ATTESTATION – Educational Equity Regulation (COMAR 13A.01.06)**

The LEA ensures that this application is developed in alignment with the requirements of the Educational Equity regulation (COMAR 13A.01.06). Educational equity means that all students have access to opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being. In the development of the LEA's Title I, Part A application, the LEA has applied an equity lens demonstrating that for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups. Additionally, the LEA ensures that the Title I, Part A application adheres to COMAR 13A.01.06, Educational Equity, including:

- Provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic success and social/emotional well-being (With a strategic focus on marginalized student groups)
- Identify and address the unique challenges and barriers faced by individual students or by populations of students and provides additional support to help overcome those barriers.
- Assures educational opportunities and environments are equitable, fair, safe, diverse, and inclusive for all students.
- Develops goals and objectives to improve academic performance that are student-centered, relevant, and culturally responsive to areas of inequity.

Provides strategies and activities to improve achievement for all students by bridging the gap between academic and non-academic goals.  
(Examples of non-academic data may include attendance, social-emotional growth, community needs, and racial equity.)

Assures their educational equity point of contact is included in the completion of the application

J. Scott Smith

LEA Superintendent Name  
(Please Print or Type)

LEA Superintendent Signature

St. Mary's County

Local Educational Agency

8/23/21

Date

Kelly M. Hall

Equity Point Of Contact Name  
(Please Print or Type)

Equity Point Of Contact Signature

St. Mary's County

Local Educational Agency

8/23/21

Date

Kelly M. Hall

Title I Coordinator Name (Please  
Print or Type)

Title I Coordinator Signature

St. Mary's County

Local Educational Agency

8/23/21

Date

## Attestation - Section 1112

### DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

### REQUIRED ATTACHMENTS:

1. The LEA must include a written process explaining how all parties, inclusive of, but not limited to: Human Resources, Finance, School administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A Program Components.
2. The LEA must include a written process explaining how the application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), **Equity Point of Contact/Office**, other appropriate school personnel, and with the parents of children in schools served under this part. (Section 1112(a)(1)(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 component.

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Attestation – Section 1112 Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	1. The LEA ensures 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	<b>1112(a)(1)(A)</b>	Examples of activities demonstrating that the LEA meets statutory requirements for the programmatic and fiscal implementation and oversight of the Title I, Part A program and documentation supporting the implementation of the written process must include: 1. <b>Sign-in, agenda, and notes (SAN)</b> from LEA Title I Meetings demonstrating collaboration with other LEA offices*



<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Attestation – Section 1112 Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	administration of Title I, Part A Program Components listed above.  <i>(Required Attachment #1)</i>		2. Written communication demonstrating collaboration with other LEA offices 3. LEA fiscal monitoring of school-level budgets 4. Other documentation to support the LEA has implemented its written process, if applicable.  <i>*Agenda topics and notes must reflect the specific component of Title I, Part A and the sign-in sheets must reflect the involvement of pertinent LEA offices.</i>
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	2. The LEA ensures 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), <b>Equity Point of Contact/Office</b> , other appropriate school personnel, and with the parents of children in schools served under this part.  <i>(Required Attachment #2)</i>	<b>1112(a)(1)(A)</b>	Documentation supporting the implementation of the written process which must include: 1. SANE from stakeholder meetings demonstrating timely and meaningful consultation regarding the Title I application 2. Written communication from stakeholder engagement demonstrating timely and meaningful consultation regarding the Title I application 3. Survey data from stakeholder engagement demonstrating timely and meaningful consultation regarding the Title I application, <b>if applicable</b> 4. Other documentation to support the LEA has implemented its written process, if applicable.

## A. STAFF CREDENTIALS AND CERTIFICATIONS

### **Resources:**

[Staff Credentials: Glossary of Terms](#)

[Disparity Data Chart](#)

[Maryland Educational Equity Guidebook Focus 4: Educator and Staff Capacity](#)

### **DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

### **REQUIRED ATTACHMENTS:**

1. A written process to ensure the LEA:
  - has all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements.
  - coordinates certification and licensure notification between Human Resources, the Title I Office, and school administration.
  - identifies (using the previous school year data) **disparities, plan to address disparities, and processes for the implementation (planning, interim check-in, analysis of outcomes)** that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. Per the Maryland ESSA Consolidated Plan, LEAs will be expected to address the data with a specific focus on how the support will differ for schools that receive Title I, Part A funds. Maryland uses a gap and threshold model to identify gaps. Any gap greater than 5% or any individual category that is over 5% is considered to have disparities.
  - has a timeline to notify parents.
2. Listing of the percentage and number of teachers who have **met and** not met licensure and certification status for the 2021-2022 school year in each Title I School including the area of certification. If applicable, provide a written action plan for teachers who meet conditional certification status with timeline to complete certification requirements.\*
3. Listing of the percentage and number of paraprofessionals who have **met and** not met qualification status for the 2021-2022 school year.\*
4. Data used to identify disparities (from 2020-2021), accompanied by communication from **the LEA office generating the data (Human Resources, Accountability/Data, etc.)** demonstrating data was generated from **LEA** records. The data must include the number and percentage of inexperienced, ineffective, and out-of-field teachers teaching low-income & minority students. The data will be disaggregated for low income (Title I and non-Title I schools) and for minority students (major racial/ethnic groups: American Indian/Alaska Native, Asian, Black/African American,

Hispanic, Multiple, Native Hawaiian/Pacific Islander, and White). The MSDE has provided a sample chart that may be used in required attachment #4.

\*The data will be submitted on the submission for Conditional Approval and updated, as needed, for the Final Submission with the Local ESSA Consolidated Strategic Plan on November 15<sup>th</sup>.

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

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Staff Credentials and Certification Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	1. The LEA ensures that it has a written process that all teachers in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. <i>(Required Attachment #1 and #2)</i>	1111(g)(2)(J) 1112(c)(6)	Documentation supporting the implementation of the written process which must include: 1. List of teachers and their certification status for each Title I school including: <ul style="list-style-type: none"> <li>○ Number and percentage of teachers who have certification and licensure in Title I schools for the 2021-2022 school year.</li> <li>○ Number and percentage of teachers who do not have certification and licensure in Title I schools for the 2021-2022 school year.</li> </ul> 2. Copies of 2021-2022 Principal Attestations with dates and signatures for each Title I school. 3. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	2. The LEA ensures it has a written process to include multiple coordinated efforts with certification and licensure notification between Human Resources, the Title I Office and school administration. <i>(Required Attachment #1)</i>	1111(g)(2)(J) 1112(c)(6)	Documentation supporting the implementation of the written process which must include: 1. Multiple* dated communications and meetings between Human Resources, the Title I Office, and school administration (SAN/emails) 2. Other documentation to support the LEA has implemented its written process, if applicable. * Regular, ongoing collaboration throughout the year <i>(based on the frequency in the written process)</i>

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Staff Credentials and Certification Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	3. The LEA ensures that all paraprofessionals working in Title I schools meet applicable State qualification requirements.  Mark N/A if <ul style="list-style-type: none"> <li>there are no paraprofessionals in the Title I schools;</li> <li>paraprofessionals are not assigned instructional duties</li> </ul> <i>(Required Attachment #1 and #3)</i>	1112(c)(6) 1111(g)(2)(J)	Documentation supporting the implementation of the written process which must include: 1. List of paraprofessionals and their qualifications - AA degree or higher, completed two years of study at an institution of higher education, and/or PRAXIS to include: <ul style="list-style-type: none"> <li>Number and percentage of paraprofessionals who have met qualifications status</li> <li>Number and percentage of paraprofessionals who have not met qualifications status</li> </ul> 2. Documentation demonstrating paraprofessional's assigned duties in Title I schools for the SY 2021-2022 must include: <ul style="list-style-type: none"> <li>Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers</li> </ul> 3. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	4. The LEA ensures it has a written process and evidence of implementation to identify and address any disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers.  <i>(Required Attachment #1 and #4)</i>	1111(g)(1)(B) 1112(b)(2)	Documentation supporting the implementation of the written process which must include: 1. The implementation of the procedures (from 2020-2021 SY) for identifying and, if applicable addressing disparities. (e.g. race; poverty data; teacher evaluation data (ineffective-inexperienced, out-of-field teachers) 2. Multiple* SAN and email documenting processes for the implementation (planning, interim check-in, analysis of outcomes) of identifying and addressing disparities in collaboration with human resources, certification, or other LEA offices showing disparity data, teacher placement, teacher support, etc. 3. Other documentation to support the LEA has implemented its written process, if applicable.

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Staff Credentials and Certification Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
			* Regular ongoing collaboration throughout the year <b>(based on the frequency in the written process)</b>
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	5. The LEA ensures it has a written process that includes timelines/dates used to annually notify parents about: a. that they may request information regarding professional qualifications of their child's teacher and of paraprofessionals who provide instructional services to their children. b. if their child has been assigned to a teacher or substitute for four or more consecutive weeks who does not meet Maryland's certification and licensure requirements at the assigned grade level. A timely notice has been provided to parents. 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. <i>(Required Attachment #1)</i>	1112(e)(1)(A)(i)(I-III) 1112(e)(1)(B)(ii) 1112(e)(1)(B)(i)	Documentation supporting the implementation of the written process which must include: 1. Multiple dated communications at the beginning of the school year which must include: <ul style="list-style-type: none"> <li>○ A copy of the dated cover letter sent to parents, which includes notice of parent's right to request teacher qualification information</li> <li>○ Communication/ notification to parents (newsletter, memo, letter, school calendars, etc.)</li> </ul> 2. Copies of requests for information from parents on teacher and/or paraprofessional qualifications, if applicable. 3. Evidence that parents have been provided information on the level of achievement and academic growth on State academic assessments of their students. 4. 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. This notice must include the teacher's name and content area. 5. Copies of the timely responses provided to parents, if applicable 6. Other documentation to support the LEA has implemented its written process, if applicable.



## B. SCHOOLWIDE PROGRAMS

### **Resources**

[Schoolwide Program Non-Regulatory Guidance](#)

[MSDE Schoolwide Program Checklist](#)

### **DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

### **REQUIRED ATTACHMENTS:**

1. The LEA must include a written process for developing, implementing, and monitoring requirements in all Schoolwide Program Schools.
2. An agreement, such as an MOU, which outlines the coordination activities between the LEA and Head Start programs and, if feasible, other early childhood programs as feasible. (Section 1119(b)).
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 LEA supports efforts to reduce to overuse of discipline practices that remove students from the classroom.
5. Written process for how the LEA supports programs that coordinate and integrate (A) CTE content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit.

**NOTE TO LEA:** Prior to the LEA Annual Program Review, MSDE specialists will review randomly selected Title I schoolwide program Plans, which should be submitted prior to the Program Review date. **The specific due date will be determined between the MSDE Title I POC and LEA Title I Coordinator.**

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

**Consolidating Funds in a Schoolwide Program: Is the LEA consolidating funds?**

☐ YES ☒ NO

If Yes, continue below. Check one:

☐ Federal funds ☐ Federal, State, local funds.

The LEA submitted a waiver to operate a schoolwide program in a school with less than 40 percent poverty. (Section 1114(a)(1)(B))

☐ YES ☒ NO

(Required Attachment #3)

<b>Application:</b> The LEA will respond to each assurance (Check One)	<b>Schoolwide Programs Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b>  <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input type="checkbox"/> YES  <input type="checkbox"/> NO  <input checked="" type="checkbox"/> N/A	<p>1. The LEA ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order that the LEA ensures in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.</p> <p>i. Describe how the LEA will assist schools in consolidating funds for schoolwide programs.</p> <p>ii. If the LEA is not consolidating</p>	<p>1114(a)(1)</p>	<ol style="list-style-type: none"> <li>1. SANE documentation demonstrating collaboration on the consolidation of funds</li> <li>2. LEA Budget documents to support the consolidation of funds and the individual funding sources</li> <li>3. Methodology of how percent contribution from each program was calculated</li> <li>4. Disbursement method for consolidated funds</li> </ol>

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Schoolwide Programs Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b>  <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	funds, describe how the system coordinates financial resources to develop schoolwide programs.		
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	<p>2. The LEA ensures the implementation of a Schoolwide Program includes the following four components:</p> <ul style="list-style-type: none"> <li>• Comprehensive Needs Assessment</li> <li>• Schoolwide program Reform Strategies*</li> <li>• Parent, Family and Stakeholder Engagement</li> <li>• If applicable, coordination and Integration of Federal, State, and Local services and programs.</li> </ul> <p>*MSDE's Title I Office strongly encourages LEAs to implement "evidence-based" interventions/strategies/activities/program, Tiers 1-3. At minimum the interventions/strategies/ activities/ program for non-CSI schools should demonstrate a rationale that meet</p>	<p>1114(b)(2)  34 C.F.R. § 200.26(a)  1114(b)(6)  1114(b)(2)(7)(i-iii)(I-V)  1114(b)(2)  1114(b)(5)</p>	<p>1. Selected copies of Schoolwide Plans  <b>Documentation supporting the implementation of the four Schoolwide Components:</b>  <b>Comprehensive Needs Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.</li> <li>2. As needed, evidence of interviews, focus groups, or surveys.</li> <li>3. Tools or processes to identify the strengths and needs of students, teachers, school and community.</li> <li>4. Examples of how the data is used by the administration, teachers and parents to guide decisions and instruction.</li> <li>5. Examples of how data is reviewed in a disaggregated format to look at progress and needs of all student groups.</li> <li>6. Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders.</li> </ol> <p><b>Schoolwide program Reform Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Examples of how schoolwide program reforms increase the quality and quantity of instruction.</li> <li>2. Evidence that the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.</li> <li>3. Evidence to demonstrate the effectiveness of reforms.</li> <li>4. Applicable adjustments were made or are planned to be made to address students not making progress.</li> </ol>



<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Schoolwide Programs Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	<p>the “<b>Demonstrate a Rationale</b>” requirement. <b>(Level 4)</b></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 will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LEAs, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention. <i>(Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Schoolwide Program Non-Regulatory Guidance</a></li> <li>• <a href="#">MSDE schoolwide program Checklist</a></li> <li>• <a href="#">Early Learning in ESSA Non-Regulatory Guidance</a></li> </ul>		<p><b>Parent, Family and Stakeholder Engagement:</b></p> <ol style="list-style-type: none"> <li>1. Evidence of the involvement of <b>parents/families/stakeholders</b>, teachers, principals, and other school staff in the development of the schoolwide program plan must include: <ol style="list-style-type: none"> <li>a. SAN from School Improvement meetings <b>and/or other meetings demonstrating involvement of parents/families/stakeholders, teachers, principals, and other school staff.</b></li> <li>b. Written communication, including email, letters, newsletters, website</li> <li>c. Surveys and survey data, <b>if applicable.</b></li> </ol> </li> </ol> <p><b>If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</b></p> <ol style="list-style-type: none"> <li>1. SAN from meetings involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, Health Department, Department of Social Services, etc.)</li> <li>2. If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program plan.</li> </ol>

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Schoolwide Programs Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	3. The LEA ensures all schoolwide program plans and its implementation are regularly monitored and revised as necessary based on student needs.  <i>Required Attachment #1</i>	1114(b)(3)	Documentation supporting the implementation of the written process and evidence of implementation of the LEA Monitoring Plan, including the annual review of schoolwide program plans including the four components, which must include: : 1. Schoolwide program monitoring tool(s) 2. SAN from program monitoring visit(s) 3. LEA Schoolwide program monitoring visit(s) schedule 4. Schoolwide Program monitoring reports 5. Email communication 6. Documentation demonstrating how findings for the LEA annual review process are addressed at the school level (samples) 7. A description of how the LEA will examine relevant academic achievement; include data analysis charts, tools, and/or tables 8. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	4. The LEA ensures it has a process for making the schoolwide program plan available to the LEA, parents, and the public.	1114(b)(4)	Documentation must include multiple (at least 2) examples of how the schoolwide plan is made available to parents/family members and the public. Examples may include: 1. Schoolwide Program Plan on school website; handbooks, etc. 2. Schoolwide Program plans available to the public
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	5. The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable.  <i>Required Attachment #2</i>	1114(b)(7) (A)(iii)(v)	1. SAN from collaboration meetings regarding transitions 2. Timelines with evidence of implementation 3. Documentation of articulation meetings, if applicable

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Schoolwide Programs Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b>  <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	6. The LEA has a written process for how the LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom.  <i>Required Attachment #4</i>	1112(b)(11)	Documentation supporting the implementation of the written process, which may include: 1. SAN from collaboration meetings between Title I and Student Services/Discipline Office 2. Written communication between Title I and Student Services/Discipline Office 3. SANE from professional learning related to behavior support strategies (multi-tiered system of support (MTSS), restorative practices, positive behavioral interventions and supports (PBIS), etc.) 4. Data reports and analysis demonstrating the implementation of the written process 5. Other documentation to support the LEA has implemented its written process, if applicable.
<input type="checkbox"/> YES  <input type="checkbox"/> NO  <input checked="" type="checkbox"/> N/A	7. The LEA has a written process for how the LEA supports programs that coordinate and integrate (A) Career and Technical Education (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.  <i>Required Attachment #5</i>	1112(b)(12) (A-B)	Documentation supporting the implementation of the written process, which may include: 1. SAN from collaboration meetings between Title I and CTE and/or Work-Based Learning Office 2. Written communication between Title I and CTE and/or Work-Based Learning Office 3. SANE from professional learning related to CTE and/or Work-Based Learning 4. SANE from school events and/or LEA events related to CTE and/or Work-Based Learning 5. Data reports and analysis demonstrating the implementation of the written process 6. Other documentation to support the LEA has implemented its written process, if applicable.

## C. TARGETED ASSISTANCE SCHOOLS

### **Resources:**

[MSDE Targeted Assistance Program Checklist](#)

### **DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

### **REQUIRED ATTACHMENTS:**

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

1. If applicable, a written process for a one year process for transitioning a Targeted Assistance School to a Schoolwide Program.
2. If applicable, to use the abbreviated planning process, a Letter of Intent to the MSDE Title I Director to begin a schoolwide planning process for a Targeted Assistance School to transition to a Schoolwide Program or a newly entering Title I School to become a Schoolwide Program in the 2021-22 School year.
3. 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.
4. An agreement, such as an MOU, which outlines the coordination activities between the LEA and Head Start and, if feasible, other early childhood programs. (Section 1119(b))

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

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Targeted Assistance Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review												
<input type="checkbox"/> YES  <input type="checkbox"/> NO  <input checked="" type="checkbox"/> N/A	<p>1. The LEA ensures that it has a written process for transitioning a Targeted Assistance Program to a Schoolwide Program <i>(Required Attachment #1 and #4)</i></p> <p>List Title I school(s) and School ID number below OR attach a list of for Targeted Assistance Schools the LEA is proposing to transition to SW in SY 2021-22:</p> <table border="1" data-bbox="409 803 793 1214"> <thead> <tr> <th>School Name</th> <th>School Number</th> <th>Indicate New Title I School or Current TAS School</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	School Name	School Number	Indicate New Title I School or Current TAS School										1114(a)(1)(B) 1114(b)(1)(A)	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> <li>1. LEA process for transitioning a Targeted Assistance Program to a Schoolwide Program</li> <li>2. Other documentation to support the LEA has implemented its written process, if applicable.</li> </ol>
School Name	School Number	Indicate New Title I School or Current TAS School													
<input type="checkbox"/> YES  <input type="checkbox"/> NO  <input checked="" type="checkbox"/> N/A	<p>1a. Abbreviated Planning Option for a new Title I school or an existing Targeted Assistance School Transitioning to a Schoolwide Title I Program</p>	1114(b)(1)(A)	<p>Documentation of the planning process must include:</p> <ol style="list-style-type: none"> <li>1. Evidence of the intent to either transition a Targeted Assistance School or have a newly entering Title I school operate as a Schoolwide Program</li> <li>2. A letter from the LEA to MSDE of the school's intent to enter Title I as a Schoolwide program or, if applicable, to transition from Targeted Assistance School to a Schoolwide Program.</li> </ol>												

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Targeted Assistance Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	<p>The LEA has a new school that will enter Title I status in the 2021-2022 school year or an existing Targeted Assistance school that plans to transition from a Title I Targeted Assistance Program to a Schoolwide Program beginning in the 2021-2022 school year, and the school would like to undergo the abbreviated planning process described by MSDE.</p> <p><b>(NOTE: see MSDE Targeted Assistance School Guidance for more details on this option).</b></p> <p><i>Required Attachment #2</i></p>		<p>3. SAN and SANE documents for the following evidence of planning and LEA technical assistance:</p> <ul style="list-style-type: none"> <li>○ Planning meetings and lists of participants that show stakeholder participation in decision making</li> <li>○ Whole-school improvement orientation meetings for school community, including training for school staff, parents, and community members on the programmatic and compliance requirements of a Schoolwide program</li> <li>○ Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents, and should work in coordination with the School Improvement Team)</li> <li>○ Meeting schedule</li> <li>○ Communications, including emails, communication log, notices on web pages, etc.</li> </ul> <p>4. Documentation showing the results of the implementation of the LEA planning process and its recommendation for each school that is to become a Schoolwide Program.</p>
<input type="checkbox"/> YES  <input type="checkbox"/> NO  <input checked="" type="checkbox"/> N/A	<p>1b. Year Long Planning Option:</p> <p>The LEA has a school that is planning transitioning from a Title I Targeted Assistance Program in the 2020–2021 School Year to a Schoolwide Program beginning in the 2021-2022 School Year using the yearlong planning process described by MSDE.</p>	<p><b>1114(b)(1)</b></p>	<p>Documentation of the planning process must include (For each Targeted Assistance School transitioning):</p> <ol style="list-style-type: none"> <li>1. Evidence of the intent to either transition a Targeted Assistance School or have a newly entering Title I school operate as a Schoolwide Program</li> <li>2. A copy of the letter from the LEA to MSDE of the school's intent to enter Title I as a Schoolwide program or, if applicable, to transition from Targeted Assistance School to a Schoolwide Program.</li> <li>3. SAN/SANE documents for the following evidence of planning and LEA technical assistance: <ul style="list-style-type: none"> <li>○ Planning meetings</li> <li>○ Lists of participants that show stakeholder participation in</li> </ul> </li> </ol>

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Targeted Assistance Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	<p><b>(NOTE: see MSDE Targeted Assistance School Guidance)</b></p> <p><i>Required Attachment #1</i></p>		<ul style="list-style-type: none"> <li>decision making <ul style="list-style-type: none"> <li>○ Whole-school improvement orientation meetings for school community, including training for school staff, parents, and community members on the programmatic and compliance requirements of a Schoolwide program</li> <li>○ Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents should work in coordination with the School Improvement Team)</li> <li>○ Meeting schedule</li> <li>○ Plan approval process</li> <li>○ Communications, including emails, communication log, notices on web pages, etc.</li> </ul> </li> <li>4. LEA Process for Approving a Targeted Assistance School Transition Plan.</li> <li>5. At completion, the LEA planning process documentation and plan for each school to be submitted to MSDE.</li> </ul>
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	2. The LEA ensures it has a written process for developing, implementing, and monitoring requirements for Targeted Assistance Programs including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.	1115(c)(1)(B)	If a LEA has any Targeted Assistance Schools at the time of its Annual Program Review, documentation supporting the implementation of the written process must include: <ol style="list-style-type: none"> <li>1. Weighted selection criteria <ul style="list-style-type: none"> <li>○ Data sources for multiple selection criteria (by school)</li> </ul> </li> <li>2. Master ranking (all students ranked showing most needy students served by grade and subject area)</li> <li>3. Targeted Assistance teachers and para schedules with matching student roster</li> <li>4. Service delivery model</li> <li>5. Description of how services will be delivered to Targeted Assistance students at each school. (Push-in, pullout, etc.)</li> <li>6. Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1 in a small group setting</li> </ol>

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Targeted Assistance Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	<i>Required Attachment #3</i>		7. School master schedules 8. Exit criteria by school 9. Other documentation to support the LEA has implemented its written process, if applicable. <b>LEA School-level Monitoring:</b> 1. Evidence of implementation of the LEA School-level Monitoring Plan must include: <ul style="list-style-type: none"> <li>○ SAN from program monitoring</li> <li>○ Program monitoring tool(s)</li> <li>○ Program monitoring feedback reports</li> <li>○ Email communication</li> </ul> 2. LEA schedules with dates for regular review for each Title I Targeted Assistance Program.
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	3. The LEA ensures the implementation of a Targeted Assistance Program includes the following seven components: <a href="#">Targeted Assistance Program Checklist</a>  1. Use program's resources to help eligible children meet the state's challenging academic standards; 2. Use methods and instructional strategies to strengthen the academic program of the school; 3. Coordinate with and support the regular educational program	1115(b)(2)(A-G)	<b>Program's resources to help eligible children meet the state's challenging academic standards may include:</b> 1. Programs, activities, and academic courses necessary to provide a well-rounded education. <b>Methods and instructional strategies to strengthen the academic program of the school may include:</b> 1. Expanded learning time, before- and after-school, and summer programs and opportunities 2. A schoolwide program 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.). <b>Coordination with the regular education program may include:</b> 1. SAN from collaboration meetings <ul style="list-style-type: none"> <li>○ Timelines with evidence of implementation</li> </ul> 2. Documentation of coordination between regular education program



<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Targeted Assistance Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	<p>which may include services to preschool children in the transition from early childhood programs;</p> <ol style="list-style-type: none"> <li>4. Provide Professional Development;</li> <li>5. Strategies to increase the involvement of parents of eligible children;</li> <li>6. If appropriate and applicable, coordinate with Federal, State, and local programs;</li> <li>7. Each Title I Targeted Assistance School will provide the LEA assurances that it will: <ol style="list-style-type: none"> <li>(i) help provide an accelerated, high quality curriculum;</li> <li>(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and</li> <li>(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section,</li> </ol> </li> </ol>		<p>and Title I</p> <p><b>Professional Development may include:</b></p> <ol style="list-style-type: none"> <li>1. Data sources demonstrating the need for identified professional development</li> <li>2. SANE documents from professional development</li> <li>3. Professional development schedules, plans, and/or calendars</li> <li>4. SANE from building capacity for school-level training to educate school personnel with parental assistance on how to work with parents as equal partners (see Parent and Family Engagement Checklist under Building Capacity requirements)</li> </ol> <p><i>NOTE: these items may be available in component D – Parent and Family Engagement.</i></p> <p><b>Strategies to increase the involvement of parents of eligible children may include:</b></p> <ol style="list-style-type: none"> <li>1. <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i></li> </ol> <p><b>If appropriate and applicable, coordination and integration of Federal, State, and Local programs may include:</b></p> <ol style="list-style-type: none"> <li>1. SAN from meetings involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, Health Department, Department of Social Services, etc.)</li> <li>2. If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program plan.</li> </ol>

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Targeted Assistance Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	<p>if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.</p> <p><i>Required Attachment #3 and #4</i></p>		
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	<p>4. The LEA ensures that progress of participating children is reviewed on an ongoing basis and programs are revised if necessary to provide additional assistance to eligible children.</p> <p><i>Required Attachment #3</i></p>	<p>1115 (b)(2)(G)(iii)</p>	<p><b>Documentation supporting the implementation of the written process which may include:</b></p> <ol style="list-style-type: none"> <li>1. LEA schedules with dates for regular review for each Title I Targeted Assistance Program</li> <li>2. SAN documentation of data review meetings</li> <li>3. Documentation of program adjustments based on data review and progress monitoring</li> <li>4. Student progress monitoring (evidence of progress/lack of progress)</li> <li>5. <b>Other documentation to support the LEA has implemented its written process, if applicable.</b></li> </ol>

## D. PARENT AND FAMILY ENGAGEMENT

### **Resources**

[Parent and Family Engagement District-Level Checklist](#)

[Parent and Family Engagement School-Level Checklist](#)

### **DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

### **REQUIRED ATTACHMENTS:**

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

1. A written process to ensure that the LEA monitors the implementation of Parent Family Engagement requirements specified in section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact.
2. LEA's 2021-2022 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families.
3. Tool used for annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.

**NOTE TO LEA:** Prior to the LEA Annual Program Review, MSDE specialists will review randomly selected Title I school Parent and Family Engagement Plans and School-Parent Compacts, which should be submitted prior to the Program Review. If these items are available in multiple languages, they should be submitted in all languages available. **The specific due date will be determined between the MSDE Title I POC and LEA Title I Coordinator.**

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

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Parent and Family Engagement Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	<b>Local Educational Agency</b> 1. The LEA ensures that the District Policy/Plan complies with all requirements including parent outreach, written policy, reservation, annual evaluation, and building capacity. Section 1116 (a)  <a href="#">Parent and Family Engagement District-Level Checklist</a>  <i>Required Attachment #2</i>	Section 1116 (a)(1)(2)(A)(B)(C)(D)(3)(B)	LEA Parent and Family Engagement Plans Evidence:  <b>District-Level Written Policy/Plan</b> Evidence must include: 1. SANE from parent input meetings 2. Announcements/Fliers 3. Translated documents, if applicable 4. Receipts for accommodations/ interpreters, if applicable 5. Example of how the LEA's Parent and Family Engagement Policy/Plan is distributed and available. (Examples may include district/school website, student handbook, or school newsletters, etc.) 6. SANE from parent meetings specific to Section 1112. 7. SANE or other evidence that the LEA provides coordination, technical assistance, and other support to school 8. Completed district level evaluations/surveys addressing: <ul style="list-style-type: none"> <li>barriers to greater participation by parents;</li> <li>the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers;</li> <li>strategies to support successful school and family interactions;</li> <li>use of findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement.</li> </ul> 9. Communication/outreach regarding the distribution of evaluation/survey of LEA Parent and Family Engagement Policy/Plan 10. Results/summary of parent feedback. i.e., data analysis, narrative, etc. 11. Revisions to policy/plan are made based on evaluation, if applicable  <b>District-Level Reservation:</b> Evidence must include:

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Parent and Family Engagement Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
			12. SANE from parent meetings specifying agenda item on Title I PFE funds 13. Announcements/Fliers for meetings
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	<b>School Level</b> 2. The LEA ensures that Title I schools comply with all requirements including general requirements, reservation, policy involvement, shared responsibility, and building capacity.  <a href="#">Parent and Family Engagement School-Level Checklist</a>	Section 1116 (b)(c)(d)(e)	School Level Parent and Family Engagement Plans Evidence <b>must</b> include: 1. School level plan(s) 2. Example of how the school's Parent and Family Engagement Plan is distributed (Examples <b>may</b> include school website, student handbook, school newsletters, plans sent home via backpack/ orientation packet) 3. SANE from Title I annual meeting(s) specifying information about Title I and parents rights to be involved <b>Policy Involvement</b> Evidence must include: 4. <b>SANE from parent input meetings</b> 5. Announcements/Fliers of outreach/events 6. Translated documents, if applicable 7. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable 8. How parents are informed about the Schoolwide plan and can make comments if plan is not satisfactory  <b>Reservation</b> Evidence <b>must</b> include: 9. SANE from parent meetings specifying agenda item on Title I PFE funds 10. Announcements/Fliers for meetings  <b>Shared Responsibility (School-Parent Compact)</b> evidence <b>must</b> include: 1. School-Parent Compact(s) 2. SANE from parent meetings specifying agenda item for review and input on the school-parent compact 3. Announcements/Fliers for meetings 4. Translated school-parent compacts, if applicable,

<b>Application:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Parent and Family Engagement Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
			5. Example of how the school's School-Parent Compact is distributed and discussed. (Examples may include SAN from parent/teacher conferences and may include school website, student handbook, school newsletters, plans sent home via backpack/ orientation packet)
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	<b>3. Building Capacity for Involvement</b> The LEA ensures that the Title I Office and all Title I schools build capacity of parent/family, community and school personnel for effective involvement of parents and family members in improving student academic achievement.  1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. 2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. 3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school	<b>1116(e)(1-6)</b>	LEA and School-Level Documentation must include: 1. SANE from LEA technical assistance to schools <b>LEA Building Capacity</b> evidence must include: 1. SANE from parent meetings, outreach or events with <b>topic specific</b> agenda items 2. Announcements/Fliers for outreach/events 3. Handouts/resources from parent outreach/events, staff development, etc., as appropriate 4. Translated documents, if applicable 5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable <b>School-Level Building Capacity</b> evidence must include: 1. SANE from parent meetings, outreach or events with <b>topic specific</b> agenda items 2. Announcements/Fliers for outreach/events 3. Handouts/resources from parent outreach/events, staff development, etc., as appropriate 4. Translated documents, if applicable 5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable



<b>Application:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Parent and Family Engagement Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	<p>leaders) with parental assistance on how to work with parents as equal partners in their child's educational process.</p> <p>4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers.</p> <p>5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand.</p> <p>6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request.</p>		
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	4. The LEA ensures that all Title I schools, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents	<b>1116(f)</b>	<b>Accessibility</b> evidence <b>may</b> include: 1. Translated documents, if applicable 2. Receipts for accommodations/ interpreters, if applicable

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Parent and Family Engagement Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	with disabilities, and parents of migratory children.		
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	5. The LEA ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools. <i>(Required Attachments #1 and #3)</i>	<b>1116(a)(2)(B)</b> <b>1116(e)(1-14)</b>	Evidence of LEA monitoring processes of Parent and Family Engagement requirements <b>may</b> include: 1. SANE from technical assistance, including topic specific agenda items 2. Training and/or evaluation feedback results, <b>if applicable</b> 3. Data charts, tools, and/or tables demonstrating engagement of parents and family members in improving student academic achievement, <b>if applicable</b>



## E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

### **Resources**

[Non-Regulatory Guidance: Equitable Services](#)

[Consultation Checklist](#)

[Affirmation of Consultation Form](#)

[Intent to Participate Form](#)

### **DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

### **REQUIRED ATTACHMENTS:**

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

1. A written process for:
  - (a) inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools;
  - (b) oversight, monitoring, supervising, and evaluating the Title I program serving private school students to include:
    - (i) ordering and storing of materials and equipment for use in the program provided to private school children
    - (ii) 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
  - (c) Developing a formal agreement (MOU) with other LEA to provide services to private school students and timeline for securing signatures.

- **NOTE:** The school system must submit the following documents in Appendix H of the Local ESSA Consolidated Strategic Plan. These documents are not required attachments for the Title I application.
  - Consultation timeline
  - Signed Affirmation of Consultation

- Complaint procedures/dispute resolution process

Include the total number of participating students on the Equitable Services Tables in Appendix H. Please add "0" if no services are provided.

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

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Participation of Children Enrolled in Private Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	<p><b>1. Delivery of Services</b>  The LEA ensures it <i>(check all that apply)</i>:</p> <p><input type="checkbox"/> Provides services directly to the eligible private school students.</p> <p><input type="checkbox"/> Enters into a third party contract to provide services to eligible private school students.</p> <p><input type="checkbox"/> Enters into a formal agreement (MOUs) with other LEA(s) to provide services to private school students.</p> <p><b>Please identify LEAs involved.</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Provide the date(s) services will begin: _____</p> <p><i>Required Attachment #1c</i></p>	1117(b)(1)(C)(G)	<ol style="list-style-type: none"> <li>1. Copies of contracts or agreements with individuals under contract with the LEA (hourly employees)</li> <li>2. Payroll lists for Title I staff providing Title I services to participating private school children</li> <li>3. Third party vendor documentation that the LEA has transferred Title I funds to another LEA</li> <li>4. If applicable, formal agreement (MOU) with other LEA to provide services to private school students. <ul style="list-style-type: none"> <li>○ If applicable, communication with other LEA(s) regarding timeline for formal agreement (MOU).</li> <li>○ If applicable, signed MOU with other LEA.</li> </ul> </li> </ol>

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Participation of Children Enrolled in Private Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	<b>2. Invitation to Private School Officials</b> The LEA ensures it has a written process for inviting private schools to participate in the Title I, Part A program.  <i>Required Attachment #1a</i>	1117(a)(1)(A) 1117(b)(1)(b)(5)	1. Approved list of private schools, church exempt, and publicly funded schools. 2. Forms of outreach may include: emails, phone logs, or certified mail receipts, etc. 3. 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"/> NO  <input type="checkbox"/> N/A	<b>3. Ongoing Consultation</b> 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. <i>Required Attachment #1a</i>	1117 (b)(1-5)	1. Evidence Consultation Topics are addressed: <ul style="list-style-type: none"> <li>o SANE documentation including topic specific agendas; emails, notes from phone calls</li> </ul> 2. If applicable, the LEA 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"/> NO  <input type="checkbox"/> N/A	<b>4. Equitable Services to Students</b> The LEA ensures it provides services to private schools' students in an equitable manner based on the needs of the participating private school.	1117(a)(1)(A) 8501(c)	1. List of participating private school children 2. Multiple selection criteria used to select for services
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO	<b>5. Teachers and Families Participation</b> The LEA ensures that families and teachers of the children	1117(1)(B)	1. Evidence of professional development for teachers: <ul style="list-style-type: none"> <li>o Agenda topic-specific SANE</li> <li>o List of professional development activities provided or scheduled to be provided to the classroom teachers</li> </ul>

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Participation of Children Enrolled in Private Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input type="checkbox"/> N/A	participate, on an equitable basis, in services and activities developed pursuant to Section 1116.		2. Evidence of family engagement activities: <ul style="list-style-type: none"> <li>○ Agenda topic-specific SANE</li> <li>○ List of family engagement activities scheduled or to be scheduled for families of participating students</li> </ul>
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	<b>6. Dispute Resolution</b> The LEA ensures it has a written dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman.	1117(b)(2-6) 1117(c)(2)	1. If applicable, copy of communication and/or SANE between LEA, MSDE, and/or private school official working toward resolution 2. If applicable, evidence of resolving disagreements
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	<b>7. Supervision and Evaluation</b> 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 &amp; c</i>	1117(b)(1) 1117 (d)(1)	<b>Evidence LEA Supervises:</b> <b>LEA Program Oversight</b> <ol style="list-style-type: none"> <li>1. Schedules of Title I staff</li> <li>2. Timeline/schedules for monitoring visits</li> <li>3. LEA written process and procedures for monitoring Title I services in private schools</li> <li>4. Monitoring feedback on student progress to Title I staff providing services or private schools officials (including letters, emails, reports, or notes, if applicable)</li> <li>5. Sample lesson plans and student work</li> <li>6. Oversight of third party vendor services</li> </ol> <b>Qualifications of staff providing services:</b> <ol style="list-style-type: none"> <li>1. Teachers providing services meet state certification and licensure requirements</li> <li>2. Paraprofessionals providing instructional support are under direct supervision of teachers that meet state certification and licensure</li> </ol>

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Participation of Children Enrolled in Private Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
			<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 and licensure requirements and qualified paraprofessionals.)</i></p> <p><b>Ordering and Storing of Materials and Equipment Oversight:</b></p> <ol style="list-style-type: none"> <li>1. Title I property labels</li> <li>2. Inventory list</li> </ol> <p><b>Evidence of Evaluation must include:</b></p> <ol style="list-style-type: none"> <li>1. Progress reports/EOY reports on effectiveness of services</li> <li>2. SANE documenting modification to program, if applicable</li> </ol>

## F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

### **Resources**

[Non-Regulatory Guidance: Education for Homeless Children and Youth Program](#)

[Shelter Housing for Children and Youth Tracking Certification](#)

### **DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

### **REQUIRED ATTACHMENTS:**

1. A written process that includes how the Title I office will coordinate with the Homeless Education Liaison/Office, which includes:
  - a. how the LEA will provide educationally related support services in a coordinated effort, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education
  - b. the LEAs method for determining the homeless reservation set-aside, whether by a needs assessment or some other method.
2. If applicable, a written process that includes:
  - a. a description of how the LEA calculated the excess costs of providing transportation to homeless students;
  - b. the calculations that the LEA used to arrive at the figure on this section.
3. 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 component.

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Education for Homeless Children and Youth Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	1. The LEA ensures that Title I funds provide educationally related support services in a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.  <i>Required Attachment #1</i>	1113(c)(3)(A)(i)	1. Email or written communication regarding the needs of homeless students and families 2. Consultation Meetings with the LEA homeless education coordinator/liaison and Title I Office (SAN) <ul style="list-style-type: none"> <li>○ Copy of needs assessment or method used to determine needs/set-aside</li> <li>○ Copy of homeless enrollment data</li> <li>○ Copy of support services data (based on educationally related support services provided)</li> </ul>
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	2. The LEA has a written process and 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.  <i>Required Attachment #1 and #2</i>	1113(c)(3)(A)(c)(i)	Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> <li>1. Collaboration meetings to determine the reservation (SAN) <ul style="list-style-type: none"> <li>○ Funds used for full or part of the homeless education liaison or additional staff</li> <li>○ Funds used for excess transportation</li> <li>○ Funds used for instruction and support services</li> </ul> </li> <li>2. Written/email communication with LEA homeless education coordinator/liaison) of agreed reservation set-aside for allowable activities.</li> <li>3. Other documentation to support the LEA has implemented its written process, if applicable.</li> </ol>

**SHELTER HOUSING FOR CHILDREN AND YOUTH TRACKING CERTIFICATION**  
**SY 2021-2022**

**I certify the following shelters provide assistance to homeless families, children and youth. The Local Educational Agency's Homeless Education Coordinator/Liaison is in regular contact and communication with the shelter director and staff to coordinate efforts for school enrollment and participation for all students.**

Local Educational Agency: St. Mary's County Public Schools

Homeless Education Coordinator/Liaison:	Annie Gast	301-475-5511 x32159	n/a
	Name	Telephone	Cell Phone

Homeless Education Coordinator / Liaison's Email: Annie Gast/ acgast@smcps.org

[illegible]

Kate Weaver

**Signature - Homeless Education Coordinator/Liaison**

0/19/2021  
Date



[Return to application](#)

## G. SUPPORT FOR FOSTER CARE STUDENTS

### **Resources**

[Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care](#)

### **DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

### **REQUIRED ATTACHMENTS:**

1. A written agreement facilitated by the local child welfare agency and the LEA Foster Care Point of Contact among stakeholders, (including Title I Coordinator) describing how they will coordinate and collaborate to determine the educational stability of foster care students (MOU/MOA) including transportation, school of origin and best interest decisions.
2. If applicable, a written process that includes:
  - a. a description of how the LEA calculated the excess costs of providing transportation to foster care students;
  - b. the calculations that the LEA used to arrive at the figure on this section.

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

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Support for Foster Care Students Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	1. The LEA ensures it collaborates with the State and local child welfare agency (DSS) to develop and implement clear written procedures and practices to ensure educational stability for children in foster care. <i>Required Attachment #1</i>	1111(g)(1)(E)	1. Collaboration with the child welfare agency, inclusive of the LEA foster care point of contact and the local education agency. (SAN) 2. Copy of signed and dated MOU/MOA (transportation, best interest, school of origin) 3. Email communication
<input type="checkbox"/> YES  <input type="checkbox"/> NO  <input checked="" type="checkbox"/> N/A	2. The LEA ensures that it uses a method for determining the foster care transportation set-aside, whether by a needs assessment or some other method (e.g., past foster care student enrollment and support services cost data), and how the foster care point of contact was consulted or involved in that process.  <i>Required Attachment #2</i>	1111(c)(5)	1. Email or written communication regarding the needs of foster care students 2. Consultation Meetings with the LEA foster care point of contact and Title I Office (SAN) <ul style="list-style-type: none"> <li>○ copy of needs assessment used</li> <li>○ copy of foster enrollment data</li> <li>○ copy of support services data</li> </ul>

## H. ENGLISH LEARNERS

### **Resources**

[Non-Regulatory Guidance: English Learners and Title III](#)

[MSDE Title I and Title III Questions and Answers](#)

### **DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

### **REQUIRED ATTACHMENTS:**

1. The LEA must include a written process for the coordinated effort to inform parents about the ESOL program placement, including the ESOL placement timeline.

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

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>English Learners Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	1. The LEA 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)	Evidence of a coordinated effort to inform parents about the ESOL Program placement, which must include: 1. Distribution of dated and completed English and/or translated versions of the ESOL Parent Notification Letter specifying the student's placement in an ESOL Program with parent signature or documentation of due diligence to obtain the parent's signature.

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>English Learners Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	<i>Required Attachment #1</i>		2. Documentation of distribution of the letters within 30 days of the beginning of the school year or within two weeks of the student's placement in a language instruction educational program (ESOL program). 3. SAN documentation and/or written communication documenting collaboration between the Title I and Title III offices pertaining to: <ul style="list-style-type: none"> <li>○ Parent notification</li> <li>○ English Learner (EL) screening and placement</li> <li>○ ESOL placement timeline</li> </ul>
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	2. The LEA ensures that Title I supports collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents/families of ELs regarding their education.	1116(e)(4) 1116(f) 1112(e)(3)(C)(ii)	Evidence of intentional practices to implement effective outreach to parents/families of ELs regarding their education, which must include: <ol style="list-style-type: none"> <li>1. SANE documenting English Learner parental participation in parent and family engagement events</li> <li>2. SANE documenting specific events held for parents/families of English Learners regarding how to increase their awareness of the American Educational System. <i>(For example: English to Speakers of Other Languages (ESOL) Parent Orientations, and workshops on how to help your ELs to be successful on the ACCESS for ELLs, etc.)</i></li> <li>3. Copy of Parent/Family Communication Logs</li> <li>4. Translated documents or flyers</li> <li>5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable</li> <li>6. Translated school improvement team invitation letter/flyer sent to parents/families of ELs and sign-in sheet (SAN/SANE)</li> </ol> NOTE: some of these items may be available in component D – Parent and Family Engagement.

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>English Learners Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	3. The LEA assures it has a report card, that is concise, presented in an understandable and uniform format, and to the extent practicable, in a language that parents can understand; and accessible to the public.	1111(h)(2)	1. Sample of the LEA's report card 2. SAN and/or written communication documenting the ongoing collaboration between the Title III and Title I Coordinators 3. SANE, emails, and/or communication to parents/families demonstrating the report card data was shared in a language that the parents/families can understand.

## I. SCHOOL IMPROVEMENT – TARGETED SUPPORT AND IMPROVEMENT SCHOOLS

**NOTE:** All LEAs with Title I TSI Schools are expected to complete Component I: School Improvement – Targeted Support and Improvement Schools. Mark N/A for assurance 1 only if there are no Title I TSI schools in the LEA. Mark N/A for assurance 2 only if there are no Title I funds being set-aside for TSI.

### Resources

[Link for School Improvement Resource Hub](#)

Maryland's TSI Understanding Document (Provided in the Guidance Document)

### **DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

### **REQUIRED ATTACHMENTS:**

1. The LEA must include a written process explaining how the LEA will carry out responsibilities under Section 1111(d) (TSI) (Section 1112(b)(1)(3)) for Title I Targeted Support and Improvement Schools (Section 1111(d)(2))
  - a. For each school identified, in partnership with stakeholders, development and implement a school-level TSI plan to improve student outcomes for each student group identified for improvement (Section 1111(d)(2)(B)).
  - b. Process for approving school-level TSI plans (Section 1111(d)(2)(B)(iii))
  - c. Process for monitoring school-level TSI plans (Section 1111 (d)(2)(B)(iv))
  - d. Process for identifying and addressing resources inequities impacting TSI schools (Section 1111(d)(2)(C)).

**NOTE TO LEA:** Prior to the LEA Annual Program Review, MSDE specialists will review selected Title I Targeted Support and Improvement Intervention Plan(s), which should be submitted prior to the Program Review date. The specific due date will be determined between the MSDE Title I POC and LEA Title I Coordinator.

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

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Targeted Support and Improvement School Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A  N/A = There are no Title I TSI Schools	1. The LEA ensures it has a written process for planning, approving, implementing, and monitoring the components of each Title I TSI School.  <i>Required Attachment #1</i>	1111(d)(2), 1112(b)(1)(3)	Documentation supporting the implementation of the written process which must include: 1. Needs Assessment, with documentation to include: <ul style="list-style-type: none"> <li>Needs Assessment Tool</li> <li>Summary of Results, with focus on identified student group(s)</li> <li>Root Cause Analysis Tool (recommended)</li> <li>SAN, e.g. School Staff and Parent/Community Members, Training Dates and Materials,</li> <li>Written Summary of Results</li> </ul> 2. SAN Documentation <ul style="list-style-type: none"> <li>SIT Meetings, <u>Other</u> Stakeholder Meetings</li> <li>Schedule for Conducting the Needs Assessment</li> </ul> 3. Analysis of Resource Inequities that affect lower performance in identified student group(s) <ul style="list-style-type: none"> <li>Written Method for Conducting Analysis</li> <li>SAN for Meetings, e.g., between School and LEA Staff</li> <li>Written Summary of Findings of Analyses</li> </ul> A written process for implementing the school level Title I TSI plan including: <ol style="list-style-type: none"> <li>Evidence-based strategies that are aligned with findings of the Needs Assessment and Resource Inequities Analyses</li> <li>Communications with LEA departments and partnerships with entities outside the LEA</li> <li>List of staff and organizations involved in plan development</li> <li>SAN/SANE from meetings, training, staff development</li> <li>Communications Logs, emails, etc.</li> <li>Copies of formal agreements, contracts, etc.</li> </ol>

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Targeted Support and Improvement</b> <b>School Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
			Evidence of Stakeholder involvement, which must include: <ol style="list-style-type: none"> <li>1. SAN/SANE</li> <li>2. Communication logs</li> </ol> Documentation for monitoring and evaluating Title I TSI school plans: <ol style="list-style-type: none"> <li>1. Analysis of academic progress of identified student groups, and timelines that include: <ul style="list-style-type: none"> <li>o Written Monitoring tool(s) and schedule</li> <li>o Summary Results of Assessments</li> <li>o Procedure for making changes in Strategies/Interventions based on growth in the identified student group(s) needs, if applicable</li> </ul> </li> <li>2. Other documentation to support the LEA has implemented its written process, if applicable</li> </ol>
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	2. The LEA ensures it has a written process for determining how it will allocate additional Title I and local/other funds set aside for each Title I TSI School, if applicable.		Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> <li>1. If applicable, written process for determining allocation of additional Title I funds to schools</li> <li>2. SAN from meetings e.g.: Finance Office Staff to develop budget</li> <li>3. Emails, communication logs</li> <li>4. Other documentation to support the LEA has implemented its written process, if applicable.</li> </ol>



## J. FISCAL REQUIREMENTS

### Resources:

[Non-Regulatory Guidance: Supplement Not Supplant](#)

[Non-Regulatory Guidance: Within-District Allocations](#) (Draft for Public Comment)

[Skipped School Addendum](#)

### DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

### REQUIRED ATTACHMENTS:

1. If applicable, Skipped School Approval Letter and [Skipped School Addendum](#).
2. **If applicable,** Neglected & Delinquent: Include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also, list each institution and the amount of funding provided.
3. Education for Homeless Children and Youth: Include a description of how Title I funds provide educationally related support services as a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.
4. **If applicable,** Education for Homeless Children and Youth - Homeless Liaison: Include a job description of the Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento).
5. **If applicable,** Education for Homeless Children and Youth - Transportation: Include 1) description of how the LEA calculated the excess cost of providing transportation to homeless students; 2) the calculation that the LEA used to arrive at the amount in this section.
6. **If applicable,** Education for Foster Care Students - Transportation: Include 1) description of how the LEA calculated the excess cost of providing transportation for Foster Care students; 2) the calculation that the LEA used to arrive at the amount in this section. *Note: As part of developing and implementing its transportation procedures, an LEA must address any additional costs incurred in providing transportation to maintain children in foster care in their schools of origin. Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.*

7. The LEA must include a written process for Supplement, not Supplant, which includes how the LEA:
  - 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.
8. The LEA must include a written process for documenting and monitoring the school-level use of Title I funds and Title I funded positions, including:
  - School-level Fiscal responsibility
  - Approval of school-level expenditures that are reasonable, necessary, allowable, and allocable
  - Appropriate use of school-level Title I funded positions based on approved job descriptions
  - Roles and responsibilities of paraeducators
9. District-level Administration: Include a job description for all centrally-funded district-level administration positions
10. The LEA must include a written process for how the Parent and Family Engagement Allocations are determined, ensuring at least 90% is distributed to schools. The LEA must provide a list of all Title I school's individual parent and family engagement allocations.

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

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Fiscal Requirements Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	1. The LEA ensures that all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable), including the use of school-level Title I funds and all Title I funded positions.  <i>Required Attachment #8</i>	2 CFR Part 200 Subpart E 200.403 200.404 200.405	Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> <li>1. Systems and structures for monitoring and approving school-level fiscal responsibility</li> <li>2. Systems and structures for monitoring and approving school-level expenditures that are reasonable, necessary, allowable, and allocable</li> <li>3. LEA monitoring of the appropriate use of school-level Title I funded positions based on approved job descriptions</li> </ol>

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Fiscal Requirements Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
			4. LEA monitoring of the appropriate use of Title I funded paraeducators, including roles and responsibilities. 5. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	2. The LEA 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.  <i>Required Attachment #7</i>	1118(b)(1)	Documentation supporting the implementation of the written process which must include: 1. The approved methodology and supporting narrative provided with the Title I, Part A Application for the applicable school year. 2. Most current, dated copy of the district's supplement, not supplant policy and procedures document, <i>if applicable, (only if there have been any changes to number 1).</i> 3. Semi-annual certification (district, schoolwide program, and targeted assistance). 4. Time and effort for split funded staff (district, schoolwide program, and targeted assistance), to include: <ul style="list-style-type: none"> <li>○ Job descriptions</li> <li>○ Time and effort reporting</li> <li>○ Personnel Activity Reports (PARs)</li> <li>○ Written procedures to review Time and Effort</li> </ul> 5. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	3. The LEA ensures compliance with the supplement not supplant requirement by demonstrating that the methodology used to allocate State and local funds to each school receiving Title I, Part A funds ensures that such school receives all of the State and local funds it	1118(b)(2)	Documentation supporting the implementation of the written process which must include: 1. LEA Internal Controls and Written Procedures 2. Allocation Amount and Expenditures for non-Title and Title I schools (both Schoolwide Program and Targeted Assistance) 3. Distribution of staff and funding per the approved methodology for non-Title I and Title I schools (both Schoolwide Program and Targeted Assistance)

<b>Application:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Fiscal Requirements Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	would otherwise receive if it were not receiving Title I, Part A funds.  <i>Required Attachment #7</i>		4. List of Title I schools and non-title I schools inclusive of the distribution method used by the local Educational Agency for the applicable school year. 5. LEA Transaction Level Reports of Expenditures 6. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	4. The LEA ensures that all Title I schools received State and local funds necessary to provide services required by law for children with disabilities and English Learners.  (Derived from NRG Q17.)	<b>1118(b)(1)-(2)</b> <b>1114(a)(2)(B)</b>	1. Allocation Amount and Expenditures for non-Title and Title I schools demonstrating receipt of State and local funds for children with disabilities and English Learners.

## J. FISCAL REQUIREMENTS

<b>REQUIREMENTS</b> <b>(align with the Fiscal Tables provided in Excel)</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<b>Requirement 1- Equitable Services Table 7-8</b> An LEA must reserve off the top of the LEA's Title I, Part A allocation the proportional share of funds for Title I services to eligible private school students based on consultation with private school officials. This includes costs associated with instructional support, family engagement, administrative costs, professional development, etc.	1117(a)(4)(A)  <a href="#">Link to Non-regulatory Guidance</a>	Evidence of Equitable Services Expenditures to show Proportional Share 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures demonstrating total spending and remaining funds dated within 30 days of the Annual Program Review 3. Records of expenditures, as applicable <ul style="list-style-type: none"> <li>○ Salary/wages information</li> <li>○ Invoices/purchase orders, for materials, instructional supplies</li> <li>○ Invoices, including 3rd party vendor invoices</li> </ul> 4. Evidence of professional development for teachers, if applicable: <ul style="list-style-type: none"> <li>○ Purchase orders and invoices for costs related to professional development activities for Title I funded staff that show that these costs are charged to administration.</li> </ul> 5. Evidence of family engagement activities: <ul style="list-style-type: none"> <li>○ Purchase orders and invoices for costs related to parent involvement activities.</li> </ul>
<b>Requirement 2- Parent and Family Engagement- Table 7-9.1</b> LEA 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.	1116 (a)(3)(A) 1116(a)(3)(C)	Evidence of Parent and Family Engagement Expenditures 1. Evidence of implementing the written process for allocating of 90% to schools 2. School/LEA reservations are in the LEA budget and line items can be followed from the budget 3. LEA Transaction Level Reports of Expenditures demonstrating total spending and remaining funds dated within 30 days of the Annual Program Review 4. Invoices, contracts, etc.

<b>REQUIREMENTS</b> <b>(align with the Fiscal Tables provided in Excel)</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<b>Requirement 3 – Neglected &amp; Delinquent Reservation</b> <b>Table 7-9.1</b> LEAs are required to reserve Title I funds if N&D programs exist in the LEA. Title I funds support a coordinated effort in the LEA, to address the needs of neglected, delinquent, and at-risk students, in accordance with the Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk.	1113(c)(3)(A)(ii) 1113(c)(3)(A)(iii)	<b>Evidence of Neglected &amp; Delinquent Expenditures</b> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures demonstrating total spending and remaining funds dated within 30 days of the Annual Program Review 3. Invoices, contracts, etc. 4. Memorandum of Understanding (MOU)
<b>Requirement 4 - Homeless Children and Youth</b> <b>Table 7-9.1</b> Funds are reserved to provide support to children experiencing homelessness. The LEA has a plan for the use of the funds.	1113(c)(3)(A)(i)	<b>Evidence of Homeless Children and Youth Expenditures</b> <b>Reservation:</b> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures demonstrating total spending and remaining funds dated within 30 days of the Annual Program Review 3. Invoices, contracts, etc. <b>Costs associated with Instructional/Educational Support Services may include:</b> 1. Tutoring Services, especially in shelters or other locations where homeless students live 2. Extended learning time (before and after school, Saturday classes, summer school) 3. Counseling services to address mental health issues related to homelessness that is impeding learning 4. GED testing for school-age students

<b>REQUIREMENTS</b> <b>(align with the Fiscal Tables provided in Excel)</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
		5. Parental involvement specifically oriented to reaching out to parents of homeless students 6. Fees for AP and IB testing 7. Items of clothing, student fees, required records, medical and dental services, outreach services  <b>Homeless Liaison (If applicable):</b> 1. Cost associated with Homeless Education Coordinator/Liaison position 2. Reservation is in the budget 3. Job description 4. Schedules (note who monitors/oversight)  <b>Transportation (If applicable):</b> 1. Cost associated with Homeless Education Transportation 2. Reservation is in the budget 3. LEA calculation of excess cost for providing transportation 4. Invoices/payment schedule for transportation
<b>Requirement 5 - Education for Foster Children</b> <b>Table 7-9.1</b> Funds are reserved to provide support to children in foster care. The LEA has a plan for the use of the funds.	Sec. 1113(c)(3)(A)(i) of ESEA and Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care Program	<b>Transportation (If applicable):</b> 1. Cost associated with Foster Care Student Transportation 2. Reservation is in the budget 3. LEA calculation of excess cost for providing transportation 4. Invoices/payment schedule for transportation 5. Contracts
<b>Requirement 6- Districtwide Title I Instructional Programs</b> <b>Table 7-9 .2</b>	34 CFR Part 200.77	<b>Expenditures</b> 1. LEA reservations are in the LEA budget and line items can be followed from the budget

<b>REQUIREMENTS</b> <b>(align with the Fiscal Tables provided in Excel)</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
LEAs must reserve funds for Districtwide instructional programs for Title I schools.		2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc.
<b>Requirement 7 - Districtwide Professional Development</b> <b>Table 7-9.2</b> LEAs may reserve funds for Districtwide professional development programs for Title I schools such as: Professional development for Title I schools that is above and beyond what the Local Educational Agency program provides for all schools.	34 CFR Part 200.77	<b>Evidence of Districtwide professional development Expenditures, if applicable:</b> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc.
<b>Requirement 8- Administration</b> <b>Table 7-9.3:</b> LEA may reserve funds for the cost of administering Title I Part A program. Funds reserved for Administration can only be used to administer the Title I Part A program in public schools. Indirect cost if charged to the grant is an administrative cost.  <i>Required Attachment #10</i>	34 CFR Part 200.77	<b>Evidence of Administration Expenditures, if applicable:</b> LEA reservations are in the LEA budget and line items can be followed from the budget 1. LEA Transaction Level Reports of Expenditures 2. Invoices, contracts, etc. 3. Indirect costs at the approved yearly rate 4. Travel, Office Supplies, and technology for Title I 5. Job Descriptions for Administrative Office/Personnel showing alignment of assigned duties to budget
<b>Requirement 9 - Support for Title I TSI Schools</b> <b>Table 7-9.4</b>	Section 1111(d)(2)	<b>Expenditures</b> 1. LEA Title I, Part A set-aside funding, if applicable, is in the LEA budget and line items can be followed from the budget 2. LEA non-Title I funding is listed, if applicable 3. LEA Transaction Level Reports of Expenditures 4. Invoices, contracts, etc.



<b>REQUIREMENTS</b> <b>(align with the Fiscal Tables provided in Excel)</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<b>Requirement 10 - Carryover Estimate Table 7-9.4</b>	1127 1117(a)(4)(B)	1. LEA Financial Report showing status of carryover was redistributed to participating areas and schools in accordance with allocation procedures 2. Funds remaining resulting from school's unspent parent involvement funds are redistributed to Title I schools (if applicable) 3. Waiver intent indicated in the Title I Application, <b>if applicable</b>
<b>Requirement 11 –Audits</b> The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented.	Uniform Grant Guidance (UGG) 200.501(b)	1. Single audits are conducted annually 2. Copies of single audit reports (2 most recent) and Corrective Action (when applicable) 3. LEA response to findings, <b>if applicable</b> 4. MSDE follow-up reviews of findings, <b>if applicable</b> 5. All required corrective actions from the audit findings are fully implemented within the agreed timeline, <b>if applicable</b> 6. Independent auditor's report shows that the LEA has corrected all actions required, <b>if applicable</b>
<b>Requirement 12 - Rank Order</b> The LEA 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.	1113(a)(3)(A) 34 CFR Part 200, 200.77-200.78 Code of Federal Regulations (CFR)	1. Local finance budget reports match amounts reported in the approved Allocation Worksheet. 2. If applicable, Charter Schools are included in the ranking 3. If applicable, Skipped Schools have been approved by MSDE. 4. LEA 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. 5. If applicable, Continuing Eligibility schools meet the statutory definition.
<b>Requirement 13 - Equipment and Related Property</b> Equipment must 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	EDGAR 34 CFR 80.32, UGG §200.314	1. LEA Inventory 2. Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment 3. Annual physical inventory of Title I equipment 4. Lease agreements, <b>if applicable</b> 5. Expenditure Reports, <b>if applicable</b> 6. LEA Transaction Level Reports of Expenditures, <b>if applicable</b>

<b>REQUIREMENTS</b> <b>(align with the Fiscal Tables provided in Excel)</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<p>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:</p> <p>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.</p> <p>A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.</p> <p>A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property.</p>		

<b>REQUIREMENTS</b> <b>(align with the Fiscal Tables provided in Excel)</b>	<b>Citation</b>	<b>Evidence of Implementation</b> <b>Application:</b> Documentation listed is shared as a resource for LEA planning and preparation <b>Monitoring:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
Adequate maintenance procedures must be developed to keep the property in good condition.		
<b>Requirement 14- Use of Technology Devices</b> Sub-grantees must adequately safeguard all assets and must ensure that they are used solely for authorized purposes	34 C.F.R. § 80.20 (added in SY 2015-2016)	<ol style="list-style-type: none"> <li>1. Copy of acceptable use policy for staff and students stipulating constraints and practices of the user.</li> <li>2. Documentation that the LEA has implemented their procedures for monitoring and enforcement of their acceptable use policies.</li> <li>3. Staff Training (SANE)</li> <li>4. Corrective Actions, if applicable.</li> </ol>

## **Addendum: Progress Monitoring through Growth Measures and Outcomes**

### **Section 1112(a)(3)(B)(i)**

(B) APPROVAL.—The State educational agency shall approve a local educational agency’s plan only if the State educational agency determines that the local educational agency’s plan—(i) provides that schools served under this part substantially help children served under this part meet the challenging State academic standards;

### **PROGRESS MONITORING REQUIRED ATTACHMENT**

The LEA must include a written process for analyzing State and District Level area(s) of academic growth measures, which must include the following criteria for **Districtwide Instructional Initiatives (Table 7-9.2)**, **Districtwide Parent and Family Engagement Activities (Table 7-9.1)**, and **Districtwide Targeted Support and Improvement Activities (Table 7-9.2/7-9.4)**: Growth Target, Goals/Objectives, Rationale using an equity lens (including how this strategy supports the needs of student groups, if applicable), Implementation Strategies/Evidence-based strategies, Timeline and Monitoring Dates, List of Funding Sources to include Title I, Part A, Metric used to Measure Growth, Progress Monitoring Measures, Interval Checks, Baseline Data, and Outcomes related to strategies. The LEA may use the chart provided or a LEA-level data tracking system that contains all of the requirements above.

### **PROGRESS MONITORING EVIDENCE OF IMPLEMENTATION**

Documentation supporting the implementation of the written process for analyzing State and District Level area(s) of academic growth measures

- Analyzed area(s) of academic growth measures
  - data charts, tables, and tools
  - data analysis summary to include baseline and final outcome measures, were goals met, were outcomes achieved
- Sign-in, Agendas, and Notes from data analysis meetings
- Growth Targets, Objectives/Goals
- Progress monitoring timelines, interval checks
- List of funding sources
- Metrics used
- List of Evidence Based Strategies/Interventions
- Other documentation to support the LEA has implemented its written process for analyzing State and District Level area(s) of academic growth measures, if applicable

## Title I, Part A Application 2021-2022 Program Strategies and Evidence-based intervention(s) Growth Measures and Outcomes

### Use for Districtwide Initiatives, Districtwide Parent and Family Engagement Activities and Districtwide Targeted Support and Improvement Activities

Based on the analysis of State and local data, identify the areas of focus for Title I, Part A schools in the local education agency (including areas where Title I, Part A is performing below expectations or student groups within Title I, Part A are performing below expectations and/or areas where Title I, Part requires opportunities for acceleration or expanded learning opportunities). In the response, provide the rationale for selecting the district-wide area of need based on the needs assessment. Include the implementation of strategies and/or evidence-based interventions paid for by Title I, Part A to support student achievement and growth. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. Then report the outcomes related to the strategies and interventions implemented and whether the goals set were attained.

If you have already included some areas of focus in your LEA Consolidated Strategic Plan that are funded by Title I, Part A, they should be incorporated here.

#### Area of Growth for Title I, Part A- Needs assessment driven for English Language Arts

Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to English Language Arts?

☐ YES ☐ NO

If Yes, complete the table below:

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale- through an equity lens (including how this strategy supports the needs of students groups, if applicable)	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth	What measures will be used at intervals to check for progress	Baseline and final outcome measures. Were goals met, was strategy effective.

**Area of Growth for Title I, Part A- Needs assessment driven for Mathematics**

**Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to Mathematics?**

☐ YES ☐ NO

If Yes, complete the table below:

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale- through an equity lens (including how this strategy supports the needs of students groups, if applicable)	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth	What measures will be used at intervals to check progress	Baseline and final outcome measures. Were goals met, was strategy effective.

**Area of Growth for Title I, Part A Needs assessment driven for School Quality and Student Success**

**Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to School Quality and Student Success?**

☐ YES ☐ NO

If Yes, complete the table below:

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale- through an equity lens (including how this strategy supports the needs of students groups, if applicable)	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth	What measures will be used at intervals to check progress	Baseline and final outcome measures. Were goals met, was strategy effective.

**Area of Growth for Title I, Part A Needs assessment driven for Parent and Family Engagement**

**Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to Parent and Family Engagement Activities?**

☐ YES ☐ NO

If Yes, complete the table below:

Districtwide Parent and Family Engagement Activities	Goals	Provide Rationale- through an equity lens (including how this strategy supports the needs of students groups, if applicable)	Describe the process for building strong parent partnerships	Timeline and Progress Check dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth (i.e. surveys, program evaluation, attendance)	What measures will be used at intervals to check progress	Baseline and final outcome measures. Were goals met, was strategy effective.



### **Program Review Follow-up Addendum**

For any Local Education Agency that received a “not met” in one or more components during the 2020-2021 Title I, Part A Annual Program Review, the following addendum must be completed and submitted with the 2021-2022 Title I, Part A Application.

For each component in which a LEA received a “not met”, the LEA must complete and submit the following items:

1. The LEA will provide a copy of the 2020-2021 Title I, Part A Annual Program Review letter indicating which components were identified as “not met” and documenting the required actions for non-compliance.
2. The LEA will submit a written process describing how the LEA is addressing any required actions for non-compliance (as indicated in the letter referenced in number 1), which must include each of the following:
  1. Steps taken to address the non-compliance issue, including how the steps are documented and monitored
  2. Timeline to address the non-compliance issue
  3. LEA personnel to include name and title involved in addressing the non-compliance issue
3. Based on the timeline provided in the 2020-2021 Title I, Part A Annual Program Review letter, the LEA must provide documentation to support that any required actions mandated to occur on or before September 1, 2021 have been completed.  
*(Note: Documentation to support any required actions mandated to occur after September 1, 2021 will be reviewed at the 2021-2022 Title I, Part A Annual Program Review.)*

## **Guidance: Sign-in, Agenda, Notes, and Evaluations (SANE) as evidence of implementation for Title I purposes**

Gathering SANE documentation is an important way to document that meetings or events have occurred, next steps, and which stakeholders were present. Below is information that will help LEAs effectively gather this evidence. Each component should have the title of the meeting, date, and location (including the school or LEA's identifying information).

### **S- Sign in sheets:**

Sign in sheets are required as evidence of whom the participants were, and need to be legible. Include a column for:

- printed name
- signature
- role of participants

All participants must sign-in including, but not limited to: school staff, LEA staff, parents, and other participants, including interpreters.

### **A- Agenda**

Agendas should be topic specific. Refer to the MSDE Title I, Part A Assurances within the Title I, Part A application, along with evidence of implementation and guidance for topics. As applicable, translation of agendas is important.

### **N- Notes**

Notes from meetings should reflect whom participated, when, where and important details discussed during the event as well as action steps. Consider identifying a note taker or rotating the responsibilities. For parent related events notifications are also an important component and translations are encouraged, as applicable.

### **E- Evaluations**

Gathering feedback through the evaluation process is important for understanding the successes and challenges of an event, along with capturing ideas for future events and next steps. Particularly for parent related events and professional development sessions evaluations are important. For large events, consider including a summary of the evaluations to analyze aggregate results. As applicable, translation of evaluations is important.

**SAN-** sign in sheets, agenda, notes (following the above guidelines)

## **Staff Credentials and Certification: Types of Certificates and Glossary of Terms**

### **Return to application**

### **COMAR 13A.12.01.14 Waivers and Special Certification Provisions**

#### **Types of Certificates**

There are three professional certificates: Professional Eligibility Certificate (PEC); Standard Professional (I & II) PSC; and Advanced Professional Certificate (APC).

The Resident Teacher Certificate (RTC) is granted to individuals completing a Resident Teacher Certificate Program, Maryland's alternative certification program; this certificate is issued only at the request of a local school superintendent.

The Conditional Certificate is issued only at the request of a local school system on behalf of an employee who has not yet met requirements for professional certification. For the duration of the conditional certificate, the individual is considered to hold state certification; however the conditional certificate is not a professional certificate. This certificate is issued to someone by a local school system when they cannot fill the position with a professionally certified education and the individual must work towards the requirement of the professional certificate while on the conditional.

#### **Guidance regarding flexibilities and/or extensions for teachers obtaining certification during the Covid-19 pandemic**

Per the Governor's Executive order, all educator certificates that expire during the state of emergency will be extended for 30 days from the date that the state of emergency is declared over. Given that we do not yet know when the state of emergency will end, it is unclear if the certificates expiring on July 1, 2020 will be extended. It is highly recommended that educators continue to work toward the renewal of their certificates.

#### **Glossary of Terms**

- Ineffective teacher – An educator who is deemed unsuccessful by a State approved local evaluation model.
- Out-of-field teacher – Teachers teaching in a subject that they are not certified to teach.
- Inexperienced teacher – Inexperienced teachers in the first year include teachers with a year of experience or less. Inexperienced teachers 1-3 years include teachers with one to three years of experience.
- Low-income student – Maryland uses the Free and Reduced Price Meal (FARMS) data and ranks the schools based on the percentage of those students within each school in MD from low to high. Each school is designated as either an elementary or a secondary school. One calculation includes all elementary schools in the state and the other includes all the secondary schools in the state. The quartiles are determined as two distinct calculations. Quartiles are assigned with the first quartile being lowest poverty (non-poor) and the fourth quartile being highest poverty (poor). Each quartile contains the elementary schools in that quartile and the secondary schools in that quartile.

- **Minority student** – Maryland defines minority students as those in all racial categories with the exception of white, to include Hispanic/Latino of any race, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Two or more Races. Quartiles are assigned with the first quartile being low minority and the fourth quartile being high minority.
- **Certified teachers** – Teachers holding a certification other than a Conditional Certification or a Provisional Certification. These certifications are Professional Eligibility Certificate (PEC), Standard Professional I Certification (SCPI), Advanced Professional Certificate (APC), or Resident Teacher Certificate (RTC).
- **Disparity Data** – Using the definitions provided and data demonstrate whether low-income and minority students enrolled in schools that receive funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A.



# Title I

## DISPARITY CHART

**Disparities of low-income & minority students being taught by inexperienced, ineffective, and out of field teachers**

**Instructions:** Provide data used to identify disparities (2020-2021). The data must include the number and percentage of inexperienced, ineffective, and out-of-field teachers teaching low-income & minority students. The data will be disaggregated for low income (Title I and non-Title I schools) and for minority students (major racial/ethnic groups: American Indian/Alaska Native, Asian, Black/African American, Hispanic, Multiple, Native Hawaiian/Pacific Islander, and White).

### Inexperienced Teachers – Sample 1

	Inexperienced teachers teaching Minority Students		Inexperienced teachers teaching non-Minority	
	#	%	#	%
<b>Title I</b>				
<b>Non-Title I</b>				
<b>Difference</b>				

### Inexperienced Teachers – Sample 2

	Inexperienced teachers teaching Minority Students		Inexperienced teachers teaching non-Minority		Inexperienced teachers teaching Black/African American students		Inexperienced teachers teaching Hispanic students		Inexperienced teachers teaching Multiple Race students		Inexperienced teachers teaching Native Hawaiian/Pacific Islander students		Inexperienced teachers teaching White students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Title I</b>														
<b>Non-Title I</b>														
<b>Difference</b>														

### Ineffective Teachers – Sample 1

	Ineffective teachers teaching Minority Students		Ineffective teachers teaching non-Minority	
	#	%	#	%
<b>Title I</b>				
<b>Non-Title I</b>				
<b>Difference</b>				

### Ineffective Teachers – Sample 2

	Ineffective teachers teaching American Indian/ Alaska Native students		Ineffective teachers teaching Asian students		Ineffective teachers teaching Black/ African American students		Ineffective teachers teaching Hispanic students		Ineffective teachers teaching Multiple Race students		Ineffective teachers teaching Native Hawaiian/Pacific Islander students		Ineffective teachers teaching White students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Title I</b>														
<b>Non-Title I</b>														
<b>Difference</b>														

### Out of Field Teachers – Sample 1

	Out-of-field teachers teaching Minority Students		Out-of-field teachers teaching non-Minority	
	#	%	#	%
<b>Title I</b>				
<b>Non-Title I</b>				
<b>Difference</b>				

### Out of Field Teachers – Sample 2

	Ineffective teachers teaching American Indian/Alaska Native students		Ineffective teachers teaching Asian students		Ineffective teachers teaching Black/African American students		Ineffective teachers teaching Hispanic students		Ineffective teachers teaching Multiple Race students		Ineffective teachers teaching Native Hawaiian/Pacific Islander students		Ineffective teachers teaching White students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Title I</b>														
<b>Non-Title I</b>														
<b>Difference</b>														

[Return to application](#)

### **Schoolwide Program Plan Components Checklist**

[Schoolwide Components ESSA Section 1114 (b)(1)(A-J)]: An eligible school operating a schoolwide program **shall** develop a comprehensive plan that **must** include the following components in their plan. [Return to application](#)



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

**Things to consider:**

- ☐ What types of qualitative and quantitative data are being collected?
- ☐ Examples include culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.
- ☐ Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
- ☐ What are the strengths of students, teachers, school and community? What are their needs?
- ☐ What are the contributing factors to academic strengths and needs?
- ☐ How is the data being used by administration, teachers and parents to guide decisions and instruction?
- ☐ How is data being reviewed in a disaggregated format to look at progress and needs of all student groups?
- ☐ How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders?

**2. Schoolwide Reform Strategies** that address school needs including a description of how strategies will:

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

**Things to consider:**

- ☐ How do the schoolwide reforms increase the quality and quantity of instruction using evidence-based methods and strategies?
- ☐ How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.
- ☐ What evidence is being collected to demonstrate the effectiveness of reforms?

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

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

**Things to consider:**

- ☐ How will parents, families, and community members be involved in developing the schoolwide plan?
- ☐ How will teachers, principals, and other school staff be involved in developing the schoolwide plan?

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

**Things to consider:**

- ☐ Identify all federal, state, and local programs and services.
- ☐ How are federal, state, and local resources braided to maximize the impact of the schoolwide plan?

### Targeted Assistance School Program Checklist

**1115. TARGETED ASSISTANCE SCHOOLS (b) Targeted Assistance School Program-** To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the State's challenging student academic achievement standards in subjects as determined by the State, each targeted assistance program under this section shall:

Eligible Children	
<p style="text-align: center;"><b>Selection for eligible students. (Section 1115 (c)(1)(B))</b></p> <p>Eligible children are children identified by the school as failing; or most at risk of failing, to meet academic standards on the basis of multiple educationally related objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria established by the local educational agency and supplemented by the school.</p>	
Seven Components of a TAS Program (1115 (b)(2)(A-G))	Check
(A) use such program's resources under this part to help eligible children meet such State's challenging academic standards, which <u>may</u> include programs, activities, and academic courses necessary to provide a well-rounded education;	
(B) use methods and instructional strategies to strengthen the academic program of the school through activities, which <u>may</u> include- (i) extended learning time, before- and after-school, and summer programs and opportunities; and (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individual with Disabilities Education Act (20 U.S.C. 1400 et seq.);	
(C) coordinate with and support the regular education program, which <u>may</u> include services to assist preschool children in the transition from early childhood programs such as Head Start, the Literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs;	
(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;	
(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116;	
(F) <b>if appropriate and applicable</b> , coordinating and integrating Federal State and local services and programs such as programs supported under this Act, violence prevention programs supported, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d);	
(G) provide to local educational agency assurances that the school <b>will</b> - (i) help provide an accelerated, high quality curriculum; (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.	

[Return to application](#)

# **Title I District-Level Parent and Family Engagement Policy/Plan Requirements – Section 1116: Checklist**

LEA: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Date Reviewed: \_\_\_\_\_

The LEA has a current year parent and family engagement plan/policy. Yes \_\_\_\_ No \_\_\_\_Section 1116 (a)(2)

A. Written Policy (Section 1116 (a)(1)(2))	Evidence of Implementation
1. In consultation with parents of participating children, the LEA conducts outreach to all parents and family members of participating children, and implements programs, activities, and procedures for the involvement of parents and family members. Section 1116 (a)(1)	<ul style="list-style-type: none"> <li>• Input from parents/families</li> <li>• SANE from parent meetings</li> <li>• Announcements/Fliers</li> <li>• Parents feedback</li> <li>• Translated documents</li> <li>• Receipts for accommodations/ interpreters</li> </ul>
2. LEA's establishes expectations and objectives for meaningful parent and family involvement Section 1116 (a)(1)(2)	<ul style="list-style-type: none"> <li>• Translated documents Evidence in LEA plan</li> <li>• SAN from meeting discussing expectations and objectives</li> </ul>
3. Parent and family member input: <ul style="list-style-type: none"> <li>a. Jointly developed a written parent and family engagement policy that is agreed on with, and distribute to parents and family members of participating children. Section 1116 (a)(2)</li> <li>b. Jointly developed the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116 (a)(2)(A)</li> <li>c. Involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities. Section 1116 (a)(3)(A)</li> </ul>	<ul style="list-style-type: none"> <li>• SAN from parent meetings with agendas that identify specific topics for input.</li> <li>• Example of how the Plan is distributed and available for parents and community may include:               <ul style="list-style-type: none"> <li>○ District/school website</li> <li>○ Student handbook</li> <li>○ School newsletters</li> <li>○ Plans and compact sent home via backpack/ orientation packet</li> </ul> </li> <li>• SAN from parent meetings specific to Section 1112.</li> <li>• SAN from parent meetings specifying agenda item on Title I PFE funds</li> <li>• Announcements/Fliers for meetings.</li> </ul>
4. Provides coordination, technical assistance, and other support necessary to assist and <b>*build the capacity of all participating schools within the LEA</b> in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (This <b>may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education</b> ). Section 1116(a)(2)(B)	<ul style="list-style-type: none"> <li>• SANE or other evidence that the LEA provides coordination, technical assistance. See building capacity section (B).</li> </ul>
5. Coordinates and integrates parent and family engagement strategies with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate. Section 1116(a)(2)(C)	<ul style="list-style-type: none"> <li>• Evidence in LEA plan</li> <li>• SANE or other evidence of coordinated activities with Federal, State, and local programs, including Judy Centers, Head Start, Title III, Special Education, etc.to the extent feasible and appropriate.</li> </ul>
6. Conducts with the involvement of parents an annual evaluation of the content and effectiveness of parent involvement policy addressing: (Sec. 1116 (a)(2)(D)(E) <ul style="list-style-type: none"> <li>a. barriers to greater participation by parents;</li> </ul>	<ul style="list-style-type: none"> <li>• Completed district level evaluations/surveys addressing:               <ul style="list-style-type: none"> <li>• barriers to greater participation by parents;</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers;</li> <li>c. strategies to support successful school and family interactions;</li> <li>d. used findings from evaluation to design/revise the policy/plan incorporating <b>evidence-based</b> strategies for more effective parental involvement.</li> </ul>	<ul style="list-style-type: none"> <li>• the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers;</li> <li>• strategies to support successful school and family interactions; and other support to school.</li> <li>• used findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement.</li> <li>• Communication/outreach regarding evaluation/survey of LEA Parent and Family Engagement Plan</li> <li>• Results of data/feedback</li> <li>• Revisions to policy/plan are made, based on evaluation, if applicable</li> <li>• SAN with meeting notes, if applicable</li> <li>• Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys, if applicable.</li> </ul>
<p>7. The LEA's policy/plan includes at least one of the following strategies:</p> <ul style="list-style-type: none"> <li>a. Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies.</li> <li>b. Supporting programs that reach parents and family members at home, in the community, and at school.</li> <li>c. Disseminating information on best practices focused on parent and family engagement.</li> <li>d. Collaborating or providing subgrants to schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.</li> <li>e. Engaging in any other activities and strategies the LEA determines are appropriate and consistent with such agency's parent and family engagement policy/plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence in LEA plan</li> <li>• SANE or other evidence supporting strategies - i.e. working with nonprofit organizations, home visits, LEA guide on best practices for schools, subgrants to schools for PFE, LEA's outreach to parents/families supporting activities in the LEA PFE Plan.</li> </ul>
<p><b>B. *Building Capacity: Section 1116(a)(2)(B)</b>  <b>The Plan describes how the LEA will build the schools' and parents'/families capacity for parental involvement</b></p>	<p><b>Evidence of Implementation may include:</b></p>
<p>1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. Section 1116 (e)(1)</p>	<ul style="list-style-type: none"> <li>• SANE from parent meetings, outreach or events with topic specific agenda items.</li> <li>• Announcements/Fliers for outreach/events</li> <li>• Handouts/resources from parent outreach/events, staff development, etc., as appropriate</li> </ul>



	<ul style="list-style-type: none"> <li>Translated documents</li> <li>Receipts for accommodations/ interpreters</li> </ul>
2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)	<ul style="list-style-type: none"> <li>SANE from parent meetings, outreach or events with topic specific agenda items.</li> <li>Announcements/Fliers for outreach/events</li> <li>Handouts/resources from parent outreach/events, staff development, etc., as appropriate</li> <li>Translated documents</li> <li>Receipts for accommodations/interpreters</li> </ul>
3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3)	<ul style="list-style-type: none"> <li>SANE from parent meetings, outreach or events with topic specific agenda items.</li> <li>Announcements/Fliers for outreach/events</li> <li>Handouts/resources from parent outreach/events, staff development, etc., as appropriate</li> <li>Translated documents</li> <li>Receipts for accommodations/interpreters</li> </ul>
4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)	<ul style="list-style-type: none"> <li>SANE or other evidence of coordinated activities with Federal, State, and local programs, including Judy Centers, Head Start, Title III, Special Education, etc.to the extent feasible and appropriate.</li> <li>SANE from parent meetings, outreach or events with topic specific agenda items.</li> <li>Announcements/Fliers for outreach/events</li> <li>Handouts/resources from parent outreach/events, staff development, etc., as appropriate</li> <li>Translated documents</li> <li>Receipts for accommodations/interpreters</li> </ul>
5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)	<ul style="list-style-type: none"> <li>Announcements/Fliers for outreach/events</li> <li>Handouts/resources from parent outreach/events, staff development, etc., as appropriate</li> <li>Translated documents</li> <li>Receipts for accommodations/ interpreters</li> </ul>
6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e) (14)	<ul style="list-style-type: none"> <li>Announcements/Fliers for outreach/events</li> <li>Handouts/resources from parent outreach/events, staff development, etc., as appropriate</li> <li>Translated documents</li> <li>Receipts for accommodations/ interpreters</li> </ul>
<b>C. Accessibility: Section 1116 (f)</b>	<b>Evidence of Implementation</b>
To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Section 1116 (f)	<ul style="list-style-type: none"> <li>SANE from LEA technical assistance to schools</li> <li>Translated documents</li> <li>Receipts for accommodations/interpreters</li> </ul>

[Return to application](#)

# **Title I School Level Parent and Family Engagement Plan and School Parent Compact – Section 1116: Checklist**

LEA: \_\_\_\_\_ School: \_\_\_\_\_ Date \_\_\_\_\_

***Does the school have a current year school parent and family engagement plan and school parent compact? Yes or No***

\_\_\_\_\_ Meets Requirements (M)

\_\_\_\_\_ Does not meet the requirement (NM)

A. General Requirements: Section 1116 (b) (d)	Evidence of Implementation
<ul style="list-style-type: none"> <li>○ Jointly developed, and distributed, to parents of participating Title I students in a format and written in a language parents/families can understand. Section 1116 (b) and (d)</li> <li>○ Parent and Family Engagement Plan                             <ul style="list-style-type: none"> <li>a. Date Reviewed for input: _____</li> <li>b. Date distributed: _____</li> </ul> </li> <li>○ School-Parent Compact                             <ul style="list-style-type: none"> <li>a. Date Reviewed for input: _____</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SAN(E) from parent input meetings</li> <li>• Announcements/Fliers</li> <li>• Parents feedback</li> <li>• Translated documents, if applicable</li> <li>• Receipts for accommodations/interpreters, if applicable</li> </ul> <p>Examples of how the school level Plan is distributed may include:</p> <ul style="list-style-type: none"> <li>• School website</li> <li>• Student handbook</li> <li>• School newsletters</li> <li>• Plans sent home via backpack/ orientation packet</li> </ul>
<ul style="list-style-type: none"> <li>○ Parents of participating Title I students are involved in the decisions regarding the spending of the parent involvement fund. Section 1116 (3)(B)</li> </ul>	<ul style="list-style-type: none"> <li>• SAN(E) from parent meetings specifying agenda item on Title I PFE funds</li> <li>• Announcements/Fliers for meetings</li> <li>• Parents feedback</li> </ul>
B. Policy Involvement: Section 1116 (c)	Evidence of Implementation
<p>1. Schools convene an annual meeting, at convenient times, to inform parents of the school's role and requirements in implementing Title I, and the right of parents to be involved. Sec.1116 (c)(1)</p>	<ul style="list-style-type: none"> <li>• SAN(E) from annual meeting(s) specifying information about Title I and parents rights to be involved</li> <li>• Announcements/Fliers of outreach/events</li> <li>• Translated documents, if applicable</li> <li>• Receipts for interpreters, transportation, or other accommodations, if applicable</li> </ul>
<p>2. Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2)</p>	<ul style="list-style-type: none"> <li>• Evidence showing flexible meeting times</li> <li>• Announcements/Fliers of outreach/events</li> </ul>
<p>3. Involve parents of participating Title I students in an ongoing and timely way in the program planning, review, and improvement of the: Section 1116 (c)(3)</p> <ul style="list-style-type: none"> <li>a. School Parent and Family Engagement Plan</li> <li>b. Schoolwide plan</li> </ul>	<ul style="list-style-type: none"> <li>• SAN from parent meetings specifying agenda item for review and input on                             <ul style="list-style-type: none"> <li>○ School Parent and Family Engagement Plan</li> <li>○ Schoolwide plan</li> </ul> </li> <li>• Announcements/Fliers for meetings</li> <li>• Parent feedback</li> </ul>
<p>4. Parents/families will be provided timely information about school programs. Sec. 1116 (c)(4)(A)</p>	
<p>5. The Parent and Family Engagement Plan advises that if the schoolwide program plan (1114) is not satisfactory</p>	<ul style="list-style-type: none"> <li>• How parents are informed about the SW plan and can make comments if plan is not satisfactory</li> </ul>

to parents, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(5)	
<b>C. Shared Responsibility: Section 1116 (d) (School-Parent Compact)</b>	<b>Evidence of Implementation</b>
<ul style="list-style-type: none"> <li>The school-parent compact outlines how parents/families, school staff, and students share responsibility for improved student academic achievement? Section 1116 (d)</li> </ul>	
<p>1. <b>School Responsibilities:</b> Describe how the school will:</p> <ul style="list-style-type: none"> <li>Provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards and a supportive and effective learning environment that enables children to meet the State's academic achievement standards. Section 1116 (d)(1)</li> <li>Conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement. Section 1116 (d)(2)(A)</li> <li>Provide frequent reports to families on their child's progress. Section 1116 (d)(2)(B)</li> <li>Provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities. Section 1116 (d)(2)(C)</li> <li>Ongoing basis, ensuring regular two-way, meaningful communication between home and school and in a language the family members can understand. Section 1116 (d)(2)(D)</li> </ul>	<ul style="list-style-type: none"> <li><b>Completed MSDE PFE school level checklist for compact showing all components are addressed</b></li> <li>SANE from parent meetings specifying agenda item for review and input on the school-parent compact</li> <li>Announcements/Fliers for meetings</li> <li>Parent feedback</li> <li>Translated school-parent compacts, if applicable</li> <li>SANE from sharing school-parent compact with parents and family members</li> </ul>
<p>2. <b>Parent Responsibilities:</b> Describe how parents/families will be responsible for their child's learning (i.e., classroom volunteering, participating in decision-making, and use of extracurricular time.) Section 1116 (d)(1)</p>	
<p>3. <b>Student Responsibilities:</b> Describe ways students will support their own academic achievement. Section 1116 (d)</p>	
<p><b>D. Building Capacity: Section 1116 (e)</b>  <b>The Plan describes how the school will build the schools' and parents'/families' capacity for parental involvement</b></p>	<b>Evidence of Implementation may include:</b>
<p>1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children  Section 1116 (e)(1)</p>	<ul style="list-style-type: none"> <li>SANE from parent meetings, outreach or events with topic specific agenda items.</li> <li>Announcements/Fliers for outreach/events</li> <li>Handouts/resources from parent outreach/events, staff development, etc., as appropriate</li> <li>Translated documents</li> <li>Receipts for accommodations/ interpreters</li> </ul>

2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)	<ul style="list-style-type: none"> <li>• SANE from parent meetings, outreach or events with topic specific agenda items.</li> <li>• Announcements/Fliers for outreach/events</li> <li>• Handouts/resources from parent outreach/events, staff development, etc., as appropriate</li> <li>• Translated documents</li> <li>• Receipts for accommodations/ interpreters</li> </ul>
3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3)	<ul style="list-style-type: none"> <li>• SANE from parent meetings, outreach or events with topic specific agenda items.</li> <li>• Announcements/Fliers for outreach/events</li> <li>• Handouts/resources from parent outreach/events, staff development, etc., as appropriate</li> <li>• Translated documents</li> <li>• Receipts for accommodations/ interpreters</li> </ul>
4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)	<ul style="list-style-type: none"> <li>• SANE or other evidence of coordinated activities with Federal, State, and local programs, including Judy Centers, Head Start, Title III, Special Education, etc.to the extent feasible and appropriate.</li> <li>• SANE from parent meetings, outreach or events with topic specific agenda items.</li> <li>• Announcements/Fliers for outreach/events</li> <li>• Handouts/resources from parent outreach/events, staff development, etc., as appropriate</li> <li>• Translated documents</li> <li>• Receipts for accommodations/ interpreters</li> </ul>
5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)	<ul style="list-style-type: none"> <li>• Announcements/Fliers for outreach/events</li> <li>• Handouts/resources from parent outreach/events, staff development, etc., as appropriate</li> <li>• Translated documents</li> <li>• Receipts for accommodations/ interpreters</li> </ul>
6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e)(14)	<ul style="list-style-type: none"> <li>• Announcements/Fliers for outreach/events</li> <li>• Handouts/resources from parent outreach/events, staff development, etc., as appropriate</li> <li>• Translated documents</li> <li>• Receipts for accommodations/ interpreters</li> </ul>
<b>E. Accessibility: Section 1116 (f)</b>	<b>• Evidence of Implementation</b>
To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Section 1116 (f)	<ul style="list-style-type: none"> <li>• SANE from LEA technical assistance to schools</li> <li>• Translated documents</li> <li>• Receipts for accommodations/ interpreters</li> </ul>



### Equitable Services Topics of Consultation

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

Section 1117(b)(1)	Consultation Topic
	<b>A.</b> How the children's needs will be identified.
	<b>B.</b> What services will be offered.
	<b>C.</b> How, where, and by whom the services will be provided.
	<b>D.</b> How the services will be academically assessed and how the results of that assessment will be used to improve those services
	<b>E.</b> The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the proportion/amount of funds that are allocated for such services, and how that proportion/amount of funds is determined
	<b>F.</b> The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools
	<b>G.</b> How and when the LEA will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers
	<b>H.</b> How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school official an analysis of the reason why the LEA has chosen not to use a contractor
	<b>I.</b> Whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor
	<b>J.</b> Whether to provide equitable services to eligible private school children (1) by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in participating school attendance area who attend private schools or (2) in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools
	<b>K.</b> When, including the approximate time of day, services will be provided
	<b>L.</b> Whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under application programs

[Return to application](#)

**Maryland State Department of Education  
Affirmation of Consultation Form  
Federal Program Under ESSA**



[Return to application](#) The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

**PART I: CONTACT INFORMATION**

LEA INFORMATION	CONTACT INFORMATION
NAME OF LEA:	TELEPHONE NUMBER:
LEA REPRESENTATIVE & TITLE:	EMAIL ADDRESS:

PRIVATE SCHOOL INFORMATION	CONTACT INFORMATION
NAME OF PRIVATE SCHOOL:	TELEPHONE NUMBER:
PRIVATE SCHOOL REPRESENTATIVE & TITLE:	EMAIL ADDRESS:

☐ Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

**PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)**

Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117)	Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501)	Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501)
---	---	--	---	--	--

**PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501**

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be *[academically]* assessed and how the results of that assessment will be used to improve those services; NOTE: *[language of "academically" only applies to Title I]*
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
  - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
  - II. in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

**Maryland State Department of Education  
Affirmation of Consultation Form  
Federal Program Under ESSA**



- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;

**PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY**

- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**
- O. *\*Administrative costs of providing equitable services including Indirect costs, as applicable. TITLE I ONLY*
- P. *\*Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A, as applicable. TITLE I ONLY*  
*(\*Revised as of 6/10/2021)*

**PART V: AFFIRMATION OF CONSULTATION**

*The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).*

By signing this form, we agree that:

- ☐ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ☐ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☐ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE:	DATE:
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:

**ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.**

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
--	-------

Please share any Comments or Requests for Further Consultation

**Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.**

**Intent to Participate Form  
Federal Programs Under ESSA**



[Return to application](#)

Please complete the following Intent to Participate form **no later than** \_\_\_\_\_, and submit to:

Name

LSS

Mail/Email Address

**Name of Non-Public School/Address:**

Name:
Address:

The school's business model is: ☐ Non-profit ☐ For-profit (*not eligible for equitable services*)

**Non-Public School Representative:**

Name:	Title:
Phone:	Email:

☐ We **do not** intend to participate in *any* equitable services programs for the school year of **20XX-XX**.  
(*please sign form below*)

☐ We intend to participate in the following **20XX-XX** equitable services programs identified below: (*please sign form below*)

☐ Title I-A    ☐ Title I-C    ☐ Title II-A    ☐ Title III-A    ☐ Title IV-A    ☐ Title IV-B (21<sup>st</sup> CCLC)

Complete (current) Grades/Enrollment at Non-Public School:

PK			2			5			8			11		
K			3			6			9			12		
1			4			7			10					

**Signatures:**

LEA Representative Signature:	Date:
Private School Representative Signature:	Date:

Please share any Comments or Requests for Further Consultation:

***Each program must maintain a copy of this form in its records for program monitoring purposes.***

## MSDE: ESSA Title I and Title III Questions and Answers

[Return to application](#)

Question	Answer
1. <b>If a Local Education Agency (LEA) has Title I Targeted Assistance Schools (TAS), what funds should be used to send the parent notification letter to English learners (ELs)? Would the school use Title I funds only to include ELs that come up in the Title I ranking process?</b>	For TAS, Title III funds will continue to pay for expenses associated with the parent notification letter for all ELs.
2. <b>Regarding the parent notification letters: ESOL teachers have always been responsible for those, and will continue to be so. Do we have to send the parent notification letter twice or can the ESOL office give a copy to the Title I office?</b>	As the requirement of sending the parent notification letter to parents/guardians of ELs has been moved from Title III to Title I, the two offices in the LEA must <b>collaborate</b> . ESOL teachers can still be responsible for actually sending the letter and the copy of the parent notification letter must be kept in the student's cumulative folder in the school. Title I will pay for expenses associated with sending the parent notification letter to ELs in all Title I Schoolwide schools, and Title III will continue to pay for expenses associated with the parent notification letter for ELs in TAS and non-Title I schools.
3. <b>How do we ensure that the Lau v. Nichols requirements are being met before Title I or Title III funds can be used?</b>	Per the 1970 Memorandum and Lau v. Nichols, LEAs must take affirmative steps to provide meaningful language instruction educational programs to ELs such as ESOL and ESL. Therefore, LEAs should have procedures in place for identifying and assessing ELs, implement an EL curriculum, and allocate an appropriate number of teachers per EL enrollment. These activities should be conducted using local funds. The MSDE (Title I and Title III offices) will conduct monitoring visits to ensure local funds are being used to meet the Lau v. Nichols as well as Office of Civil Rights (OCR) requirements.
4. <b>What are the academic guidelines that we should follow in order to implement supplemental academic supports for ELs?</b>	ELs must be serviced or instructed by certified ESOL teachers (with the exception of some ELs receiving services through Dual Language Immersion Programs <sup>1</sup> ) through locally funded English language development program services such as ESOL and ESL. If an LEA has a large number of ELs in Title I schools, the LEA may hire additional ESOL teachers to provide extra hours of services, hire ESOL tutors, and/or implement afterschool programs.
5. <b>We only use local money, not Title I or III, for paperwork and interpretation. Is that OK?</b>	Yes, that is OK, but because the LEA has been using local funding for interpretation and translation, the LEA cannot use Title I or Title III funds to conduct such activities in the future.



Question	Answer
6. <b>For the ELP indicator, if ELs are in ESOL, they have not met the state exit criteria yet, so how am I providing this data to our Title I supervisor?</b>	The school-level ELP results will be shared with LEAs from both the Title I and Title III offices. The information can also be accessed on <a href="http://mdreportcard.org">mdreportcard.org</a> website.
7. <b>Can ELs receive their services through an ELD program not led by a certified ESOL teacher?</b>	<b>No.</b> In Maryland, we have a certification program for ESOL teachers; therefore, all ELs must receive direct instructional support from certified ESOL teachers. The only exception to this requirement is ELs who are enrolled in a Dual Language Immersion Program <sup>1</sup> that serves as the ELD program for ELs.

---

<sup>1</sup> This decision will be determined on a case-by-case basis in consultation with MSDE's EL/Title III Office.

Title I Skipped Schools' Addendum for SY 2021~2022  
Maryland State Department of Education

[Return to application](#)

**Title I Skipped Schools' Addendum SY 2021-2022**



Local Education Agency: \_\_\_\_\_

Signature/ Date: \_\_\_\_\_

Title I Coordinator: \_\_\_\_\_

Fiscal Representative: \_\_\_\_\_

This addendum should be submitted according to the established MSDE timelines for the Title I Application and the LEA Consolidated Strategic Plan. 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.



Phone: 301-475-5511 ext. 32136; Fax: 301-475-4254

**Dr. Kelly Murray Hall**  
Chief

**St. Mary's County Public Schools**  
**Title I, Part A Application Appendices 2021-2022**

- 0.0. MSDE Waiver Approval Letter
- 0.1. 2021-2022 Title I, Part A Attestations Superintendent
  - 1.1. Application Development Process Attestation – Written Procedures
  - 1.2. Assessment and Accountability Written Procedures
- A. Staff Credentials and Certifications
  - A.1. Written Procedures
    - A.1.a. Job Descriptions
  - A.2.-3. Paraeducators/Teachers in Title I Schools Met and Not Met Licensure/Certification Status Data
  - A.4. Disparities Data
  - A.4. Disparity Analysis
  - A.5. Human Resources Conditional Certification Plans
- B. Schoolwide Programs – Written Procedures
- C. Targeted Assistance Program – Written Procedures
- D. Parent and Family Engagement
  - D.1. Written Procedures
  - D.2. Policy/Plan - English and Spanish
  - D.3. Evaluation (District)
- E. Participation of Children Enrolled in Private Schools
  - E.1. Written Procedures
  - E.2. Timeline
    - Complaint Procedures English and Spanish
    - Affirmation of Consultations
- F. Education for Homeless Children and Youth
  - F.1. Written Procedures
  - F.2. Shelter List
  - F.3. Department of Student Services Process
- G. Support for Foster Care Students
  - G.1. Written Procedures
  - G.2. MOU
- H. English Learners
  - H.1. Written Procedures
  - H.2. ESOL Timeline
- I. School Improvement Targeted Support and Improvement Schools
  - I. 1. Written Procedures

- J. Fiscal Requirements
  - J.1. Skipped School Approval Letter (This does not apply to St. Mary's County Public Schools – N/A)
  - J.2. Neglected & Delinquent (This does not apply to St. Mary's County Public Schools – N/A)
  - J.3. Written Procedures (Education for Homeless Youth)
  - J.4. Education for Homeless Children and Youth – Homeless Liaison (This does not apply to St. Mary's County Public Schools – N/A)
  - J.5. Homeless Student Transportation Written Procedures
  - J.6. Education for Foster Care Students – Transportation (This does not apply to St. Mary's County Public Schools – N/A)
  - J.7. Supplement Not Supplant Methodology (SOP) Written Procedures
  - J.8. Fiscal Monitoring Title I Funds/Funded Positions Written Procedures
  - J.9. District Level Administration Job Descriptions (8)
  - J.10a. Parent and Family Engagement Procedures Allocation of Funds 21-22
  - J.10b. Parent and Family Engagement Allocations
  - J.11. Consultant Agreement
- 2. Addendum: Progress Monitoring through Growth Measures and Outcomes
  - 2-1a. Districtwide Progress Monitoring Equity Analyst
  - 2-1b. Title I Equity Analysis Protocol
  - 2-2. Districtwide Progress Monitoring TSI Academic Dean GWCES
  - 2-3. Districtwide Progress Monitoring ECE/Title I IRT
- 3. Negotiated Agreements
  - 3.a. Negotiated Agreement Between the St. Mary's Association of Supervisors and Administrators and the Board of Education of St. Mary's County (Media Allocation) and EDGAR Guidance
  - 3.b. Negotiated Agreement Between the Education Association of St. Mary's County and the Board of Education of St. Mary's County for Education Support Professionals
  - 3.c. Negotiated Agreement Between the Education Association of St. Mary's County and the Board of Education of St. Mary's County for Certificated Professionals
- 4. Title I Schools Budget Narrative
  - GHES
  - GKES
  - GWCES
  - LPES
  - PHES
- 5. Teacher Performance Assessment System (TPAS)
  - Teacher Performance Assessment System (TPAS) Reference Guide Danielson
  - SMCPs TPAS Chapter 1 Intro.
  - SMCPs TPAS Chapter 2 Domains
  - SMCPs TPAS Chapter 6 Plan of Assistance
- 6. St. Mary's County Public Schools' Mileage Chart

**St. Mary's County Public Schools**  
**Title I, Part A Application Appendices**  
**2021-2022**

**0.0. MSDE Waiver Approval Letter**  
**2021-2022**



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

June 16, 2021

Dr. James Scott Smith, Superintendent  
St. Mary's County Public Schools  
23160 Moakley Street  
Suite 109  
Leonardtown, MD 20650

Dear Dr. Scott Smith

This letter is in reference to a letter from St. Mary's County Public Schools (SMCPS) dated June 2, 2021, regarding your request for a waiver in accordance with U.S. Department of Education's (ED) January 4, 2021 Fact Sheet related to the U.S. Department of Agriculture's (USDA) Food and Nutrition Service guidance on the granted nationwide USDA waiver through school year 2021.

The MSDE understands that SMCPS is planning to use the enrollment as of 9.30.2019 and official FARMS data as of 10.31.2019. In your letter, you noted your belief that the information is more accurate and indicative of pre-pandemic enrollment patterns. You also informed us that using the information will allow SMCPS to provide more resources to your Title I Schools as it provides a more precise snapshot of enrollment and FARMS trends prior to COVID-19. In accordance with the waiver, the MSDE approves the use of these data for the 2021-2022 school year.

Sincerely,

*Paula Harris*

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

C.

Dr. Gail Clark Dickson  
Dr. Kelly Hall



Martina Green &lt;mlgreen@smcps.org&gt;

**St. Mary's FARMS Waiver**

1 message

**Dr. Gail Clark Dickson** <gail.dickson@maryland.gov>

Tue, Jun 15, 2021 at 2:46 PM

To: Kelly Hall &lt;kmhall@smcps.org&gt;

Cc: Martina Green &lt;mlgreen@smcps.org&gt;, Gail Dickson -MSDE- &lt;gail.dickson@maryland.gov&gt;, Paula M Harris -MSDE- &lt;paulam.harris@maryland.gov&gt;, Tiffany Knight -MSDE- &lt;tiffany.knight@maryland.gov&gt;

Dear Dr Hall:

***The attached letter is sent on behalf of Paula M. Harris, MSDE Director of Title I.***

This letter is in reference to a letter from St. Mary's County Public Schools (SMCPS) dated June 2, 2021, regarding your request for a waiver. The MSDE understands that SMCPS is planning to use the enrollment as of 9.30.2019 and official FARMS data as of 10.31.2019. In accordance with the waiver, the MSDE approves the use of these data for the 2021-2022 school year. The attached letter reflects the approved waiver. Please forward to all appropriate staff.

Sincerely,

All the best,

**Gail****Gail Clark Dickson, Ed.D.**

Supervisor, Title I

Program Improvement &amp; Family Support

Maryland State Department of Education

200 W. Baltimore Street

Baltimore, MD 21201-2595

gail.dickson@maryland.gov

410.767.5153 office

443.915.0550 mobile

410-333-8010 fax

Connect with the Maryland State Department  
of Education on Facebook and  
@MdPublicSchools on Twitter

**St Marys Waiver FARMS Data Request. Response.pdf**

356K



**St. Mary's County Public Schools**

**Central Administration**

**Office of the Superintendent**  
23160 Moakley Street, Suite 109  
Leonardtown, Maryland 20650

Phone: 301-475-5511 ext. 32178; Fax: 301-475-4270

**Dr. J. Scott Smith**  
Superintendent

June 2, 2021

Paula Harris, Director  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, MD 21201

Good afternoon Mrs. Harris:

We received Ms. Kristi Peters pre-populated 2020 spreadsheet of FARMs and enrollment data for SMCPS.

As per your recent directive detailed in the April 21, 2021 Title I April Update, school systems have the option of selecting the 2019 enrollment and FARMs information if they feel it is a more accurate depiction of poverty and enrollment.

SMCPS has opted to use the enrollment and FARMs information from the 2019-2020 school year including official enrollment as of 9.30.2019 and official FARMs data as of 10.31.2019.

We believe this information to be more accurate and indicative of pre-pandemic enrollment patterns. Using this information will allow us to provide more resources to our Title I schools as it provides a more precise snapshot of enrollment and FARMs trend prior to Covid-19.

Thank you for your attention to this matter.

Sincerely,

J. Scott Smith, Ed.D.



Martina Green &lt;mlgreen@smcps.org&gt;

**Re: SMCPs Title I Letter 2021 06 02 MSDE EnrollFARMS Options for 2021-2022**

1 message

**Kelly Hall** <kmhall@smcps.org>

Thu, Jun 10, 2021 at 2:10 PM

To: "Dr. Gail Clark Dickson" &lt;gail.dickson@maryland.gov&gt;

Cc: Maureen Montgomery &lt;mcmontgomery@smcps.org&gt;, Martina Green &lt;mlgreen@smcps.org&gt;

Wonderful, thank you so very much. This is greatly appreciated.

V/R,  
Kelly

On Thu, Jun 10, 2021 at 2:07 PM Dr. Gail Clark Dickson &lt;gail.dickson@maryland.gov&gt; wrote:

Dr. Hall,

MSDE will honor your request to use the 2019 FARMS data. A response to your request will be sent next week.

All the best,

**Gail****Gail Clark Dickson, Ed.D.**

Supervisor, Title I

Program Improvement &amp; Family Support

Maryland State Department of Education

200 W. Baltimore Street

Baltimore, MD 21201-2595

gail.dickson@maryland.gov

410.767.5153 office

443.915.0550 mobile

410-333-8010 fax

Connect with the Maryland State Department  
of Education on Facebook and  
@MdPublicSchools on Twitter

On Wed, Jun 9, 2021 at 11:09 AM Kelly Hall &lt;kmhall@smcps.org&gt; wrote:

I very much appreciate this, Dr. Clark-Dickson and thank you for the phone call this morning and for your support in our presentation.

V/R,  
Kelly

On Wed, Jun 9, 2021 at 10:22 AM Dr. Gail Clark Dickson &lt;gail.dickson@maryland.gov&gt; wrote:

Received, thank you. I will speak with Ms. Harris.



All the best,  
**Gail**

**Gail Clark Dickson, Ed.D.**  
 Supervisor, Title I  
 Program Improvement & Family Support  
 Maryland State Department of Education  
 200 W. Baltimore Street  
 Baltimore, MD 21201-2595  
[gail.dickson@maryland.gov](mailto:gail.dickson@maryland.gov)  
 410.767.5153 office  
 443.915.0550 mobile  
 410-333-8010 fax

Connect with the Maryland State Department  
 of Education on Facebook and  
 @MdPublicSchools on Twitter

On Tue, Jun 8, 2021 at 10:57 PM Kelly Hall <[kmhall@smcps.org](mailto:kmhall@smcps.org)> wrote:  
 Dear Dr. Clark-Dickson,

We sent our letter requesting to use 2019 data to Mrs. Harris with a copy to you on June 3, 2021 signed by Superintendent Scott Smith and believed that we followed the established waiver process. I have copied the relevant portion of the waiver process below. We inferred that thirty days would mean business days. Tonight's Update from Mrs. Harris indicates the due date was May 26th. This means that our official request was late.

I truly regret this error but am hopeful that you and Mrs. Harris can consider our misunderstanding and honor our request to use the 2019 data as we believe, as noted in the Superintendent's letter, that this data is a more accurate depiction of our schools' enrollment and FARMS data. I have copied our Deputy Superintendent, Dr. Maureen Montgomery, so she is aware of the error and our request for consideration.

Please accept my apology for this oversight. Thank you kindly for your consideration. We look forward to your response.

Very Respectfully,  
 Kelly Hall

### **Waiver Process**

1. Based on the options outlined above, the LSS will determine which of the data sources they will use to provide consistent poverty measures across all schools in the LSS for the 21-22 Title I application and allocation worksheet;
2. For all options outlined above, the LSS Superintendent will send an electronic letter in PDF format to the attention of Paula M. Harris, Director, Title I- Program Improvement and Family Support- at [paulam.harris@maryland.gov](mailto:paulam.harris@maryland.gov) indicating which of the options the LSS has

**elected to use with a brief discussion of the reason for the choice, within thirty days of receipt.**

----- Forwarded message -----

From: **Martina Green** <[mlgreen@smcps.org](mailto:mlgreen@smcps.org)>

Date: Thu, Jun 3, 2021 at 10:17 AM

Subject: SMCPs Title I Letter 2021 06 02 MSDE EnrollFARMS Options for 2021-2022

To: <[Paulam.Harris@maryland.gov](mailto:Paulam.Harris@maryland.gov)>

CC: Dr. Gail Clark Dickson <[gail.dickson@maryland.gov](mailto:gail.dickson@maryland.gov)>, Kimberly Short <[kjshort@smcps.org](mailto:kjshort@smcps.org)>, Kelly M. Hall <[kmhall@smcps.org](mailto:kmhall@smcps.org)>

Mrs. Harris -

Please see the attached letter from Dr. J. Scott Smith regarding the enrollment/FARMS options being used for 2021-2022. This is being sent within the 30-(business) day deadline.

I will cc this to Dr. Gail Clark Dickson, our Title I point of contact.

--  
**Thank you.**  
*Martina Green*  
Office Manager to:

**Kelly Hall, Ed.D.**

Chief of

Equity, Engagement, and Early Access

Title I

Head Start

Early Childhood

Judy Center

**St. Mary's County Public Schools**

**23160 Moakley Street**

**Leonardtown, MD 20650**

**voice 301-475-5511, x32136 | fax 301-475-4254 | email [mlgreen@smcps.org](mailto:mlgreen@smcps.org)**

"The task ahead of you is never greater than the power behind you."  
*Unknown* \*><{({{(\*>

The contents of this email and any attachments are intended solely for the use of the named addressee(s) and may contain confidential and/or legally privileged information. Any unauthorized use, copying, disclosure, forwarding, or distribution of the contents of this e-mail is strictly prohibited by the sender and may be unlawful. If you are not the intended recipient, please notify the sender immediately and delete this e-mail.

The contents of this email and any attachments are intended solely for the use of the named addressee(s) and may contain confidential and/or legally privileged information. Any unauthorized use, copying, disclosure, forwarding, or distribution of the contents of this e-mail is strictly prohibited by the sender and may be unlawful. If you are not the intended recipient, please notify the sender immediately and delete this e-mail.

--  
Dr. Kelly Murray Hall  
Chief  
Equity, Engagement, and Early Access (EEEEA)  
301-475-5511 ext. 32136

**St. Mary's County Public Schools**  
**Title I, Part A Application Appendices**  
**2021-2022**

**0.1. 2021-2022 Title I, Part A**  
**Attestations Superintendent**

**2021-2022 Title I, Part A Application**

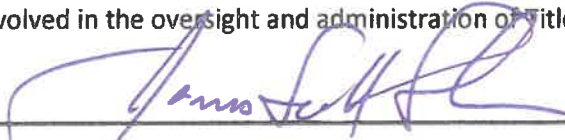
**ATTESTATION**

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

- A. Staff Credentials and Certifications
- B. Schoolwide Program
- C. Targeted Assistance Schools
- D. Parent and Family Engagement
- E. Participation of Children Enrolled in Private Schools
- F. Education for Homeless Children and Youth
- G. Support for Foster Care Students
- H. English Learners
- I. School Improvement - Targeted Support and Improvement
- J. Fiscal **Assurances and Requirements**

The LEA ensures 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.

**J. Scott Smith**



**St. Mary's County**

**8/23/21**

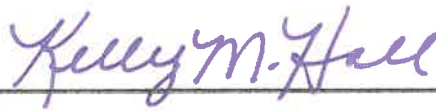
LEA Superintendent Name  
(Please Print or Type)

LEA Superintendent Signature

Local Educational Agency

Date

**Kelly M. Hall**



**St. Mary's County**

**8/23/21**

Title I Coordinator Name (Please  
Print or Type)

Title I Coordinator Signature

Local Educational Agency

Date

**ATTESTATION - Section 1112 (Citation 1112(a)(1)(A))**

The LEA ensures 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), **Equity Point of Contact/Office**, other appropriate school personnel, and with the parents of children in schools served under this part.

**J. Scott Smith**

LEA Superintendent Name  
(Please Print or Type)

LEA Superintendent Signature

**St. Mary's County**

Local Educational Agency

**8/23/21**  
Date

**Kelly M. Hall**

Title I Coordinator Name (Please  
Print or Type)

Title I Coordinator Signature

**St. Mary's County**

Local Educational Agency

**8/23/21**  
Date

**ATTESTATION – Educational Equity Regulation (COMAR 13A.01.06)**

The LEA ensures that this application is developed in alignment with the requirements of the Educational Equity regulation (COMAR 13A.01.06). Educational equity means that all students have access to opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being. In the development of the LEA's Title I, Part A application, the LEA has applied an equity lens demonstrating that for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups. Additionally, the LEA ensures that the Title I, Part A application adheres to COMAR 13A.01.06, Educational Equity, including:

- Provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic success and social/emotional well-being (With a strategic focus on marginalized student groups)
- Identify and address the unique challenges and barriers faced by individual students or by populations of students and provides additional support to help overcome those barriers.
- Assures educational opportunities and environments are equitable, fair, safe, diverse, and inclusive for all students.
- Develops goals and objectives to improve academic performance that are student-centered, relevant, and culturally responsive to areas of inequity.



- Provides strategies and activities to improve achievement for all students by bridging the gap between academic and non-academic goals. (Examples of non-academic data may include attendance, social-emotional growth, community needs, and racial equity.)
- Assures their educational equity point of contact is included in the completion of the application

J. Scott Smith

LEA Superintendent Name  
(Please Print or Type)

LEA Superintendent Signature

St. Mary's County

Local Educational Agency

Date

8/23/21

Kelly M. Hall

Equity Point Of Contact Name  
(Please Print or Type)

Equity Point of Contact Signature

St. Mary's County

Local Educational Agency

Date

8/23/21

Kelly M. Hall

Title I Coordinator Name (Please  
Print or Type)

Title I Coordinator Signature

St. Mary's County

Local Educational Agency

Date

8/23/21

**St. Mary's County Public Schools**  
**Title I, Part A Application Appendices**  
**2021-2022**

- 1.1. Application Development  
Process Attestation – Written  
Procedures
- 1.2. Title I Written Procedures –  
Assessment and Accountability  
2021-2022

## **(1. 1.) Title I Application Development - Written Process Attestation 2021-2022**

### **Staff Responsible:**

Dr. Kelly Murray Hall, Chief of Equity, Engagement, and Early Access-Title I and Equity POC  
Mrs. Charlottis Woodley, Director of Parent and Family Engagement  
Dr. Wauchilue Adams, Title I Equity Analyst  
Ms. Adrienne Dillahunt, Equity Assurance Coordinator, Dept. of EEEA (as secondary signature when needed)  
Mr. F. Michael Wyant, Director of Safety and Security  
Mrs. Tammy McCourt, Assistant Superintendent of Fiscal Services and Human Resources  
Dr. Maureen Montgomery, Deputy Superintendent Division of Instruction with oversight of departmental directors, and/or chiefs included in attestations.

***All Written Procedures are subject to change based on revised St. Mary's County Public Schools' (SMCPS) Board of Education policies and regulations, local decisions, or the Governor's Executive Orders.***

***Some Title I and other collaborative meetings will be held virtually to accommodate telework status and parental, caregiver, and stakeholder preference. Electronic signatures on sign-in sheets will be accepted.***

The following written procedures detail the Attestation Process and the procedures that are included in the development of the Title I application.

1. In the spring of each year, the Chief of Equity, Engagement, and Early Access (EEEA), as a member of the Superintendent's Cabinet and the Division of Instruction (DOI) team led by the Deputy Superintendent, conveys to all departmental leaders, the obligations and expectations for the Title I application and their direct involvement. Title I is a frequent agenda item on both the Cabinet and the DOI meetings held weekly.
2. During the spring and summer, the Chief, the Director of Parent and Family Engagement (DPFE), and other Title I staff when appropriate, meet with departmental leads to explain the obligation, share the monitoring tool, and the guidance document, as well as to discuss the process for the various departmental involvement. The departments and their leadership include, but are not limited to: Human Resources, Curriculum and Instruction, Assessment and Accountability, Special Education, Student Services, Supporting Services including Transportation, Safety and Security, Finance, and the Office of the Superintendent.
3. The Department of EEEA, led by the Chief, provides oversight for the system regarding Equity with the support of EEEA staff. Equity is included in every discussion associated with Title I.
4. A similar process as identified in Item #2 occurs with the leadership of each Title I school regarding the monitoring tool and the principal or designee's obligation on behalf of the school.
5. During the summer meeting between the Chief, DPFE, and the departmental leader, and/or Title I principal, written procedures are reviewed, expectations are clarified, and



the attestation is signed and dated. SAN (Sign-in, Agenda, Notes) documentation is kept including actionable steps when follow up may be needed.

6. Also, during the spring or summer, each Title I school, under the direction and leadership of the principal, involves stakeholders in the preparation of the School Wide plan. Stakeholders include their parent community, teachers, paraeducators, administrators, and other partners. Title I schools schedule their own meetings before the end of the school year beginning mid-May to end-June. Because the end of the school year can change due to school system calendar adjustments, meetings are not scheduled until then.
7. Each school includes their parent community, teachers, paraeducators, administrators, and other partners in this process. During this meeting, the principal reviews their Comprehensive Needs Assessment, School Wide plan from the previous year, and uses that information, with stakeholder input, to generate a new School Wide plan. Data reviewed at each school and evaluated for effectiveness includes multiple data points including survey and focus group information from stakeholder data, achievement measures including formative and summative data on state, local, and national assessments.
8. Title I principals are obligated to keep SANE (Sign-in, Agenda, Notes, Evaluation) documentation of this process and source documentation of surveys, interviews, and achievement and other data that is shared to verify the inclusion of multiple stakeholders and metrics.
9. This school based information with accompanying SANE documentation is shared with the Chief and Title I staff at the district level to inform the Title I application.
10. A parallel district level process occurs during the summer with participating parents and community members from each school and is led by the DPFE. District level data and proposed initiatives are discussed, reviewed, and explored. The DPFE is obligated to keep SANE documentation and source documentation of surveys, interviews, achievement and other data shared to verify the inclusion of multiple stakeholders and metrics.
11. The Chief involves the Title I school principals, Directors of other offices, the Assistant Superintendent (when appropriate), and the Deputy Superintendent in discussing possible districtwide activities to gather their input, and determine how Title I funds can be braided in order to maximize their input and ensure they are effective in raising the achievement of students.
12. Minimally, these consultation meetings with various stakeholders, departmental staff, and system leaders occur quarterly (ie., October, December, February, April). Meetings may occur more frequently as needed.
13. All information and processes above are embedded and included in the Title I application.

***All established Title I procedures are cross referenced with COMAR 13A.01.06, the SMCPSS' Board of Education Approved Equity Policy ACA and in accordance with the related regulations ACA-R. All decisions, initiatives, opportunities, planned experiences, strategies, activities, and related expenditures, are designed and intended to provide every student with equitable access, address academic and social emotional needs and to improve student achievement for each child. All decisions are evaluated by district and school based staff to ensure that they are equitable, safe, fair, diverse, and inclusive for all students.***



Phone: 301-475-5511 ext. 32136; Fax: 301-475-4254

St. Mary's County Public Schools

Division of Instruction

Department of Equity, Engagement, and Early Access

23160 Moakley Street, Suite 103

Leonardtown, Maryland 20650

Dr. Kelly Murray Hall

Chief

## **(1. 2.) Title I Written Procedures - Assessment and Accountability 2021-2022**

Staff Responsible:

Dr. Alex Jaffurs, Assessment and Accountability Officer

Mrs. Charlottis Woodley, Director of Parent and Family Engagement (DPFE)

Dr. Kelly Murray Hall, Chief of Equity, Engagement, and Early Access (EEEE)

***All Written Procedures are subject to change based on revised St. Mary's County Public Schools' (SMCPS) Board of Education policies and regulations, local decisions, or the Governor's Executive Orders.***

***Some Title I and other collaborative meetings will be held virtually to accommodate telework status and parental, caregiver, and stakeholder preference. Electronic signatures on sign-in sheets will be accepted.***

Title I supports a coordinated effort to collaborate between the Department of Assessment and Accountability and The Chief of Equity, Engagement, and Early Access (EEEE) with the Director of Parent and Family Engagement (DPFE).

Communication will be with the Assessment and Accountability Officer or their designee pertaining, but not limited, to MSDE required and requested data that must be generated from the Department of Assessment and Accountability. These requests may include needed data for Title I reports such as, but not limited to:

- Participation Report
- Comparability Report

Other data may be required and requested from the Department of Assessment and Accountability Officer or their designee.

- Detailed requests will be communicated to the Department of Assessment and Accountability Officer or their designee on an as needed basis.

***All established Title I procedures are cross referenced with COMAR 13A.01.06, the SMCPS' Board of Education Approved Equity Policy ACA and in accordance with the related regulations ACA-R. All decisions, initiatives, opportunities, planned experiences, strategies, activities, and related expenditures, are designed and intended to provide every student with equitable access, address academic and social emotional needs and to improve student achievement for each child. All decisions are evaluated by district and school based staff to ensure that they are equitable, safe, fair, diverse, and inclusive for all students.***

**St. Mary's County Public Schools**  
**Title I, Part A Application Appendices**  
**2021-2022**

**A. Staff Credentials and Certifications**

- **A.1. Written Procedures**
- **A.1.a. Job Descriptions**
- **A.2-3 Paraeducator/Teachers in  
Title I Schools Met and Not Met  
Licensure/Certification Status Data**
- **A.4. Disparities Data**
- **A.4. Disparity Analysis**
- **A.5. Human Resources Conditional  
Certification Plans**



**St. Mary's County Public Schools**  
**Department of Fiscal Services and**  
**Human Resources**

23160 Moakley Street, Suite 106  
Leonardtown, Maryland 20650

**Dr. Dale Patrick Farrell**  
Chief of Staff

Phone: 301-475-5511 ext. 32247; Fax: 301-475-4201

---

**(A.1.) Staff Credentials and Certifications**  
**TITLE I – Every Student Succeeds Act - Written Procedures 2021-2022**

**Staff Responsible:**

Dr. Dale Farrell, Chief of Staff, Human Resources  
Dr. Kelly Hall, Chief of Equity, Engagement, and Early Access, Title I Office  
Dr. Maureen Montgomery, Deputy Superintendent, SMCPs  
Ms. Donna Thorstensen, Principal of George Washington Carver Elementary School  
Mrs. Beth Ramsey, Principal of Green Holly Elementary School  
Mrs. Janet Fowler, Principal of Greenview Knolls Elementary School  
Dr. Rebecca Schou, Principal of Lexington Park Elementary School  
Mr. Jeffrey DiRenzo, Principal of Park Hall Elementary School  
Mrs. Charlottis Woodley, Director of Parent and Family Engagement, Title I Office

***All Written Procedures are subject to change based on revised St. Mary's County Public Schools' (SMCPs) Board of Education policies and regulations, local decisions, or the Governor's Executive Orders.***

***Some Title I and other collaborative meetings will be held virtually to accommodate telework status and parental, caregiver, and stakeholder preference. Electronic signatures on sign-in sheets will be accepted.***

**A WRITTEN PROCESS TO ENSURE THE LOCAL EDUCATION AGENCY (LEA):**

- ✓ Have all teachers and paraeducators in Title I schools met 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) disparities, plan to address disparities, and process for implementation (planning, interim check-in, analysis of outcomes) 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.
1. The Local Education Agency (LEA) ensures that all teachers and paraeducators in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

- All teachers and paraeducators assigned to Title I school wide schools in SMCPS meet applicable State certification and licensure requirements as determined by one or more of the four (4) Certification Authorized Partners by the Maryland State Department of Education, who are directly involved in the recruitment, placement, hiring, and staff decisions. Teachers and paraeducators who do not meet the applicable State certification and licensure requirements are not offered interviews at Title I schools unless such a position exists that is unable to be filled by a certified teacher due to being a critical shortage area, such as Special Education or Early Childhood Education. Priority is given to qualified and experienced candidates. Each year, principals of Title I schools submit to the Title I office, attestation documentation verifying the teachers and paraeducators who meet applicable State certification and licensure documentation, as well as copies of letters sent home to parents when a conditional teacher is hired. Schools provide a copy of that documentation to the Title I office.
  - The Title I office is included in any discussions regarding candidates for employment at Title I schools who will be temporarily filling a position and who do not hold certification for the appropriate age/grade level.
2. The LEA ensures it has a written process to coordinate certification and licensure notification between Human Resources, the Title I office, and school administration. All data related to credentialing, certification, and employment status is generated and verified by the Department of Human Resources under the direction of the Chief of Staff.
- Human Resources provides areas of certification information to Title I principals to ensure, whenever possible, that teachers are assigned to a grade level for which they are certified.
  - The certification of staff in Title I schools is addressed minimally at each Title I principal meeting, held monthly/quarterly (ie., quarterly-October, December, February, April), where the Human Resources Chief of Staff or designee is present. SAN (Sign-in, Agenda, Notes) documentation is kept from each of these meetings. Human Resources is responsible, as the credentialing authority, for crafting the plan and determining what is included in the identified plan for certification. Principals are copied on all emails related to their staff as is the Title I office. Specific time is dedicated on the Title I principal meeting agenda to discuss such issues.
  - Notification of the expiration of a teaching certificate is provided to all teachers one year in advance of the expiration date of their certification by Human Resources and copied to the Title I office and building principal. This notification includes information regarding the number of credits required to maintain their certification. If necessary, a meeting is held with all parties to discuss a transfer to a non-Title I site if the teacher is unable to maintain their professional certification.
  - The Chief of Staff (or a representative from Human Resources charged with the responsibility of following up with the Chief of Staff) will discuss with Title I principals during monthly/quarterly Title I principals' meetings with the Chief of Equity, Engagement, and Early Access (EEEA), any certifications that may soon

be expiring for which the teacher has not met the renewal requirements. Any certification issues needing immediate attention must be communicated to the Chief of Staff for necessary follow-up.

3. The LEA follows the Education Association of St. Mary's County (EASMC) Negotiated Agreement related to teacher performance and the observation/evaluation process. Teachers are evaluated annually using the Teacher Performance Assessment System (TPAS). Overall performance ratings include Ineffective, Developing, Effective, and Highly Effective. A rubric is used to determine ratings and a Plan of Assistance is put in place if a teacher has any areas related to ineffective performance. Steps are put in place at the school level to mitigate the need for a Plan of Assistance prior to the evaluation process. Corrective actions may include: coaching, training, assignment of a mentor, frequent observations.
4. The LEA ensures that all paraeducators working in school wide schools meet applicable State certification and licensure requirements.
  - All paraeducators must have, at a minimum, a high school diploma or equivalency.
  - All paraeducator vacancies posted for Title I schools, regardless of funding source, indicate the incumbent must qualify as a Paraeducator II through one of three avenues specified below. Candidates who do not meet at least one of the requirements are not forwarded to the principal of the Title I school for consideration for employment by the Department of Human Resources.
    - Completed at least two years of study at an institution of higher education with the required credit count.
    - Obtained an associate's or higher degree from an accredited college or university.
    - ParaPro Assessment with passing scores
5. The LEA ensures that all paraeducators assigned to Title I schools meet applicable State certification and licensure requirements.
  - As indicated above, all paraeducators assigned to Title I schools, regardless of funding source, must meet eligibility requirements to be considered *Credentialed*.
6. The LEA, in collaboration with the Title I schools ensure that all paraeducators are completing Title I appropriate assigned duties to include, but not limited to:
  - Meet regularly with the teacher at designated times for planning and evaluating student progress;
  - Assist in developing learning activities with the teacher;
  - Assist in guiding students in working and playing with others;
  - Prepare, under the direction of the teacher, appropriate learning activities, stations, materials;
  - Reinforce learning activities with appropriate audio visual aids and other materials;
  - Assist in activities planned for and with parents;
  - Attend, as necessary, workshops and in-service training sessions
7. The LEA ensures it has a written process to identify and address any disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced, or out-of-field teachers.

- The SMCPS Chief of Staff, Deputy Superintendent, the Chief of EEEA, representatives from the Department of Human Resources, the Title I office, the Department of Information Technology, and Department of Assessment and Accountability developed a report that will analyze data regarding disparities among Title I and non-Title I schools from the previous school year. This report was originally created during the 2018-2019 school year and can populate the required data for each school year moving forward. SMCPS follows Maryland's gap and threshold model to identify gaps. Any gap greater than 5% of any individual category that is over 5% is considered to have disparities.
  - The disparity report from the prior school year will include the following:
    - The number and percentage of inexperienced, ineffective, and out of field teachers
    - Conditionally certified teachers will have an action plan, developed by Human Resources, with a timeline to complete certification requirements. This action plan will be shared with the Title I office and with the school principal.
    - The staffing data is disaggregated for minority students to include major racial and ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic, Multiple Races, Native and Pacific Islander, White.
    - Determinations will be made, in collaboration with the Chief of Staff, Deputy Superintendent, and Chief of EEEA as to how to support Title I schools with disparities that are different from non-Title I schools that have disparities.
    - The Department of Human Resources will certify that the data for this report is generated from the Department of Human Resources. Raw data used for disparity reporting will be shared with the Title I office.
  - The Department of Human Resources collects annual evaluations of all employees for all schools and offices. The evaluation rating for each employee in a Title I school is compiled in a comprehensive report and shared with the Title I office.
  - The disparity report identifies through teacher assignment and student enrollment data, any teachers who are assigned and teaching outside of their certification. This report can be run at any interval necessary to review the data. The data can provide a lens to examine evaluation ratings, teachers teaching out of field, and inexperienced teachers who are teaching low-income or minority students.
  - Disparities will be identified by the Department of Human Resources and the Title I office collaboratively through review of the report data at Title I principals' meetings held quarterly at a minimum.
  - As disparities are identified, a report will be made to the Superintendent and Deputy Superintendent for further action, if necessary, and without violating any employment laws, policies, regulations, or negotiated agreements with the respective Employee Associations.
  - The Superintendent and Deputy Superintendent will discuss in Cabinet-level meetings, how to address the disparities. This will occur as often as needed.
8. The LEA ensures it has a written process and a timeline for parents being notified:

- Annually that they may request information regarding professional and paraeducators qualifications of their child's teacher and/or paraeducator and of paraeducators who provide instructional services to their children.
  - The principal of each Title I school will notify parents at the beginning of each school year, their right to request information regarding qualifications of their child's teachers and/or paraeducators by sharing a letter from the Superintendent advising them of this right to request.
  - Parents will receive, in addition to the superintendent's letter, opportunities for repeated communication about their right to request qualification information including school newsletter, the website, on school agendas, memos, and calendars).
  - Parents will submit such requests to the principal. If parents make such a request, the principals shall forward those requests to the Department of Human Resources along with the names of each teacher and/or paraeducators requested. The Department of Human Resources will communicate in writing the qualifications requested to the parent, and copy the teachers and/or paraeducators, the Title I office, and the principal.
- If their child has been assigned to a teacher or substitute for four (4) or more consecutive weeks who does not meet Maryland's certification and licensure requirements at the assigned grade level:
  - A timely notice has been provided to parents.
  - Principals shall be responsible for notifying parents if a teacher or substitute is assigned to teach for four (4) or more consecutive weeks and does not meet Maryland's certification and licensure requirements for the assigned grade level. That notice shall be in writing and shall be copied to the Title I office and Department of Human Resources. The Title I office has a template for use by principals.
- 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.
  - The Department of Assessment and Accountability provides such information.

#### **SUMMARY OF DATA USED TO DETERMINE DISPARITIES (2020-2021 SY).**

- Experience of teachers in Title I and non-Title I schools;
- Evaluation ratings (effective/ineffective) in Title I and non-Title I schools; and
- Certification and assignment of teachers in Title I and non-Title I schools to determine if teachers are teaching out of subject or grade level for which they hold certification.

#### **ADDITIONAL ATTACHMENTS:**

- Lists of the percentage and number of teachers in Title I schools who have met and not met licensure and certification status for the 2021-2022 school year including the area of certification.



- List of the percentage and number of paraeducators in Title I schools who have met and not met licensure and certification status for the 2021-2022 school year.
- Copies of plans for conditional teachers in Title I schools to attain credentialing within two years. This report will be redacted prior to submission to maintain FERPA (Family Educational Rights and Privacy Act) compliance.

***All established Title I procedures are cross referenced with COMAR 13A.01.06, the SMCPSS' Board of Education Approved Equity Policy ACA and in accordance with the related regulations ACA-R. All decisions, initiatives, opportunities, planned experiences, strategies, activities, and related expenditures, are designed and intended to provide every student with equitable access, address academic and social emotional needs and to improve student achievement for each child. All decisions are evaluated by district and school based staff to ensure that they are equitable, safe, fair, diverse, and inclusive for all students.***

**ST. MARY'S COUNTY PUBLIC SCHOOLS  
EXEMPT CERTIFICATED POSITION DESCRIPTION**

<b>ELEMENTARY SCHOOL TEACHER</b>
----------------------------------

**POSITION:** Elementary School Teacher

**REPORTS TO:** Site Administrator/Supervisor

**LOCATION:** Various Locations

**NATURE OF WORK:**

This is a professional position to meet the instructional goals of the school and school system by delivering instructional programs effectively to ensure student achievement.

**ESSENTIAL FUNCTIONS:**

- Direct and evaluate student learning experiences;
- Provide guidance to students to promote education development and welfare;
- Provide care and protection of school property;
- Supervise student activity on school property; and
- Plan and coordinate the instructional program in accordance with the current curricula.

**DUTIES AND RESPONSIBILITIES:**

- Participate in co-curricular activities;
- Maintain accurate student attendance;
- Assist students with learning activities;
- Take part in professional development activities;
- Cooperate with students and staff;
- Maintain open lines of communications with students, staff and parents; and
- Maintain current lesson plans.

**QUALIFICATIONS:**

- Possess professional certification for the appropriate teaching level.
- Demonstrate knowledge of curriculum, instruction, staff development, and assessment process.
- Possess the ability to relate well with students, colleagues, parents, and staff.

**TERM OF EMPLOYMENT:**

Full-time ten-month position.

**SALARY GRADE RANGE:**

The salary for this EXEMPT position will be based on EASMC salary schedule (#1) for ten-month employees.

**BARGAINING UNIT ELIGIBILITY:** EASMC

# ST. MARY'S COUNTY PUBLIC SCHOOLS CERTIFICATED POSITION DESCRIPTION

## INSTRUCTIONAL RESOURCE TEACHER – ELEMENTARY/MIDDLE

**POSITION:** Instructional Resource Teacher – Elementary/Middle

**REPORTS TO:** Site Administrator

**LOCATION:** Various Locations

### NATURE OF WORK:

This is a professional position to meet the instructional goals of the school and school system by delivering instructional programs, both virtually and in-person, effectively to ensure student achievement. The Instructional Resource Teacher also works with other staff within individual schools to mentor, model, guide, and enhance the delivery of instruction to students and/or work with individual students or small groups to provide focused instruction.

### ESSENTIAL FUNCTIONS:

- Direct and evaluate student learning experiences;
- Provide guidance to students to promote education development and welfare;
- Provide care and protection of school property;
- Supervise student activity on school property;
- Plan and coordinate the instructional program in accordance with the current curricula;
- Work in conjunction with other instructional staff to improve delivery of instruction;
- Deliver focused instruction to individual students or small groups of students; and
- Participate in system-wide professional develop to share at the school-level.

### DUTIES AND RESPONSIBILITIES:

- Assumes major responsibility for the instructional support of the school's academic programs;
- Supports the implementation of virtual instruction through modeling, coaching and professional development;
- Facilitates collaborative team discussions and other data-based decision-making sessions;
- Works collaboratively with all staff and support service providers within the assigned school;
- Provides leadership in program implementation and prepares required reports in a timely way;
- Models and provides coaching for other staff members, focusing on areas identified through the staff development needs assessment and on identified high level skills essential for student success;
- Provides mentoring and support for new teachers;
- Provides direct instruction to students for reading, writing, mathematics, and other content areas, through small group interventions or extension programs;
- Assists classroom teachers with the administration and interpretation of formal and informal assessments;
- Conducts professional development and formal presentations on literacy, mathematics, science and other content areas for parents, teachers, and other colleagues;
- Serves on the School Improvement Team (SIT) or other school-based leadership teams; and
- Performs other school-based and system-level responsibilities as assigned.

### QUALIFICATIONS:

- Possess advanced professional certificate or eligible to receive APC in current school year (through submission of official transcripts);

- Preference given to candidates who hold a Master's degree in curriculum and instruction or related content area; OR is a National Board-Certified Teacher;
- Minimum of four years of successful teaching experience;
- Knowledge of curriculum and staff development;
- Ability to relate well to students, colleagues, parents, and community members;
- Ability to develop and implement school wide programs;
- Ability to analyze data to impact instruction;
- Demonstrated ability to integrate technology in both virtual and in-person instruction; and
- Letter of recommendation by a principal or immediate supervisor.

**TERM OF EMPLOYMENT:**

Full-time ten-month position.

**SALARY GRADE RANGE:**

The salary for this EXEMPT position will be based on EASMC salary schedule (#1) for ten-month employees.

**BARGAINING UNIT ELIGIBILITY:** EASMC

**ST. MARY'S COUNTY PUBLIC SCHOOLS  
EDUCATION SUPPORT PROFESSIONAL POSITION DESCRIPTION**

<b>PARAEDUCATOR – INSTRUCTIONAL (ELEMENTARY GRADES PK-5)</b>
--

**POSITION:** Paraeducator - Instructional (Elementary Grades PK-5)

**REPORTS TO:** Site Administrator

**LOCATION:** Various Locations

**NATURE OF WORK:**

**ESSENTIAL FUNCTIONS:**

The paraeducator must be able to work collaboratively with the classroom teacher and at times, work independently to support the instructional goals of the students and class. Paraeducators are required to escort students, maintain a safe and orderly learning environment, assist students with instructional activities and projects, and assist the classroom teacher with maintaining and organizing materials of instruction.

**DUTIES AND RESPONSIBILITIES:**

The paraeducator may be assigned by the building principal to support any elementary grade level (Pre-Kindergarten through Grade 5), as needed. Grade level assignments may change throughout the school year. The paraeducator will work under the direction of the classroom teacher. As part of the duties, the paraeducator will:

- Meet regularly with the teacher at a designated time for planning and evaluating student's progress;
- Assist in developing learning activities with the teacher;
- Assist in guiding students in working and playing with others;
- Provide escort and assistance to students as necessary;
- Assist in the supervision of students on trips and other school related activities;
- Prepare, under the direction of the teacher, appropriate learning activities, stations, materials;
- Reinforce learning activities with appropriate audio visual aids and other materials;
- Assist teacher in maintaining neat work and study areas;
- Assist in activities planned for and with parents; and
- Attend, as necessary, workshops and in-service training sessions.

**QUALIFICATIONS:**

Instructional paraeducators assigned to Title I schools shall have:

- Completed at least two years of study at an institution of higher education;
- Obtained an associate's or higher degree; or
- Met a rigorous standard of quality and can demonstrate through a formal state or local academic assessment the knowledge of and ability to assist in the instruction of reading, writing, and mathematics or the instruction in readiness for these subjects. Paraeducators qualifying under this criterion must have a high school diploma or equivalent as a prerequisite.
- College training and experience working with children is desired.

Instructional paraeducators assigned to schools not designated as Title I schools shall have:

- Graduated from a standard high school or possession of a state high school equivalence certificate.
- College training and experience working with children is desired.

**TERM OF EMPLOYMENT:**

Full-time ten-month position.

**SALARY GRADE RANGE:**

The salary for this position will be based on EASMC-ESP salary schedule for ten-month seven hour employees – Range 5/7.

**BARGAINING UNIT ELIGIBILITY:** EASMC-ESP

**ST. MARY'S COUNTY PUBLIC SCHOOLS**  
**EDUCATION SUPPORT PROFESSIONAL POSITION DESCRIPTION**

**PARENT LIAISON**

**POSITION:** Parent Liaison – Grant Funded

**REPORTS TO:** School Administrator

**LOCATION:** Various Locations

**NATURE OF WORK:**

This person will work with school principal and Title I resource teacher to develop and implement a parent involvement program to engage parents in the academic work of schooling, provide parent education opportunities, as well as opportunities for parent volunteering.

**ESSENTIAL FUNCTIONS:**

- Communicates with families about involvement opportunities, academic opportunities, and school-family partnerships;
- Maintains all required documentation for parental involvement Title I compliance;
- Schedule, organize and conduct monthly educational training sessions for parents;
- Provides opportunities to support parenting skills and developmental activities in the home to promote school success;
- Encourages families to support academic achievement by reading with children, helping them with their homework, and engaging them in educational activities;
- Builds a parent and community volunteer group to increase student and school success;
- Addresses site-based family needs, including attendance;
- Conducts home visits to increase family involvement in the school;
- Provides opportunities for parents and community members to collaborate on educational decisions that affect children, families, and school improvement;
- Utilizes technology to perform tasks;
- Maintains integrity and confidentiality;
- Reports to work daily and on time;
- Projects a positive image of the school to the school community and the public; and
- Performs other duties as assigned.

**DUTIES AND RESPONSIBILITIES:**

- Schedule parenting events and support meetings;
- Develop and maintain a volunteer database;
- Plan parent education and home support activities; and
- Assist with conducting a parent satisfaction survey.

**QUALIFICATIONS:**

- Graduation from high school (or GED) required; advanced degree preferred;
- Basic working knowledge of office technology, including office equipment and software;
- Ability to communicate courteously and tactfully with students, teachers, parents, and the general public;
- Ability to be versatile in job responsibilities;
- Ability to work under a minimum amount of supervision;
- Ability to project a positive image to the public; and
- The Parent Involvement Liaison does not have to meet 'highly qualified' requirements as established by the *No Child Left Behind Act* (NCLB).

**TERM OF EMPLOYMENT:**

Full-time ten-month position. The availability of this position each year is dependent upon grant funding.

**SALARY GRADE RANGE:**

The salary for this position will be based on EASMC-ESP salary schedule for ten-month seven hour employees – Range 17.

**BARGAINING UNIT ELIGIBILITY:** EASMC-ESP



SCHOOL	JOB TYPE	NUM NOT MTG REQ	PERC NOT MTG REQ	NUM MTG REQ	PERC MTG REQ
GHES	Para	0	0%	32	100%
	Teacher	2	4%	45	96%
GKES	Para	0	0%	13	100%
	Teacher	2	6%	33	94%
GWES	Para	0	0%	20	100%
	Teacher	2	4%	47	96%
LPES	Para	0	0%	16	100%
	Teacher	2	5%	41	95%
PHES	Para	0	0%	14	100%
	Teacher	1	2%	46	98%

Building Name	L Name	F Name	Assignment Title	Empl Certification Type Title	Date Issued	Expiration Date	Empl Certification Area Title
CARVER ELEM			ELEMENTARY EDUCATION	APC	07/01/2020	06/30/2025	ELEMENTARY 1-6
CARVER ELEM			ELEMENTARY EDUCATION	APC	07/01/2019	06/30/2024	ECE PREK-3
CARVER ELEM			INSTRUCTIONAL RESOURCES	APC	07/01/2018	06/30/2023	ELEM 1-6/MIDDLE
CARVER ELEM			SPEC.EDUCATION (GR. 1-8)	SPC1	07/01/2020	06/30/2025	G.SPED INF-3/1-8/6-A
CARVER ELEM			MUSIC	SPC1	07/01/2020	06/30/2025	MUSIC PREK-12
CARVER ELEM			ELEMENTARY EDUCATION	APC	01/01/2019	12/31/2023	ELEMENTARY 1-6
CARVER ELEM			MEDIA SPECIALIST	SPC1	07/01/2017	06/30/2022	ELEMENTARY 1-6
CARVER ELEM			KINDERGARTEN	SPC2	07/01/2021	06/30/2026	ECE PREK-3
CARVER ELEM			ELEMENTARY EDUCATION	APC	07/01/2020	06/30/2025	ELEMENTARY 1-6
CARVER ELEM			KINDERGARTEN	APC	07/01/2019	06/30/2024	ECE PREK-3
CARVER ELEM			ELEMENTARY EDUCATION	APC	07/01/2019	06/30/2024	ECE PREK-3
CARVER ELEM			PREKINDERGARTEN	CONDITIONAL CERT.	07/01/2020	06/30/2022	ELEMENTARY 1-6
CARVER ELEM			ELEMENTARY EDUCATION	APC	07/01/2020	06/30/2025	ECE PREK-3
CARVER ELEM			ELEMENTARY EDUCATION	APC	01/01/2021	12/31/2025	ELEM 1-6/MIDDLE
CARVER ELEM			ELEMENTARY EDUCATION	APC	07/01/2017	06/30/2022	ELEM 1-6/MIDDLE
CARVER ELEM			SCHOOL COUNSELOR	APC	07/01/2018	06/30/2023	SCHOOL COUNSELOR
CARVER ELEM			ELEMENTARY EDUCATION	APC	07/01/2021	06/30/2026	ELEMENTARY 1-6
CARVER ELEM			SCHOOL NURSE	LICENSE	11/20/2018	12/28/2022	
CARVER ELEM			LEAD TCHR SOCIAL/EMOTION	APC	07/01/2021	06/30/2026	G.SPED INF-3/1-8/6-A
CARVER ELEM			ELEMENTARY EDUCATION	SPC1	01/01/2020	12/31/2024	ELEMENTARY 1-6
CARVER ELEM			SPEC.EDUCATION (GR. 1-8)	APC	07/01/2020	06/30/2025	G.SPED INF-3/1-8/6-A
CARVER ELEM			PHYSICAL EDUCATION	SPC2	01/01/2020	12/31/2024	PHYSICAL ED PREK-12
CARVER ELEM			ELEMENTARY EDUCATION	APC	01/01/2019	12/31/2023	ELEMENTARY 1-6
CARVER ELEM			KINDERGARTEN	Will have SPC I	7/1/2021	6/30/2026	ECE PREK-3/ESOL/GENERIC SPECIAL EDUCATION FULL BAND
CARVER ELEM			ELEMENTARY EDUCATION	APC	07/01/2020	06/30/2025	ELEMENTARY 1-6
CARVER ELEM			ELEMENTARY EDUCATION	APC	07/01/2017	06/30/2022	ELEM 1-6/MIDDLE
CARVER ELEM			PREKINDERGARTEN	SPC2	07/01/2020	06/30/2025	ECE PREK-3
CARVER ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2020	06/30/2025	ELEMENTARY 1-6
CARVER ELEM			INSTRUCTIONAL RESOURCES	APC	07/01/2018	06/30/2023	ELEM 1-6/MIDDLE
CARVER ELEM			ELEMENTARY EDUCATION	Will have SPC I	7/1/2021	6/30/2026	ECE PREK-3/ELEMENTARY 1-6
CARVER ELEM			PHYSICAL EDUCATION	SPC1	07/01/2020	06/30/2025	PHYSICAL ED PREK-12
CARVER ELEM			ELEMENTARY EDUCATION	APC	07/01/2019	06/30/2024	ELEM 1-6/MIDDLE
CARVER ELEM			MUSIC	Will have SPC I	7/1/2021	6/30/2021	MUSIC PREK-12
CARVER ELEM			ELEMENTARY EDUCATION	APC	01/01/2020	12/31/2024	ELEM 1-6/MIDDLE
CARVER ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2020	06/30/2025	ELEMENTARY 1-6
CARVER ELEM			ELEMENTARY EDUCATION	SPC2	07/01/2019	06/30/2024	ECE PREK-3
CARVER ELEM			KINDERGARTEN	APC	07/01/2021	06/30/2026	ECE PREK-3
CARVER ELEM			ELEMENTARY EDUCATION	APC	07/01/2021	06/30/2026	ELEM EDUCATION 1-6
CARVER ELEM			PREKINDERGARTEN	APC	07/01/2021	06/30/2026	ECE PREK-3
CARVER ELEM			ART	APC	07/01/2017	06/30/2022	ART PREK-12
CARVER ELEM			INSTRUCTIONAL RESOURCES	APC	07/01/2017	06/30/2022	ELEM 1-6/MIDDLE
CARVER ELEM			PRE-SCHOOL TEACHER	APC	01/01/2019	12/31/2023	ECE PREK-3
CARVER ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2020	06/30/2025	ELEMENTARY 1-6
CARVER ELEM			INSTRUC. RESOURCES(GRANT)	APC	07/01/2019	06/30/2024	ELEM 1-6/MIDDLE
CARVER ELEM			SPEC.EDUCATION (GR. 1-8)	APC	07/01/2019	06/30/2024	G.SPED INF-3/1-8/6-A
CARVER ELEM			ELEMENTARY EDUCATION	APC	01/01/2019	12/31/2023	ELEMENTARY 1-6
CARVER ELEM			KINDERGARTEN	APC	07/01/2021	06/30/2026	ECE PREK-3
CARVER ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2018	06/30/2023	ELEMENTARY 1-6
GREEN HOLLY SCHOOL			PRE-SCHOOL TEACHER	APC	01/01/2019	12/31/2023	ECE PREK-3
GREEN HOLLY SCHOOL			ELEMENTARY EDUCATION	APC	07/01/2021	06/30/2026	ELEM EDUCATION 1-6
GREEN HOLLY SCHOOL			ART	APC	07/01/2020	06/30/2025	ART K-12
GREEN HOLLY SCHOOL			SPEC.EDUCATION (GR. 1-8)	APC	07/01/2017	06/30/2022	SPED 1-8
GREEN HOLLY SCHOOL			PRE-SCHOOL TEACHER	SPC1	07/01/2018	06/30/2023	ECE PREK-3
GREEN HOLLY SCHOOL			MEDIA SPECIALIST	APC	01/01/2018	12/31/2022	MID: ENGL/ANG ARTS
GREEN HOLLY SCHOOL			PREKINDERGARTEN	APC	07/01/2018	06/30/2023	ECE PREK-3
GREEN HOLLY SCHOOL			INSTRUC. RESOURCES(GRANT)	APC	07/01/2021	06/30/2026	ECE PREK-3



Building Name	L Name	F Name	Assignment Title	Empl Certification Type Title	Date Issued	Expiration Date	Empl Certification Area Title
GREEN HOLLY SCHOOL			KINDERGARTEN	APC	07/01/2020	06/30/2025	ECE PREK-3
GREEN HOLLY SCHOOL			ELEMENTARY EDUCATION	APC	07/01/2019	06/30/2024	ELEM 1-6/MIDDLE
GREEN HOLLY SCHOOL			ELEMENTARY EDUCATION	APC	07/01/2019	06/30/2024	ECE PREK-3
GREEN HOLLY SCHOOL			ELEMENTARY EDUCATION	APC	07/01/2020	06/30/2025	ELEM 1-6/MIDDLE
GREEN HOLLY SCHOOL			MUSIC	APC	07/01/2021	06/30/2026	MUSIC PREK-12
GREEN HOLLY SCHOOL			SPEC.EDUCATION (GR. 1-8)	APC	07/01/2021	06/30/2026	SPED 1-8
GREEN HOLLY SCHOOL			ELEMENTARY EDUCATION	SPC2	07/01/2018	06/30/2023	ELEMENTARY 1-6
GREEN HOLLY SCHOOL			SPEC.EDUCATION (INFANT-3)	SPC1	07/01/2017	06/30/2022	G.SPED INF-3/1-8/6-A
GREEN HOLLY SCHOOL			ELEMENTARY EDUCATION	APC	07/01/2021	06/30/2026	ECE PREK-3
GREEN HOLLY SCHOOL			KINDERGARTEN	APC	07/01/2019	06/30/2024	ECE PREK-3
GREEN HOLLY SCHOOL			PHYSICAL EDUCATION	APC	01/01/2021	12/31/2025	PHYSICAL ED PREK-12
GREEN HOLLY SCHOOL			PHYSICAL EDUCATION	SPC2	07/01/2019	06/30/2024	PHYSICAL ED PREK-12
GREEN HOLLY SCHOOL			ELEMENTARY EDUCATION	SPC1	07/01/2019	06/30/2024	ELEMENTARY 1-6
GREEN HOLLY SCHOOL			INSTRUC. RESOURCES(GRANT)	APC	07/01/2021	06/30/2026	ELEM 1-6/MIDDLE
GREEN HOLLY SCHOOL			MUSIC	APC	07/01/2018	06/30/2023	MUSIC PREK-12
GREEN HOLLY SCHOOL			SCHOOL NURSE	LICENSE	03/08/2011	02/28/2023	
GREEN HOLLY SCHOOL			ELEMENTARY EDUCATION	APC	01/01/2021	12/31/2025	ELEM 1-6/MIDDLE
GREEN HOLLY SCHOOL			ELEMENTARY EDUCATION	APC	01/01/2018	12/31/2022	ELEM EDUCATION 1-6
GREEN HOLLY SCHOOL			SPEC.EDUCATION (GR. 1-8)	APC	01/01/2017	12/31/2022	SPED 1-8
GREEN HOLLY SCHOOL			INSTRUCTIONAL RESOURCES	APC	07/01/2018	06/30/2023	ELEM 1-6/MIDDLE
GREEN HOLLY SCHOOL			SPEC.EDUCATION (INFANT-3)	SPC1	07/01/2021	06/30/2026	SPED 1-8
GREEN HOLLY SCHOOL			ELEMENTARY EDUCATION	APC	07/01/2020	06/30/2025	ELEMENTARY 1-6
GREEN HOLLY SCHOOL			KINDERGARTEN	APC	07/01/2020	06/30/2025	ECE PREK-3
GREEN HOLLY SCHOOL			ELEMENTARY EDUCATION	APC	07/01/2021	06/30/2026	ELEM EDUCATION 1-6
GREEN HOLLY SCHOOL			PRESCHOOL SPEC ED	SPC2	07/01/2021	06/30/2026	SPED 1-8
GREEN HOLLY SCHOOL			PREKINDERGARTEN	APC	07/01/2018	06/30/2023	ECE PREK-3
GREEN HOLLY SCHOOL			ELEMENTARY EDUCATION	APC	07/01/2017	06/30/2022	ELEM 1-6/MIDDLE
GREEN HOLLY SCHOOL			SPEC.EDUCATION (GR. 1-8)	APC	07/01/2017	06/30/2022	SPED 1-8
GREEN HOLLY SCHOOL			SPEC.EDUCATION (INFANT-3)	SPC1	07/01/2017	06/30/2022	G.SPED INF-3/1-8/6-A
GREEN HOLLY SCHOOL			SCHOOL COUNSELOR	APC	07/01/2018	06/30/2023	SCHOOL COUNSELOR
GREEN HOLLY SCHOOL			ELEMENTARY EDUCATION	APC	07/01/2020	06/30/2025	ELEM 1-6/MIDDLE
GREEN HOLLY SCHOOL			ELEMENTARY EDUCATION	SPC1	07/01/2018	06/30/2023	ECE PREK-3
GREEN HOLLY SCHOOL			INSTRUCTIONAL RESOURCES	APC	07/01/2020	06/30/2025	ELEM 1-6/MIDDLE
GREEN HOLLY SCHOOL			SPEC.EDUCATION (GR. 1-8)	APC	07/01/2018	06/30/2023	SPED K-12
GREEN HOLLY SCHOOL			ELEMENTARY EDUCATION	APC	07/01/2019	06/30/2024	ECE PREK-3
GREEN HOLLY SCHOOL			SPEC.EDUCATION (INFANT-3)	APC	07/01/2020	06/30/2025	G.SPED INF-3/1-8
GREENVIEW KNOLLS ELEM			SCHOOL NURSE	LICENSE	01/27/2020	02/28/2022	
GREENVIEW KNOLLS ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2018	06/30/2023	ELEMENTARY 1-6
GREENVIEW KNOLLS ELEM			KINDERGARTEN	APC	07/01/2018	06/30/2023	ECE PREK-3
GREENVIEW KNOLLS ELEM			ELEMENTARY EDUCATION	APC	07/01/2017	06/30/2022	ELEM 1-6/MIDDLE
GREENVIEW KNOLLS ELEM			ELEMENTARY EDUCATION	APC	07/01/2021	06/30/2026	ELEMENTARY 1-6
GREENVIEW KNOLLS ELEM			PHYSICAL EDUCATION	Will have SPC I	7/1/2021	6/30/2026	PHYSICAL ED PREK-12
GREENVIEW KNOLLS ELEM			MEDIA SPECIALIST	APC	01/01/2021	12/31/2025	LIBRARY MEDIA SPEC.
GREENVIEW KNOLLS ELEM			ELEMENTARY EDUCATION	SPC2	07/01/2020	06/30/2025	ELEM 1-6/MIDDLE
GREENVIEW KNOLLS ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2018	06/30/2023	ELEMENTARY 1-6
GREENVIEW KNOLLS ELEM			PREKINDERGARTEN	APC	07/01/2018	06/30/2023	ECE PREK-3
GREENVIEW KNOLLS ELEM			ELEMENTARY EDUCATION	SPC2	07/01/2019	06/30/2024	ECE PREK-3
GREENVIEW KNOLLS ELEM			ELEMENTARY EDUCATION	APC	07/01/2018	06/30/2023	ELEMENTARY 1-6
GREENVIEW KNOLLS ELEM			SPEC.EDUCATION (6-ADULT)	SPC1	01/01/2019	12/31/2023	G.SPED INF-3/1-8/6-A
GREENVIEW KNOLLS ELEM			MUSIC	APC	07/01/2018	06/30/2023	MUSIC PREK-12
GREENVIEW KNOLLS ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2018	06/30/2023	ELEMENTARY 1-6
GREENVIEW KNOLLS ELEM			ART	CONDITIONAL CERT.	07/01/2020	06/30/2022	ART PREK-12
GREENVIEW KNOLLS ELEM			ELEMENTARY EDUCATION	APC	01/01/2021	12/31/2025	ELEMENTARY 1-6
GREENVIEW KNOLLS ELEM			ELEMENTARY EDUCATION	APC	07/01/2021	06/30/2026	ELEM 1-6/MIDDLE
GREENVIEW KNOLLS ELEM			SPEC.EDUCATION (GR. 1-8)	SPC1	01/01/2020	12/31/2024	ELEMENTARY 1-6
GREENVIEW KNOLLS ELEM			INSTRUC. RESOURCES(GRANT)	APC	07/01/2019	06/30/2024	ELEM 1-6/MIDDLE



Building Name	L Name	F Name	Assignment Title	Empl Certification Type Title	Date Issued	Expiration Date	Empl Certification Area Title
GREENVIEW KNOLLS ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2018	06/30/2023	ELEMENTARY 1-6
GREENVIEW KNOLLS ELEM			ELEMENTARY EDUCATION	SPC1	01/01/2018	12/31/2022	ELEM EDUCATION 1-6
GREENVIEW KNOLLS ELEM			SPEC.EDUCATION (INFANT-3)	APC	07/01/2018	06/30/2023	G.SPED INF-3/1-8/6-A
GREENVIEW KNOLLS ELEM			ELEMENTARY EDUCATION	APC	01/01/2017	12/31/2021	ELEM EDUCATION 1-6
GREENVIEW KNOLLS ELEM			SPEC.EDUCATION (GR. 1-8)	APC	07/01/2017	06/30/2022	SPED 1-8
GREENVIEW KNOLLS ELEM			INSTRUCTIONAL RESOURCES	APC	01/01/2018	12/31/2022	ELEMENTARY 1-6
GREENVIEW KNOLLS ELEM			ELEMENTARY EDUCATION	APC	07/01/2020	06/30/2025	ELEMENTARY 1-6
GREENVIEW KNOLLS ELEM			ELEMENTARY EDUCATION	APC	07/01/2020	06/30/2025	ECE PREK-3
GREENVIEW KNOLLS ELEM			KINDERGARTEN	APC	07/01/2018	06/30/2023	ECE PREK-3
GREENVIEW KNOLLS ELEM			SCHOOL COUNSELOR	APC	07/01/2019	06/30/2024	SCHOOL COUNSELOR
GREENVIEW KNOLLS ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2018	06/30/2023	ECE PREK-3
GREENVIEW KNOLLS ELEM			INSTRUCTIONAL RESOURCES	APC	01/01/2020	12/31/2024	ELEM 1-6/MIDDLE
GREENVIEW KNOLLS ELEM			MUSIC	APC	07/01/2017	06/30/2022	MUSIC K-12
LEXINGTON PARK ELEM			MUSIC	APC	07/01/2021	06/30/2026	MUSIC K-12
LEXINGTON PARK ELEM			INSTRUCTIONAL RESOURCES	APC	07/01/2017	06/30/2022	ELEM EDUCATION 1-6
LEXINGTON PARK ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2019	06/30/2024	ELEMENTARY 1-6
LEXINGTON PARK ELEM			STEM ACADEMY - ELEMENTARY	APC	07/01/2017	06/30/2022	ELEM 1-6/MIDDLE
LEXINGTON PARK ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2020	06/30/2025	ELEMENTARY 1-6
LEXINGTON PARK ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2017	06/30/2022	ELEMENTARY 1-6
LEXINGTON PARK ELEM			ELEMENTARY EDUCATION	SPC1	01/01/2017	12/31/2021	ELEMENTARY 1-6
LEXINGTON PARK ELEM			ELEMENTARY EDUCATION	APC	07/01/2019	06/30/2024	ELEM 1-6/MIDDLE
LEXINGTON PARK ELEM			PREKINDERGARTEN	APC	01/01/2020	12/31/2024	ECE PREK-3
LEXINGTON PARK ELEM			ELEMENTARY EDUCATION	Will have SPC I	7/1/2021	6/30/2026	ELEMENTARY 1-6
LEXINGTON PARK ELEM			SCHOOL COUNSELOR	APC	07/01/2021	06/30/2026	SCHOOL COUNSELOR
LEXINGTON PARK ELEM			ELEMENTARY EDUCATION	APC	07/01/2018	06/30/2023	ECE PREK-3
LEXINGTON PARK ELEM			ELEMENTARY EDUCATION	APC	07/01/2015	06/30/2025	ELEM EDUCATION 1-6
LEXINGTON PARK ELEM			KINDERGARTEN	APC	07/01/2019	06/30/2024	ECE PREK-3
LEXINGTON PARK ELEM			ELEMENTARY EDUCATION	APC	07/01/2021	06/30/2026	ECE PREK-3
LEXINGTON PARK ELEM			ELEMENTARY EDUCATION	Will have SPC I	7/1/2021	6/30/2026	ELEMENTARY 1-6
LEXINGTON PARK ELEM			ELEMENTARY EDUCATION	APC	01/01/2016	12/31/2021	ELEM 1-6/MIDDLE
LEXINGTON PARK ELEM			KINDERGARTEN	APC	07/01/2020	06/30/2025	ECE PREK-3
LEXINGTON PARK ELEM			ELEMENTARY EDUCATION	APC	07/01/2019	06/30/2024	ELEMENTARY 1-6
LEXINGTON PARK ELEM			ART	SPC1	07/01/2019	06/30/2024	ART PREK-12
LEXINGTON PARK ELEM			ELEMENTARY EDUCATION	SPC2	07/01/2021	06/30/2026	ECE PREK-3
LEXINGTON PARK ELEM			MEDIA SPECIALIST	APC	07/01/2018	06/30/2023	ADMIN I / READING SPECIALIST / ELEM 1-6/MIDDLE
LEXINGTON PARK ELEM			SPEC.EDUCATION (GR. 1-8)	APC	07/01/2017	06/30/2022	SPED 1-8
LEXINGTON PARK ELEM			INSTRUCTIONAL RESOURCES	APC	07/01/2020	06/30/2025	ELEM EDUCATION 1-6
LEXINGTON PARK ELEM			SCHOOL NURSE	LICENSE	4/27/2021	05/28/2023	
LEXINGTON PARK ELEM			PREKINDERGARTEN	SPC2	07/01/2019	06/30/2024	ECE PREK-3
LEXINGTON PARK ELEM			PHYSICAL EDUCATION	SPC2	07/01/2017	06/30/2022	PHYSICAL ED PREK-12
LEXINGTON PARK ELEM			INSTRUCTIONAL RESOURCES	APC	01/01/2020	12/31/2024	ELEM 1-6/MIDDLE
LEXINGTON PARK ELEM			ELEMENTARY EDUCATION	APC	01/01/2018	12/31/2022	ELEMENTARY 1-6
LEXINGTON PARK ELEM			PHYSICAL EDUCATION	APC	07/01/2017	06/30/2022	PHYSICAL ED PREK-12
LEXINGTON PARK ELEM			ELEMENTARY EDUCATION	APC	01/01/2017	12/31/2021	ELEM 1-6/MIDDLE
LEXINGTON PARK ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2018	06/30/2023	ELEMENTARY 1-6
LEXINGTON PARK ELEM			MUSIC	Will have SPC I/Potentially APC upon receipt of VOEs	7/1/2021	6/30/2021	MUSIC PREK-12
LEXINGTON PARK ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2017	06/30/2022	ELEM EDUCATION 1-6
LEXINGTON PARK ELEM			ELEMENTARY EDUCATION	Will have SPC I	7/1/2021	6/30/2026	ECE PREK-3/ELEMENTARY 1-6
LEXINGTON PARK ELEM			ELEMENTARY EDUCATION	APC	07/01/2019	06/30/2024	ELEM 1-6/MIDDLE
LEXINGTON PARK ELEM			KINDERGARTEN	APC	07/01/2021	06/30/2026	ECE PREK-3
LEXINGTON PARK ELEM			PRINCIPAL	APC	01/01/2019	12/31/2023	ADMIN I & II
LEXINGTON PARK ELEM			SPEC.EDUCATION (GR. 1-8)	CONDITIONAL	7/1/2021	6/30/2023	G.SPED INF-3/1-8/6-A
LEXINGTON PARK ELEM			ELEMENTARY EDUCATION	APC	01/01/2019	12/31/2023	ELEM 1-6/MIDDLE
LEXINGTON PARK ELEM			SPEC.EDUCATION (GR. 1-8)	SPC I	7/1/2021	6/30/2026	G.SPED INF-3/1-8/6-A
PARK HALL ELEM			SPEC.EDUCATION (GR. 1-8)	APC	07/01/2021	06/30/2026	G.SPED INF-3/1-8/6-A
PARK HALL ELEM			SCHOOL NURSE	LICENSE	09/13/2011	10/28/2020	

Building Name	L Name	F Name	Assignment Title	Empl Certification Type Title	Date Issued	Expiration Date	Empl Certification Area Title
PARK HALL ELEM			ELEMENTARY EDUCATION	APC	07/01/2017	06/30/2022	ECE PREK-3
PARK HALL ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2018	06/30/2023	ECE PREK-3
PARK HALL ELEM			ELEMENTARY EDUCATION	Will have SPC I	7/1/2021	6/30/2026	ECE PREK-3
PARK HALL ELEM			ELEMENTARY EDUCATION	APC	07/01/2021	06/30/2026	ELEM 1-6/MIDDLE
PARK HALL ELEM			KINDERGARTEN	SPC1	07/01/2019	06/30/2024	ECE PREK-3
PARK HALL ELEM			ELEMENTARY EDUCATION	Will have SPC I	7/1/2021	6/30/2026	ELEMENTARY 1-6
PARK HALL ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2020	06/30/2025	ELEMENTARY 1-6
PARK HALL ELEM			ELEMENTARY EDUCATION	APC	01/01/2021	12/31/2025	ELEM EDUCATION 1-6
PARK HALL ELEM			ELEMENTARY EDUCATION	Will have SPC I	7/1/2021	6/30/2026	ELEMENTARY 1-6
PARK HALL ELEM			MEDIA SPECIALIST	APC	07/01/2021	06/30/2026	ECE PREK-3 / BUSINESS ED 7-12 / ADMIN I & II
PARK HALL ELEM			ELEMENTARY EDUCATION	APC	01/01/2021	12/31/2025	ELEM 1-6/MIDDLE
PARK HALL ELEM			ELEMENTARY EDUCATION	APC	07/01/2018	06/30/2023	ELEM 1-6/MIDDLE
PARK HALL ELEM			ELEMENTARY EDUCATION	APC	07/01/2019	06/30/2024	ELEMENTARY 1-6
PARK HALL ELEM			INSTRUCTIONAL RESOURCES	APC	07/01/2021	06/30/2026	ELEM 1-6/MIDDLE
PARK HALL ELEM			MUSIC	SPC1	07/01/2018	06/30/2023	MUSIC PREK-12
PARK HALL ELEM			PREKINDERGARTEN	APC	01/01/2016	12/31/2021	ECE PREK-3
PARK HALL ELEM			KINDERGARTEN	APC	07/01/2019	06/30/2024	ECE PREK-3
PARK HALL ELEM			SPEC.EDUCATION (GR. 1-8)	APC	07/01/2017	06/30/2022	SPED 1-8
PARK HALL ELEM			ELEMENTARY EDUCATION	APC	07/01/2017	06/30/2022	ELEM EDUCATION 1-6
PARK HALL ELEM			MUSIC	SPC2	07/01/2017	06/30/2022	MUSIC PREK-12
PARK HALL ELEM			ELEMENTARY EDUCATION	SPC2	07/01/2021	06/30/2026	ECE PREK-3
PARK HALL ELEM			PHYSICAL EDUCATION	APC	01/01/2017	12/31/2021	PHYSICAL ED PREK-12
PARK HALL ELEM			ART	SPC2	07/01/2020	06/30/2025	ART PREK-12
PARK HALL ELEM			INSTRUC. RESOURCES (GRANT)	APC	07/01/2020	06/30/2025	ELEM 1-6/MIDDLE
PARK HALL ELEM			ELEMENTARY EDUCATION	APC	07/01/2017	06/30/2022	ECE PREK-3
PARK HALL ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2020	06/30/2025	ECE PREK-3
PARK HALL ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2019	06/30/2024	ELEMENTARY 1-6
PARK HALL ELEM			ELEMENTARY EDUCATION	APC	01/01/2021	12/31/2025	ELEM 1-6/MIDDLE
PARK HALL ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2017	06/30/2022	ELEMENTARY 1-6
PARK HALL ELEM			KINDERGARTEN	APC	07/01/2018	06/30/2023	ECE PREK-3
PARK HALL ELEM			KINDERGARTEN	SPC1	01/01/2020	12/31/2024	ECE PREK-3
PARK HALL ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2018	06/30/2023	ELEMENTARY 1-6
PARK HALL ELEM			INSTRUCTIONAL RESOURCES	APC	07/01/2020	06/30/2025	ELEM 1-6/MIDDLE
PARK HALL ELEM			KINDERGARTEN	APC	07/01/2019	06/30/2024	ECE PREK-3
PARK HALL ELEM			ELEMENTARY EDUCATION	APC	07/01/2017	06/30/2022	ELEM 1-6/MIDDLE
PARK HALL ELEM			SPEC.EDUCATION (INFANT-3)	APC	07/01/2018	06/30/2023	G.SPED INF-3/1-8/6-A
PARK HALL ELEM			ELEMENTARY EDUCATION	SPC2	07/01/2021	06/30/2026	ELEMENTARY 1-6
PARK HALL ELEM			MEDIA SPECIALIST	APC	07/01/2017	06/30/2022	LIBRARY MEDIA SPEC.
PARK HALL ELEM			ELEMENTARY EDUCATION	SPC1	07/01/2018	06/30/2023	ELEMENTARY 1-6
PARK HALL ELEM			SCHOOL COUNSELOR	APC	07/01/2021	06/30/2026	SCHOOL COUNSELOR K-12
PARK HALL ELEM			ELEMENTARY EDUCATION	APC	01/01/2017	12/31/2021	ELEM 1-6/MIDDLE
PARK HALL ELEM			PHYSICAL EDUCATION	APC	07/01/2018	06/30/2023	PHYSICAL ED PREK-12



**Appendices A.4.**

**2020-2021 DISPARITY CHART**

**Disparities of low-income & minority students being taught by inexperienced, ineffective, and out of field teachers**

**Instructions:** Provide data used to identify disparities {2020-2021}. The data must include the number and percentage of inexperienced, ineffective, and out-of-field teachers teaching low-income & minority students. The data will be disaggregated for low income (Title I and non-Title I schools) and for minority students (major racial/ethnic groups: American Indian / Alaska Native, Asian, Black/ African American, Hispanic, Multiple, Native Hawaiian/Pacific Islander, and White).

**Inexperienced Teachers**

	Inexperienced teachers teaching American Indian/ Alaska Native students		Inexperienced teachers teaching Asian students		Inexperienced teachers teaching Black/African American students		Inexperienced teachers teaching Hispanic students		Inexperienced teachers teaching Multiple Race students		Inexperienced teachers teaching Native Hawaiian/ Pacific Islander students		Inexperienced teachers teaching White students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Title I</b>	20	60.61	20	44.44	20	28.17	20	28.17	20	28.17	13	50	20	28.17
<b>Non-Title I</b>	13	39.39	25	55.56	51	71.83	51	71.83	51	71.83	13	50	51	71.83
<b>Difference</b>	7	21.21	-5	-11.11	-31	-43.66	-31	-43.66	-31	-43.66	0	0	-31	-43.66

**Ineffective Teachers**

	Ineffective teachers teaching American Indian/ Alaska Native students		Ineffective teachers teaching Asian students		Ineffective teachers teaching Black/African American students		Ineffective teachers teaching Hispanic students		Ineffective teachers teaching Multiple Race students		Ineffective teachers teaching Native Hawaiian/ Pacific Islander students		Ineffective teachers teaching White students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Title I</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Non-Title I</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Difference</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Out of Field {OOF} Teachers**

	OOF teachers teaching American Indian/ Alaska Native students		OOF teachers teaching Asian students		OOF teachers teaching Black/African American students		OOF teachers teaching Hispanic students		OOF teachers teaching Multiple Race students		OOF teachers teaching Native Hawaiian/ Pacific Islander students		OOF teachers teaching White students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Title I</b>	3	75	3	42.86	3	42.86	3	42.86	3	42.86	1	50	3	42.86
<b>Non-Title I</b>	1	25	4	57.14	4	57.14	4	57.14	4	57.14	1	50	4	57.14
<b>Difference</b>	2	50	-1	-14.29	-1	-14.29	-1	-14.29	-1	-14.29	0	0	-1	-14.29



#### **(A.4.) Analysis of Disparity Data**

##### **Department of Human Resources and Department of Equity, Engagement, and Early Access for Title I**

On August 26, 2021, Dr. Dale Farrell, Chief of Staff in the Department of Human Resources and Dr. Kelly Murray Hall, Chief of Equity, Engagement, and Early Access (EEEA) met to review and analyze the Disparity Report generated by Human Resources and IT staff.

During this meeting, which included Sign-in, Agenda, and Notes (SAN) documentation, Dr. Farrell, Dr. Hall, and members of the EEEA team including: Mrs. Charlottis Woodley, Director of Parent and Family Engagement; Ms. Martina Green, Administrative Assistant; Mrs. Sara Renn, Grants' Specialist; and, Mrs. Sandra Kerner, Project Management Coordinator, reviewed and analyzed the data and the following information was noted:

The disparities were reviewed according to experience, certification, and effectiveness as per the MSDE requirement.

There were no disparities noted in certification or effectiveness when comparing Title I schools to non-Title I schools for the 2020-2021 school year.

For experience, the only disparity noted was with inexperienced teachers teaching American Indian/Alaska Native students. There are 20 students identified as American Indian/Alaskan Native that were taught in the 2020-2021 school year by inexperienced teachers in Title I schools. There were 13 students identified as American Indian/Alaska Native identified taught by inexperienced teachers in Non-Title I schools during the same school year. This is a difference of 7 students and a disparity of 21.21% exceeding the 5% gap threshold.

For all other races and ethnicities being taught by teachers in Title I and Non-Title I schools, the count and percentage of inexperienced teachers in Non-Title I schools is greater than Title I schools. Consequently, there is no other experiential disparity identified for Title I schools. The 5% gap exists with the Non-Title I schools.

While disparities with experience for Title I schools were noted and exceeded the identified 5% gap from previous years, the strategies put into place mitigated the experiential discrepancy reflected in the 2020-2021 data. Efforts to recruit, retain, and employ experienced teachers, in addition to providing support to beginning teachers through professional development and other support systems, have stabilized the staff in Title I schools. Consequently, the disparity no longer exists. Using the same strategy to recruit, retain, and support new staff to further stabilize Title I teaching staff should ultimately impact the one remaining experiential disparity for American Indian and Native Alaska students.



**St. Mary's County Public Schools**  
**Title I Part A Application Appendices**  
**2021-2022**

**A.5 Human Resources Conditional  
Certification Plans**

## Contact Information

Dale Farrell, Ed.D.  
Chief of Staff

[Home](#) [Human Resources](#) [Assistance and Contacts](#)

## Contacts for Human Resources

### ASSISTANCE & CONTACTS

### Contact Information:

**Phone: 301-475-5511 (extensions listed) Fax: 301-475-4201**

Name and Position	Extension	Description of Duties
<b>Dr. Dale Farrell,</b> Chief of Staff	32247	Chief of Staff
<b>Dr. Elizabeth Beasley,</b> Supervisor of Human Resources	32192	Staffing, College/University Partnerships, Internships, Substitutes
<b>Ms. Denise Eichel</b> Supervisor of Human Resources	32213	Evaluations, Observations, Perform, Performance Assessment Systems
<b>Jane Shafer,</b> Administrative Assistant	32247	Administrative Assistant to Assistant Superintendent of Human Resources Fiscal Services and the Director of Human Resources: SafeSchools
<b>Penny Parcell,</b> HR Assistant II	32187	Employment Procedures, Applications, Requisitions, Position Descriptions, EAC Assistance, and Employment Verifications
<b>Angelia Rollins,</b> HR Assistant I	32189	Absence Management, Substitutes, Substitute Training and Recording of Evaluations
<b>Bonnie Kessler,</b> HR Assistant I	32194	Employment Verification, Position Control, Terminations, Payroll inquiries
<b>Holly Wilkinson,</b> HR Assistant I	32188	Extra Pay for Extra Duty, Electronic Forms Processing, Tuition Reimbursement, Name Changes
<b>Jennifer Rea,</b> Human Resources and Workforce Diversity Coordinator	32251	Secondary Schools, Operations, Maintenance, Design and Construction, Information Technology, Staffing and Hiring, Temporary/Hourly Employees not through ABACUS, Certification, Recruitment, Transfers, National Boards
<b>Rachel Sparks,</b> Human Resources and Workforce Diversity Coordinator	32108	Elementary Schools, Food Services, Transportation, Capital Planning and Central Office Staffing and Hiring, ABACUS, Contracted Employees, Certification, Recruitment, Transfers, National Boards
<b>Stacey Brown,</b> Human Resources Generalist	32110	FMLA, Retirement (Elementary Schools, Food Services, Transportation, Capital Planning, Central Offices), Employee Assistance Program, Sick Leave Bank, Leave of Absence, Disabilities Accommodations, Workers Compensation, Wellness Program, Unemployment



**St. Mary's County Public Schools**  
**Department of Human Resources**

23160 Moakley Street; Suite 106  
Leonardtown, Maryland 20650

**Dale P. Farrell, Ed.D.**  
Chief of Staff

Phone: 301-475-5511 ext. 32194; Fax: 301-475-4201

---

**Professional Certification Plan for Title I**

**Title I School:** [REDACTED]

**Name:** [REDACTED]

**EIN:** [REDACTED]

**Hire date:** 8/16/2010 - SMCPS Teacher; 11/16/2020 - Media Specialist at [REDACTED]

**Degree:** Master's degree

**Area of Certification:** APC - Middle School English/Language Arts

**Professional Certification Sought:** Media Specialist endorsement

**Subjects Taught:** N/A

**Plan to become certified:** Currently enrolled in a program leading to Media Specialist certification through Notre Dame of Maryland University. The anticipated completion date is June 2023.

**Plan was reviewed with the employee:** 8/19/2021 and 9/20/2021 by Dr. Beasley (most recent)



**St. Mary's County Public Schools  
Department of Human Resources**

23160 Moakley Street; Suite 106  
Leonardtown, Maryland 20650

**Dale P. Farrell, Ed.D.**  
Chief of Staff

Phone: 301-475-5511 ext. 32194; Fax: 301-475-4201

---

**Professional Certification Plan for Title I**

**Title I School:** [REDACTED]

**Name:** [REDACTED]

**EIN:** [REDACTED]

**Hire date:** 8/28/2016 SMCPS elementary teacher; 8/24/2020 Media Specialist at [REDACTED]

**Degree:** Bachelor's - Elementary Education

**Area of Certification:** SPC I - Elementary 1-6

**Professional Certification/Endorsement Sought:** Media Specialist

**Subjects Taught:** N/A

**Plan to become certified:**

Currently enrolled in a Master's program leading to certification as a Media Specialist at McDaniel College with a projected graduation date of May 2022

**Most recent date plan was reviewed with the employee:** 2/01/2021 and 9/03/2021 by Elizabeth Beasley



**St. Mary's County Public Schools  
Department of Human Resources**

23160 Moakley Street; Suite 106  
Leonardtown, Maryland 20650

**Dale P. Farrell, Ed.D.**  
Chief of Staff

Phone: 301-475-5511 ext. 32194; Fax: 301-475-4201

---

**Professional Certification Plan for Title I**

**Title I School:** [REDACTED]

**Name:** [REDACTED]

**EIN:** [REDACTED]

**Hire date:** 8/28/2017 - Para II; 8/24/2020 - Pre-Kindergarten Teacher

**Degree:** Bachelor's degree - elementary education

**Area of Certification:** Elementary Conditional

**Professional Certification Sought:** SPC I Elementary and Early Childhood

**Subjects Taught:** Pre Kindergarten

**Plan to become certified:**

1. Submit passing Praxis scores for Elementary CKT (#7812, 7813, 7814, 7815) by 6/30/2022, but her plan is to complete these much sooner. She has completed two already.
2. Submit passing Praxis scores for Elementary PLT 5622 and Early Childhood Praxis 5025 by 6/30/2022, but her plan is to complete these much sooner.

**Plan was reviewed with the employee:** 10/02/2020 and 6/15/2021 by Rachel Sparks



**St. Mary's County Public Schools**  
**Department of Human Resources**

23160 Moakley Street; Suite 106  
Leonardtown, Maryland 20650

**Dale P. Farrell, Ed.D.**  
Chief of Staff

Phone: 301-475-5511 ext. 32194; Fax: 301-475-4201

---

**Professional Certification Plan for Title I**

**Title I School:** [REDACTED]

**Name:** [REDACTED]

**EIN:** [REDACTED]

**Hire date:** 11/05/2007 - SMCPS Teacher; 8/23/2021 - Special Education teacher at [REDACTED]

**Degree:** Master's degree

**Area of Certification:** APC - ECE PreK-3, Elementary 1-6/Middle School

**Professional Certification Sought:** Special Education endorsement

**Subjects Taught:** Developmental Kindergarten Regional Program

**Plan to become certified:** Pass Praxis 5354 to add special ed endorsement prior to beginning of 2022-2023 school year.

**Plan was reviewed with the employee:** 9/17/2021 by Dr. Beasley (most recent)



**St. Mary's County Public Schools  
Department of Human Resources**

23160 Moakley Street; Suite 106  
Leonardtown, Maryland 20650

**Dale P. Farrell, Ed.D.**  
Chief of Staff

Phone: 301-475-5511 ext. 32194; Fax: 301-475-4201

---

**Professional Certification Plan for Title I**

**Title I School:** [REDACTED]

**Name:** [REDACTED]

**EIN:** [REDACTED]

**Hire date:** 8/01/2006 Assistant Principal; 8/26/2019 Media Specialist at [REDACTED]

**Degree:** Master's Degree

**Area of Certification:** APC - Administrator I & II, Business Education 7-12, Early Childhood PreK-3

**Professional Certification Sought:** Media Specialist endorsement

**Subjects Taught:** N/A

**Plan to become certified:** Employee will complete coursework leading to Media Specialist endorsement by spring 2024 or will be moved to a non-Title I school for 2024-2025 school year.

**Plan was reviewed with the employee:** 10/07/2021 by Rachel Sparks; 10/19/2021 by Elizabeth Beasley



**St. Mary's County Public Schools  
Department of Human Resources**

23160 Moakley Street; Suite 106  
Leonardtown, Maryland 20650

**Dale P. Farrell, Ed.D.**  
Chief of Staff

Phone: 301-475-5511 ext. 32194; Fax: 301-475-4201

---

**Professional Certification Plan for Title I**

**Title I School:** [REDACTED]

**Name:** [REDACTED]

**EIN:** [REDACTED]

**Hire date:** 8/13/2008 - SMCPS teacher; 8/27/2018 - Media Specialist at [REDACTED]  
[REDACTED]

**Degree:** Master's Degree

**Area of Certification:** APC - Administrator II, Elementary Education 1-6 & Middle School,  
Reading Specialist

**Professional Certification Sought:** Media Specialist endorsement

**Subjects Taught:** N/A

**Plan to become certified:** Currently enrolled in a program leading to Media Specialist  
certification through McDaniel College. Employee anticipates completion in May 2022.

**Plan was reviewed with the employee:** 10/07/2021 by Rachel Sparks; 10/19/2021 by Elizabeth  
Beasley





**St. Mary's County Public Schools  
Department of Human Resources**

23160 Moakley Street; Suite 106  
Leonardtown, Maryland 20650

**Dale P. Farrell, Ed.D.**  
Chief of Staff

Phone: 301-475-5511 ext. 32194; Fax: 301-475-4201

---

**Professional Certification Plan for Title I**

**Title I School:** [REDACTED]

**Name:** [REDACTED]

**EIN:** [REDACTED]

**Hire date:** 11/23/2020

**Degree:** Bachelor of Fine Arts

**Area of Certification:** Art K-12 Conditional

**Professional Certification Sought:** SPC I Art K-12

**Subjects Taught:** Art K-5

**Plan to become certified:**

1. Complete 12 hours of professional course work and Praxis 5135 Art by 6/30/2022 to renew Conditional Certificate.
2. Complete teacher education program to earn SPC by 6/30/2024.

**Plan was reviewed with the employee:** 10/26/2020, 11/16/2020, 12/02/2020, 12/22/20, and 7/07/2021 by Rachel Sparks



**St. Mary's County Public Schools  
Department of Human Resources**

23160 Moakley Street; Suite 106  
Leonardtown, Maryland 20650

**Dale P. Farrell, Ed.D.**  
Chief of Staff

Phone: 301-475-5511 ext. 32194; Fax: 301-475-4201

**Professional Certification Plan for Title I**

**Title I School:** [REDACTED]

**Name:** [REDACTED]

**EIN:** [REDACTED]

**Hire date:** 4/02/2020

**Degree:** Bachelor's degree

**Area of Certification:** SPC I - Elementary Education 1-6

**Professional Certification Sought:** Generic Special Education endorsement

**Subjects Taught:** Special Education K-5

**Plan to become certified:** Employee is preparing to take the Special Education Praxis #5354 prior to the conclusion of 2021-2022 school year.

**Plan was reviewed with the employee:** 4/27/2020 and 10/20/2021 by Elizabeth Beasley



**St. Mary's County Public Schools  
Department of Human Resources**

23160 Moakley Street; Suite 106  
Leonardtown, Maryland 20650

**Dale P. Farrell, Ed.D.**  
Chief of Staff

Phone: 301-475-5511 ext. 32194; Fax: 301-475-4201

---

**Professional Certification Plan for Title I**

**Title I School:** [REDACTED]

**Name:** [REDACTED]

**EIN:** [REDACTED]

**Hire date:** 8/23/2021

**Degree:** Bachelor of Science, University Studies

**Area of Certification:** Generic Special Education Conditional

**Professional Certification Sought:** SPC I Generic Special Education

**Subjects Taught:** Special Education K-5

**Plan to become certified:**

1. Complete one year of successful teaching in lieu of student teaching.
2. Complete coursework prior to the expiration of second Conditional certificate 6/30/2025
3. Required Praxis tests have been completed.

**Plan was reviewed with the employee:** 6/2, 6/3, 6/7, 7/21, and 7/2/2021 by Rachel Sparks

**St. Mary's County Public Schools**  
**Title I, Part A Application Appendices**  
**2021-2022**

**B. Schoolwide Programs Written  
Procedures**



## **(B.) Title I Written Procedures - School Wide Programs 2021-2022**

### **Staff Responsible:**

Dr. Kelly Murray Hall, Chief of Equity, Engagement, and Early Access (EEEEA)

Mrs. Charlottis Woodley, Director of Parent and Family Engagement (DPFE)

Ms. Donna Thorstensen, Principal, George Washington Carver Elementary School

Mr. Jeffrey DiRenzo, Principal, Park Hall Elementary School

Mrs. Janet Fowler, Principal, Greenview Knolls Elementary School

Dr. Rebecca Schou, Principal, Lexington Park Elementary School

Mrs. Beth Ramsey, Principal, Green Holly Elementary School

Mrs. Cheryl Long, Director, Student Services

Dr. Dale Farrell, Chief of Staff, Human Resources

Dr. Wauchilue Adams, Title I Equity Analyst

***All Written Procedures are subject to change based on revised St. Mary's County Public Schools' (SMCPS) Board of Education policies and regulations, local decisions, or the Governor's Executive Orders.***

***Some Title I and other collaborative meetings will be held virtually to accommodate telework status and parental, caregiver, and stakeholder preference. Electronic signatures on sign-in sheets will be accepted.***

### **1. Development and Support of Title I School Wide Plans**

The Division of Instruction (DOI) is led by the Deputy Superintendent for Instruction and includes Curriculum and Instruction, Assessment and Accountability, Special Education, Student Services, and the Department of Equity, Engagement, and Early Access (EEEEA). The Department of EEEA includes Early Childhood and Title I oversight and management. A Director or a Chief leads each department within the division.

The DOI leadership team meets weekly. During those meetings, the obligations and requirements of the Title I School Wide program are discussed and reviewed and follow-up with various departments is scheduled.

The school principal assembles the leadership team, and staff including, but not limited to, teachers, specialists, instructional resource teachers, paraeducators, secretaries, and nurses, in addition to parents and community members. The team is assembled in person, in small groups, sometimes virtually to ensure that multiple opportunities for participation exist. Participants also complete a survey to provide meaningful insights into the School Wide Title I program. Sign-in, Agenda, and Notes (SAN) documentation of these meetings is kept to support the inclusive process in place for the School Wide plan's development. Minimally, these meetings occur quarterly (ie., October, December, February, April). Meetings may occur more frequently as needed.

The Title I principals are provided with the Maryland State Department of Education (MSDE) Checklist for School Wide Programs to assist them and their team in gathering information and approaching the development and monitoring of the School Wide plan in a structured and compliant manner.

Using this checklist as a guide, the Title I principals meet with the Chief and the Director of Parent and Family Engagement (DPFE) in the early spring to purposefully review achievement data, parent and community surveys, carefully consider insights from staff, verify the evidence base for planned interventions, etc. to develop the School Wide plan. In addition, Title I principals, the Chief, the DPFE, and fiscal staff meet monthly to quarterly throughout the year to review the status of the School Wide plan and to make revisions as necessary. The Equity Analyst may join these on site monthly meetings for at least a portion of the time. Departmental directors or chiefs are included in periodic monthly/quarterly Title I Principal meetings as needed and necessary. All fiscal and academic decisions are tied directly to the School Wide Plan.

The Department of EEEA under the direction of the DPFE who assumes a leadership role in securing staff and community involvement for the plan in collaboration with the school based leadership team.

During the summer preceding the new school year, the Title I principals meet with the Chief and the DPFE to share their plan, explain the rationale for the programming initiatives, directly connect the plan to the established needs from the Comprehensive Needs Assessment, and to cite the evidence based for the academic initiatives. All strategies and initiatives must directly align with the needs identified in the Comprehensive Needs Assessment in order for the plan to be approved. During this meeting; the Chief, DPFE, and other Department of Instruction (DOI) leaders as necessary review the data charts, tools, tables, and analysis with the rationale for decisions prior to granting approval for the plan. In some cases, it may be necessary for the school to receive a conditional approval with written feedback for revisions. Documentation of the approval status is sent to each school following this meeting.

SMCPS is the grantee of the Head Start Program. Head Start is a public school program and all teachers and paraeducators follow the same credentialing requirements as Title I schools. Greenview Knolls is one of the schools that houses the Head Start programs for three and four year old students in the southern portion of St. Mary's County. As a public school program and as the grantee, a Memorandum of Understanding MOU is not necessary. The Judy Center is located at George Washington Carver and Green Holly Elementary Schools. While the Judy Center has an MOU with many partners, because the grantee is also the school system, a MOU is not necessary.

### **The Implementation of Title I School Wide Plans**

Title I principals meet monthly/quarterly with the Chief and DPFE immediately preceding or following the Deputy Superintendent's elementary principals' meetings. During these meetings, the impact of any and all decisions and how they relate to the School Wide plan are addressed. The Department of Human Resources Chief of Staff, or his designee, is also included in those meetings for review and discussion related to certification, credentialing, staffing, and how best to address any disparities in the data.

The following system leadership supports the development and implementation of the School Wide Title I program and are included as needed:

Deputy Superintendent: Dr. Maureen Montgomery

Director of Curriculum and Instruction: Mrs. Lisa Bachner

Director of Special Education: Mr. Scott Szczerbiak

Director of Student Services: Ms. Cheryl Long

Director of Safety and Security: Mr. F. Mike Wyant

Assessment and Accountability Officer: Dr. Alexander Jaffurs

Director of Information Technology: Mr. Dave Howard

Assistant Superintendent for Fiscal Services and Human Resources and designees: Mrs. Tammy McCourt

Title I Equity Analyst: Dr. Wauchilue Adams

In addition to the Title I principals, the Chief, the DPFE and fiscal staff meet monthly/quarterly at the school throughout the year to review the status of the School Wide plan, to monitor the school's Title I finances, to monitor the academic programming in place, review school specific data, and to address any concerns or challenges the school may be experiencing. The Chief, DPFE, and the school administration may conduct formal and/or informal classroom observations. During this monthly/quarterly meeting, site specific issues can be resolved with sensitivity and discretion. Data charts, tools, and tables within the School Wide plan are reviewed with the school leadership team. Further, during these monthly/quarterly meetings, strategies, initiatives, and professional development are being reviewed for effectiveness. Revisions or adjustments to the School Wide plan are made at this time. If a school needs support or assistance such as in culling and analyzing data, the Director of the needed DOI department or the Title I Equity Analyst are contacted for further support to the Title I school.

During the monthly/quarterly onsite Title I meetings, the Chief and other leadership and fiscal staff will monitor and observe the academic program, verify inventory, and speak with staff and students as necessary. Moreover, a similar process happens at Parent Involvement events by the DPFE or the Chief after school hours in collaboration with the principal.

All meetings, reviews, and follow up are documented through SAN and with the electronic calendar system. All follow up communication related to the School Wide plans and monitoring meetings are kept electronically and may also be filed in paper copy using a binder system.

Each Title I school's School Wide plan is posted on the school website as well as linked from the Department of Equity, Engagement, and Early Access on the system website. Hard copies of the School Wide plans are available at each school and the DPFE provides copies or assists families in accessing them online as needed. The plan and the link to review it or information to request a paper copy of the plan is included in the school's newsletters and in the weekly calls from the principal or communicated through the SMCPS' DoJo or School Messenger systems.

#### **Evaluation of the School Wide Plan:**

After the ongoing review and monitoring of the School Wide plan, the end of year evaluation of the plan and the school's Title I program is conducted. The principal and school based staff and the Equity Analyst take a leadership role in analyzing assessment data, including Maryland Comprehensive Assessment Program (MCAP), other state and national assessments, formative data, surveys, interview data, etc. Using this information, they meet

with the Chief, DPFE, and other DOI leadership as needed to determine effectiveness for the year and to guide the planning process for the following year. This process is documented using the SAN system during the meetings.

**2. N/A. There is no MOU with Head Start as SMCPSS is the grantee.**

**3. N/A. There are no waived schools in SMCPSS.**

**4. Reduce overuse of discipline practices that remove students**

SMCPSS' monitors disciplinary actions and suspensions through the Department of Student Services. This information is reviewed and discussed weekly at the DOI Leadership team which includes the Deputy Superintendent, Chief of Equity, Engagement, and Early Access, Chief of Staff of Human Resources, and the Directors of Student Services, Special Education, Assessment and Accountability Officer, Curriculum and Instruction, and the Director of Parent and Family Engagement. During these meetings, data is analyzed and proactive plans are put into place to address the management of discipline.

Title I schools have a focus on Social Emotional Learning (SEL) with the implementation of Conscious Discipline and/or Responsive Classrooms. Both programs and frameworks are grounded in strong brain science evidence and foster self-regulation for those involved. Substantial professional development and training with SEL supports the culture and climate goals of the Title I schools and further addresses disciplinary issues. The SEL structures are observed and assessed by the Chief of EEEA, the DPFE, the DOI leadership team and the Title I principals and school based leadership teams as well as the other DOI directors during monthly/quarterly meetings and school observations.

**5. CTE (Career and Technical Education) and Work Based Learning Opportunities**

Traditional CTE programming is in place at secondary schools in SMCPSS. Title I schools make a strong effort to collaborate with local community agencies and associations to support career and work based exposure opportunities. These agencies and partnerships include but are not limited to Maryland Food and Nutrition, the League of Women Voters, the Patuxent River Naval Air Warfare Center, the NAACP (National Association for the Advancement of Colored People), and various faith based organizations.

Each school holds a variety of parent and family engagement events that provide new insights and unique perspectives for students and highlight opportunities for them. Examples include: Career Day, Multicultural Days, Health and Wellness Fairs, Environmental Education, fifth grade Leadership Academies.

In addition, SMCPSS has a large college fair and a Historically Black Colleges and Universities Fair (HBCU) where Title I fifth grade students are transported or virtually join the fairs during the school day to gain perspective and experience with potential post high school education.

***All established Title I procedures are cross referenced with COMAR 13A.01.06, the SMCPSS' Board of Education Approved Equity Policy ACA and in accordance with the related regulations ACA-R. All decisions, initiatives, opportunities, planned experiences, strategies, activities, and related expenditures, are designed and intended to provide every student with equitable access, address academic and social emotional needs and to improve student***



***achievement for each child. All decisions are evaluated by district and school based staff to ensure that they are equitable, safe, fair, diverse, and inclusive for all students.***

**St. Mary's County Public Schools**  
**Title I, Part A Application Appendices**  
**2021-2022**

**C. Targeted Assistance Program**  
**Written Procedures**



## **(C.) Title I Written Procedures - Targeted Assistance Programs 2021-2022**

### **Staff Responsible:**

Dr. Kelly Murray Hall, Chief of Equity, Engagement, and Early Access

Mrs. Charlottis Woodley, Director of Parent and Family Engagement

Dr. Wauchilue Adams, Title I Equity Analyst

Principal of School to Become Targeted Assistance School

Mrs. Lisa Bachner, Director of Curriculum and Instruction

Dr. Maureen Montgomery, Deputy Superintendent

***All Written Procedures are subject to change based on revised St. Mary's County Public Schools (SMCPS) Board of Education policies and regulations, local decisions, or the Governor's Executive Orders.***

***Some Title I and other collaborative meetings will be held virtually to accommodate telework status and parental, caregiver, and stakeholder preference. Electronic signatures on sign-in sheets will be accepted***

Please note – Presently, St. Mary's County Public Schools (SMCPS) does not have any schools that will be implementing Title I Targeted Assistance Plans in the 2021-2022 school year. These procedures will be used when and if SMCPS has a school that will implement a Targeted Assistance Program.

### **1. Development and Support of the Title I Targeted Assistance Program**

The Division of Instruction (DOI) is led by the Deputy Superintendent for Instruction and includes Curriculum and Instruction, Assessment and Accountability, Special Education, Student Services, and Equity, Engagement, and Early Access. The Department of Equity, Engagement, and Early Access includes Early Childhood and Title I.

Once a school has been identified as a Targeted Assistance school for the following year (typically in February, once the official Maryland State Department of Education (MSDE) Free and Reduced Meals (FARMS) count is released), staff from the Department of Equity, Engagement, and Early Access (EEEEA) will meet with the principal initially to explain the Targeted Assistance model and the seven components in the Targeted Assistance Program Checklist. These staff members will also assist the principal in presenting this information to school staff, parents and community. The Checklist will assist the school staff in gathering information and approaching the development of the Targeted Assistance Program in a structured and compliant manner.

The Chief of the Department of EEEA and the Director of Parent and Family Engagement (DPFE) take a leadership role in securing staff and community involvement for the plan in collaboration with the school-based leadership team.

The DOI leadership team meets weekly. During those meetings, the obligations and requirements of the Title I Targeted Assistance program will be discussed and reviewed and follow up with various departments will be scheduled.

In early spring, using the checklist as a guide, the Chief of EEEA, DPFE, and the Title I Equity Analyst will meet with the principal to purposefully review achievement data and discuss how the school might identify eligible students and how the school might rank order using multiple selection criteria. In addition, the discussion will also include information from parent and community surveys, and insights from school staff in order to verify the evidence base for possible planned interventions.

Once MSDE has released the estimated Title I allocation (typically May or as soon as reasonably possible), SMCPs staff will work to identify an estimated allocation to the school. The school will work with parents and other members of the community, teachers, other school staff, and appropriate SMCPs central office staff to develop the draft program.

During the summer, the Chief of EEEA will meet with the principal to review and discuss the draft program for compliance and alignment with needs identified in the school's needs assessment and provide final approval.

There is an existing Memorandum of Understanding (MOU) agreement between the Judy Center and its partners. The Judy Center is included within the Department of EEEA where Title I also resides. This will allow for strong collaboration and family support. The Judy Center will provide direct family engagement support if the new Targeted Assistance school is within the Judy Center catchment zone. If not in the catchment zone, the Judy Center will serve as a resource.

SMCPs is the grantee of Head Start and as such, an MOU is not necessary.

#### **1. Implementation and Monitoring of the Targeted Assistance Program**

The Department of EEEA staff will conduct a monthly onsite Title I meeting at the school. During these meetings, appropriate department staff will monitor and observe the Title I program to ensure that it is being implemented in accordance with the approved program or whether it needs to be revised, discuss student progress, verify inventory, and speak with staff as necessary. Additionally, a similar process will happen during Title I parent events conducted by the school. The DPFE and/or the Chief will be present at these meetings.

All meetings, reviews and follow up will be documented through Sign-in, Agenda, Notes (SAN) and with the electronic calendar system. All follow up communication related to the Targeted Assistance program will be kept electronically and possibly in paper copy using a binder system. Targeted Assistance program plans will be posted on the school's website as well as linked from the Department of EEEA on the system website; hard copies of the Targeted Assistance program plan will be available at the school. The DPFE will provide copies or assist families in accessing them online as needed.

After the ongoing review and monitoring of the school's Title I Targeted Assistance program, the end of the year evaluation of the program will be conducted. The principal and school based staff will take a leadership role in analyzing assessment data, including state and national assessments, and formative data from participating students, surveys, interview data,

etc. School staff will meet with the Chief, DPFE, and other DOI leadership as needed to determine the effectiveness of the program and determine whether the school should request to transition to School Wide for the following year or continue with implementing a Targeted Assistance Program.

***All established Title I procedures are cross referenced with COMAR 13A.01.06, the SMCPS' Board of Education Approved Equity Policy ACA and in accordance with the related regulations ACA-R. All decisions, initiatives, opportunities, planned experiences, strategies, activities, and related expenditures, are designed and intended to provide every student with equitable access, address academic and social emotional needs and to improve student achievement for each child. All decisions are evaluated by district and school based staff to ensure that they are equitable, safe, fair, diverse, and inclusive for all students.***

**St. Mary's County Public Schools**  
**Title I, Part A Application Appendices**  
**2021-2022**

**D. Parent and Family Engagement**

**D.1. Written Procedures**

**D.2. Policy/Plan English and Spanish**

**D.3. Evaluation (District)**



## **(D. 1.) Title I Written Procedures - Parent and Family Engagement 2021-2022 Ensuring Local Education Agency (LEA) Monitors the Implementation of Parent Involvement Requirements**

### **Staff Responsible:**

Mrs. Charlottis Woodley, Director of Parent and Family Engagement  
Dr. Kelly Murray Hall, Chief of Equity, Engagement, and Early Access  
Ms. Donna Thorstensen, Principal, George Washington Carver Elementary School  
Mrs. Janet Fowler, Principal, Greenview Knolls Elementary School  
Mrs. Beth Ramsey, Principal, Green Holly Elementary School  
Dr. Rebecca Schou, Principal, Lexington Park Elementary School  
Mr. Jeffrey DiRenzo, Principal, Park Hall Elementary School

***All Written Procedures are subject to change based on revised St. Mary's County Public Schools' (SMCPS) Board of Education policies and regulations, local decisions, or the Governor's Executive Orders.***

***Some Title I and other collaborative meetings will be held virtually to accommodate telework status and parental, caregiver, and stakeholder preference. Electronic signatures on sign-in sheets will be accepted.***

### **1. Development and Support of Title I School Parent and Family Engagement Plan (PFE) and School Compact**

St. Mary's County Public Schools' (SMCPS) Director of Parent and Family Engagement (DPFE) meets with Title I principals during the summer and reviews the stakeholder support and input for the proposed Parent and Family Engagement (PFE) Plan.

During the meetings with principals, the rationale and activities in the School Parent and Family Engagement Plan are described in detail. The Sign-in, Agenda, Notes, Evaluations (SANE) documentation of parents and stakeholder input is reviewed. The required documents (School Parent and Family Engagement Plan and School Compact) are reviewed to ensure they are aligned with the Maryland State Department of Education (MSDE) PFE checklist.

The PFE plan is determined to be conditionally approved with revisions, approved, or approval is denied. Depending on the outcome, the DPFE conducts follow up meetings as necessary. When the school Parent Involvement Plan is officially approved, the DPFE will send written communication of the plan's approval and the plan is loaded onto the school's website and is available in hard copy for families. The school PFE plan is translated for non-English learners and in formats that are accessible to families.

During these monthly/quarterly meetings the following are reviewed: documents, the Parent Involvement Plan; and the spending of PFE reservations is reviewed with fiscal staff and the DPFE.

When there is a concern from a parent/guardian, if a resolution is not reached at the school level, the DPFE will investigate, meet with parents and/or stakeholders as deemed appropriate and address the concern in a timely manner. The Chief of Equity, Engagement, and Early Access is updated on all parent/guardian concerns. All sign-in sheets, agendas, and notes (SAN documentation) are kept to

reflect the conversations and meeting results, the discussion, the status of the monitoring, and next steps as appropriate.

## **2. Procedures for Allocation of 90% to Schools**

In SMCPSS, the Department of Equity, Engagement and Early Access, in collaboration with all Title I schools, opts to allocate the full 1% of the allocation (after Equitable Services is deducted from the total allocation). This funding will be allocated to each school based upon a per pupil calculation. School leadership teams are aware of this as is the Superintendent's office. No funds are held back for Parent Involvement. This is also shared during the District Advisory meetings and during public presentations related to the Title I including but not limited to the Board of Education Meetings, NAACP (National Association for the Advancement of Colored People) meetings, the Early Childhood Action Committee, etc.

***All established Title I procedures are cross referenced with COMAR 13A.01.06, the SMCPSS' Board of Education Approved Equity Policy ACA and in accordance with the related regulations ACA-R. All decisions, initiatives, opportunities, planned experiences, strategies, activities, and related expenditures, are designed and intended to provide every student with equitable access, address academic and social emotional needs and to improve student achievement for each child. All decisions are evaluated by district and school based staff to ensure that they are equitable, safe, fair, diverse, and inclusive for all students.***



## **ST. MARY'S COUNTY PUBLIC SCHOOLS**

### **(D.2.) 2021-2022 District Parent and Family Engagement Plan**



St. Mary's County Public Schools (SMCPS) embraces the belief that parents are children's first teachers. Therefore, SMCPS intentionally creates opportunities for parents and schools to share the responsibility of caring for and educating students. SMCPS is the recipient of a Title I federally funded grant under the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act of 2015 (ESSA). The Title I grant provides supplementary funding to improve teaching and learning of children. There are five (5) Elementary Schoolwide Programs in SMCPS.

Title I is intended to provide all children a fair and equal opportunity to obtain a high-quality education and reach, at a minimum, proficiency on state academic achievement standards and academic assessments. The Title I office works to provide every student equitable access to the educational rigor, resources and support designed to maximize the student's academic success and social/emotional well-being.

#### **The Importance of Parent and Family Engagement**

Parent and Family Engagement (PFE) is a schoolwide approach to provide support to school-based staff to engage families and communities by fostering a whole child approach to improving student success. It is important because it involves the participation of parents and families engaging in regular, two-way, and meaningful communication involving student academic learning and other school activities. In SMCPS, we believe:

- Fostering positive relationships with parents encourages cooperation between home and school,
- The likelihood of student achievement occurs when parents and schools establish common educational goals for students, and
- Building trusting relationships is at the heart of every decision, program, and service that is provided to our students, parents, families, and staff.

#### **Title I District Support**

The Chief of Equity, Engagement, and Early Access (EEEE) leads the Title I office and approves the schoolwide plans and budget allocations. The Director of Parent and Family Engagement (DPFE) serves as the link between the home, school, and community and demonstrates a commitment to parent, family, and community involvement in the educational process. The DPFE aids and supports all Title I schools to ensure parent and family engagement requirements are conducted with fidelity and in adherence to all Title I, Part A requirements.

The Director of Parent and Family Engagement facilitates the Title I District Parent Advisory Council (DPAC) that is composed of a representative group of parents, Title I Parent Liaisons, and community representatives within the boundaries of the Title I schools. The group meets four times in the school year (in-person or virtually) to review feedback from school online surveys, website content and PFE program evaluations. Parents are invited to DPAC meetings and receive notices of meetings via announcements posted on the EEEA website, school websites, social media, and through principal phone messages.

The District Parent and Family Engagement Plan is jointly developed with parents and stakeholders from the community and the Director of Parent and Family Engagement. The District Parent Advisory Council is essential in reviewing, evaluating, and making recommendations for the 2022 District Parent and Family Engagement Plans. Additionally, parent comments and feedback on the plan or any aspect of the Title I Program may be submitted via email or by written comments to their child's school. All discussions and feedback offered during DPAC meetings are reviewed and minutes of meetings are provided to school administrators and the Chief of EEEA.

#### **Parent and Family Engagement District Expectations**

SMCPS recognizes the importance and value of parent and family involvement. To establish collaborative

partnerships and the inclusion of all families, the Title I office will model the following standards:

- Provide in-service training for teachers, instructional resource teachers, paraeducators, and support personnel on PFE best practices, building an informed parent community, and effective models of two-way communication and work with parents as equal partners,
- Provide technical support to Title I schools to enable them to provide activities for families that feature an academic interactive component, making provisions such as childcare, light meals, translators and bi-lingual parent workgroups or training, and the translation of written documents as necessary for English Learners (EL) families.
- Provide evidence-based professional development to help parents work with their children to improve their achievement in literacy and math instruction that can be implemented in the home environment.
- Supporting community programs that are easily accessible, interactive and inform parents and staff on available resources and information that is aligned to meaningful PFE.
- Ensure that distributed parent notifications and resources are in parents' native language, when necessary/appropriate, and secure request for interpreters.
- Assist schools in hosting in-person and virtual parent and family engagement workshops throughout the year for Title I schools as appropriate to promote leadership skills, effective communication with school staff, and build knowledge of instructional standards and strategies.

### **Title I Reservation**

The District reserves 1% of the total Title I grant to support Parent and Family Engagement (PFE) activities in the Title I schools. SMCPs provides 100% of allocated PFE funds to Title I schools using the same formula for the distribution of each school's Title I allocation. The per pupil allotment is multiplied by the number of students enrolled in each Title I school. This is the amount of PFE funds disbursed to each Title I school. The decisions on how to use PFE funds are solicited and determined by parents and staff through surveys, parent advisory meetings, annual Title I meetings, School Improvement Team meetings' notes, and individual parent requests (as deemed appropriate).

The Director of Parent and Family Engagement explains this process during DPAC meetings and facilitates a discussion among parents on the varied uses of PFE at their respective school sites. The DPFE provides the quarterly Sign-in, Agenda, Notes (SAN) documentation from the DPAC meetings to school administrators. The notes contain parental feedback that aids in the decision making and planning of PFE activities at the school level.

### **Building Capacity**

The school and home environments are partners that contribute to students' academic achievement, social emotional learning, and well-being. Recognizing that all households and families are diverse and unique, the Title I office assists in mitigating instances where a family's lack of time, cultural barriers, fear of the unknown, or economic factors are contributing factors of inequity. Title I staff, in collaboration with the school administration, safely conduct parent conferences virtually to accommodate working parents and assist with translations as appropriate, schedule home or curb-side visits to connect with families in a familiar environment and provide materials, technology, or other requested support. Members of the Title I staff are current and former school-based administrators who have a broad knowledge of topics such as student behavioral skills, academic interventions, classroom management, and community resources that support student, family and staff capacity. All precautions and guidelines related to COVID-19 will be adhered to while providing these supports and building capacity of stakeholders. Families need and have a right to persistent, yet gracious encouragement on specific parenting sustenance. The district will:

- Assist schools in Informing parents of state, local and school events via SMCPs website, local news media, automated phone calls, text messaging, Twitter, school websites, paper and electronic announcements/flyers, virtual platforms, and online surveys.
- Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology.
- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and (to the extent practicable) in a language the parents can understand. Title I school PFE calendars are posted on their websites and the Director of Parent and Family Engagement will ensure PFE opportunities are shared with all McKinney Vento families and, when appropriate, mitigate barriers to families who may want to participate in PFE events. The same is true for District PFE events.

- Implement and coordinate evidence-based programs such as Conscious Discipline or Responsive Classroom that build self-regulation skills and skills for parents and staff.

### **Accessibility**

The District Parent and Family Engagement Plan is made available in English and Spanish in print. It is also published online and on social media platforms. Phone messages will be sent to parents informing them of how to access the district policy/plan electronically and/or in print. The Director of Parent and Family Engagement works with school counselors, parent liaisons, and pupil personnel workers to remove barriers that limit a parent's accessibility to school functions. When requested or necessary, transportation, virtual offerings, translated documents, and mentoring are provided.

### **Parent and Family Engagement Evaluations**

Each year, the DPFE will conduct an evaluation of the content and effectiveness of the Parent and Family Engagement Plan and PFE activities aimed to improve the academic quality in Title I schools. In April, the Director of Parent and Family Engagement organized the distribution of a parent survey for each Title I school. Surveys are prepared in multiple formats to increase accessibility and participation. Printed, electronic, and online surveys are dispersed, and the results provide valuable feedback regarding the parent and family engagement activities and programs. In addition to the annual survey, each Title I school also uses school level shared decision-making meetings such as parent advisory groups, school improvement teams, and/or Parent Teacher Association (PTA) to facilitate discussions on the needs parents and families are experiencing and strategies for more effective parental engagement.

The Director of Parent and Family Engagement will use the findings from the schools' meetings and the survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its Parent and Family Engagement Plan, with a focus on equity, engagement and access for all students.

The Title I office will coordinate and integrate parent and family engagement strategies with relevant Federal, State, and local laws and programs; including Head Start, The Judy Center Learning Hubs and the St. Mary's County Health Department. Through district-community partnerships (St. Mary's County Libraries, The Promise Resource Center and the NAACP), the Title I office facilitates this outreach while building parents capacity of accessing community resources that are helpful to their children's education.

**St. Mary's County Public Schools**

**Title I Office**

**23160 Moakley Street, Suite 103**

**Leonardtown, Maryland 20650**

**Dr. Kelly M. Hall**

**Chief of Equity, Engagement, and Early Access**

**Mrs. Charlottis M. Woodley**

**Director of Parent and Family Engagement**

For more information about the Title I Program please contact:

cmwoodley@smcps.org or call (301) 475-5511, X 32243

**Title I Elementary Schools**

School	2021 Free and Reduced	School Leadership	Telephone and Website
George Washington Carver	78.9% FARMs	Ms. Donna Thorstenson Principal	(301) 863-4076 <a href="http://www.smcps.org/gwces">www.smcps.org/gwces</a>
Lexington Park	77% FARMs	Dr. Rebecca Schou Principal	(301) 863-4085 <a href="http://www.smcps.org/lpes">www.smcps.org/lpes</a>
Green Holly	55% FARMs	Mrs. Beth Ramsey Principal	(301) 863-4064 <a href="http://www.smcps.org/ghes">www.smcps.org/ghes</a>
Park Hall	63% FARMs	Mr. Jeffrey DiRenzo Principal	(301) 863-4054 <a href="http://www.smcps.org/phes">www.smcps.org/phes</a>
Greenview Knolls	53% FARMs	Mrs. Janet Fowler Principal	(301) 863-4095 <a href="http://www.smcps.org/gkes">www.smcps.org/gkes</a>

## IT TAKES A VILLAGE TO RAISE A CHILD

*Parent and Family Engagement requires a strong commitment between home, school, and the community. We respect and value feedback you can provide. **Thank You** for taking the time to read the 2021-2022 District Parent and Family Engagement Plan. Please sign below to indicate that you have received this document. Feel free to offer your comment or suggestions below.*

---

Name of School

---

Student's Name

---

Parent Name

---

Parent Signature

---

Date

Comments or suggestions:

Optional: Please provide your name and contact information to be contacted by the Director of Parent and Family Engagement.

Parent/Guardian's Name:

Telephone/email:

## **LAS ESCUELAS PÚBLICAS DEL CONDADO DE ST. MARY (D.2.) Plan de participación de padres y familias del distrito 2021-2022**



Las Escuelas Públicas del Condado de St. Mary's (SMCPS)) adoptan la creencia de que los padres son los primeros maestros de los niños. Por lo tanto, SMCPS crea intencionalmente oportunidades para que los padres y las escuelas compartan la responsabilidad de cuidar y educar a los estudiantes. SMCPS es el beneficiario de un programa de Título I financiado con fondos federales bajo la Ley de Educación Primaria y Secundaria (ESEA) según lo autoriza nuevamente la Ley de Éxito de Todos los Estudiantes de 2015 (ESSA). La subvención del distrito proporciona fondos complementarios para mejorar la enseñanza y el aprendizaje de los niños. Los cinco programas de toda la escuela primaria en SMCPS son los destinatarios de servicios complementarios que no estarían disponibles sin el uso de estos fondos.

El Título I tiene como objetivo proporcionar a todos los niños una oportunidad justa e igualitaria para obtener una educación de alta calidad y alcanzar el dominio de los estándares estatales por rendimiento y evaluaciones académicos. La Oficina de Título I trabajará para brindar a cada estudiante acceso equitativo al rigor educativo, recursos y apoyos que están diseñados para maximizar el éxito académico y el bienestar social y emocional del estudiante.

### **La importancia de la participación de los padres y la familia**

La participación de los padres y la familia es un enfoque de toda la escuela para apoyar al personal escolar para involucrar a las familias y las comunidades mediante el fomento de un enfoque integral del niño para mejorar el éxito del estudiante. Es importante porque incluya la participación de los padres y las familias en una comunicación regular, bidireccional y significativa que involucra el aprendizaje académico de los estudiantes y otras actividades escolares. En SMCPS, creemos que:

- Formar relaciones positivas con los padres fomenta la cooperación entre el hogar y la escuela;
- La probabilidad de logro de los estudiantes ocurre cuando los padres y las escuelas establecen metas educativas comunes para los estudiantes, y;
- Construir relaciones de confianza es la base de cada decisión, programa y servicio que se ofrece a nuestros estudiantes, padres, familias y personal.

### **Apoyo del distrito de Título I**

La Jefa de Equidad, Participación y Acceso Temprano (EEEE) dirige la Oficina de Título I y aprueba los planes y las asignaciones presupuestarias de toda la escuela. La Directora de Participación de Padres y Familias (DPFE) sirve como enlace entre el hogar, la escuela y la comunidad y demuestra un compromiso con la participación de los padres, la familia y la comunidad en el proceso educativo. La DPFE ayuda y apoya a todas las escuelas del Título I para garantizar que los requisitos de participación de los padres y la familia se lleven con fidelidad y según todos los requisitos del Título I, Parte A.

La Directora de Participación de Padres y Familias facilita el Consejo Asesor de Padres del Distrito de Título I (DPAC) que está compuesto por un grupo representativo de padres, enlaces de padres de Título I y representantes de la comunidad dentro de los límites de las escuelas de Título I. El grupo se reúne cuatro veces durante el año escolar (virtualmente o en vivo) para revisar los comentarios de las encuestas escolares en línea, el contenido del sitio web y las evaluaciones del programa PFE. Los padres están invitados a las reuniones de DPAC y reciben avisos de las reuniones a través de anuncios publicados en el sitio web de la EEEA, los sitios web de las escuelas, las redes sociales y los mensajes telefónicos del director de la escuela.

El Plan de Participación de Padres y Familias del Distrito se desarrolla en conjunto con los padres y las partes interesadas de la comunidad y la DPFE. El Consejo Asesor de Padres del Distrito es esencial para revisar, evaluar y hacer recomendaciones para los Planes de Participación de Padres y Familias del Distrito 2022. Además, los comentarios de los padres y los comentarios sobre el plan o cualquier aspecto del Programa Título I pueden enviarse por correo electrónico a la escuela de su hijo o enviando comentarios por escrito. Todos los comentarios recibidos son revisados y considerados para su implementación por la Oficina de Título I y los miembros del Consejo Asesor de Padres del Distrito.

### **Expectativas del distrito de participación de los padres y la familia**

SMCPS reconoce la importancia y el valor de la participación de los padres y la familia. Para establecer asociaciones de colaboración entre la escuela, los padres y la comunidad, la Oficina del Título I modelará los siguientes estándares:

- Educar a los maestros, los maestros de recursos educativos, los líderes escolares y el personal, según el valor y la utilidad de las contribuciones de los padres, y cómo acercarse, comunicarse y trabajar con los padres como socios iguales;
- Proporcionar asistencia técnica a las escuelas del Título I para que puedan ofrecer actividades para las familias que cuentan con un componente académico interactivo, con disposiciones tales como cuidado de niños, comidas ligeras, traductores y / o grupos de trabajo o capacitación para padres bilingües, y traducción de documentos escritos como necesario para las familias que aprenden inglés;
- Proporcionar desarrollo profesional basado en evidencia para ayudar a los padres a trabajar con sus hijos para mejorar su rendimiento en la instrucción de alfabetización y matemáticas que se puede implementar en el entorno del hogar.
- Programas de apoyo que incluyan a los padres y miembros de la familia en el hogar, la comunidad y la escuela;
- Asegurarse de que las notificaciones y los recursos para los padres enviados a casa estén en el idioma nativo de los padres, cuando corresponda, y que, cuando corresponda, los intérpretes estén presentes en las reuniones de padres;
- Ayudar a las escuelas a organizar talleres de participación de padres y familias en persona y virtuales durante todo el año para las escuelas de Título I, según corresponda, para promover las habilidades de liderazgo, la comunicación efectiva con el personal escolar y desarrollar el conocimiento de los estándares y estrategias de instrucción.

### **Reserva de Título I**

El Distrito reserva el 1% de la subvención total del Título I para apoyar las actividades de Participación de los padres y la familia (PFE) en las escuelas del Título I. SMCPs proporciona el 100% de los fondos PFE asignados a las escuelas de Título I utilizando la misma fórmula para la distribución de la asignación de Título I de cada escuela. La asignación por alumno se multiplica por el número de alumnos matriculados en cada escuela de Título I. Esta es la cantidad de fondos PFE desembolsados a cada escuela de Título I. Las decisiones sobre cómo usar los fondos de PFE son solicitadas y determinadas por los padres y el personal a través de encuestas, reuniones de asesoramiento para padres, reuniones anuales de Título I, notas de las reuniones del Equipo de Mejoramiento Escolar y solicitudes individuales de los padres (según se considere apropiado).

El Director de Participación de Padres y Familias explica este proceso durante las reuniones de DPAC y facilita una discusión entre los padres sobre los diversos usos de PFE en sus respectivas escuelas. El DPFE proporciona la documentación trimestral de registro, agenda y notas (SAN) de las reuniones del DPAC a los administradores escolares. Las notas contienen comentarios de los padres que ayudan en la toma de decisiones y la planificación de las actividades de PFE a nivel escolar.

### **Crear Capacidad**

- Los entornos de la escuela y el hogar son socios que contribuyen al rendimiento académico, el aprendizaje socioemocional y el bienestar de los estudiantes. Reconociendo que todos los hogares y familias son diversos y únicos, la oficina del Título I ayuda a mitigar los casos en los que la falta de tiempo de una familia, las barreras culturales, el miedo a lo desconocido o los factores económicos son factores que contribuyen a la inequidad. El personal de Título I, en colaboración con la administración de la escuela, lleva a cabo conferencias con los padres virtualmente de manera segura para acomodar a los padres que trabajan y ayudar con las traducciones según corresponda, programar visitas al hogar o al lado de la acera para conectarse con las familias en un entorno familiar y proporcionar materiales, tecnología u otros apoyo solicitado. Los miembros del personal de Título I son administradores escolares actuales y anteriores que tienen un amplio conocimiento de temas tales como habilidades de comportamiento de los estudiantes, intervenciones académicas, manejo del salón de clases y recursos comunitarios que apoyan la capacidad del estudiante, la familia y el personal. Se respetarán todas las precauciones y pautas relacionadas con COVID-19 al proporcionar estos apoyos y desarrollar la capacidad de las partes interesadas. Las familias necesitan y tienen derecho a un estímulo persistente pero amable sobre el sustento específico de los padres. El distrito:
- Ayudar a las escuelas a informar a los padres de los eventos estatales, locales y escolares a través del sitio web de SMCPs, los medios de comunicación locales, las llamadas telefónicas automatizadas, los mensajes de texto, Twitter, los sitios web de las escuelas, los anuncios / folletos impresos y electrónicos, las plataformas virtuales y las encuestas en línea.
- Proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos, como la alfabetización y el uso de la tecnología.
- Asegúrese de que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato y (en la medida de lo posible) en un idioma que los padres puedan entender. Los calendarios de PFE de las escuelas de Título I se publican en sus

sitios web y el Director de Participación de Padres y Familias se asegurará de que las oportunidades de PFE se compartan con todas las familias de McKinney Vento y, cuando sea apropiado, mitigarán las barreras para las familias que deseen participar en los eventos de PFE. Lo mismo es cierto para los eventos de PFE del Distrito.

- Implementar y coordinar programas basados en evidencia, como Disciplina consciente o Aula receptiva, que desarrollen habilidades de autorregulación y habilidades para los padres y el personal.

### **Accesibilidad**

El Plan de participación de padres y la familia del distrito está disponible en inglés y en español en forma impresa. También se publica en línea y en plataformas de redes sociales. Se enviarán mensajes telefónicos a los padres informándoles de cómo acceder a la política / plan del distrito de forma electrónica y / o impresa. La Directora de Participación de Padres y Familias trabaja con los consejeros escolares, los enlaces de padres y los trabajadores del personal de estudiantes para eliminar las barreras que limitan la accesibilidad de los padres a las funciones escolares. Cuando se solicita o es necesario, se proporciona transporte, ofertas virtuales, documentos traducidos y orientación.

### **Evaluaciones de participación de los padres y la familia**

Cada año, la DPFE llevará a cabo una evaluación del contenido y la eficacia del Plan de participación de los padres y la familia y las actividades de PFE destinadas a mejorar la calidad académica en las escuelas de Título I. En abril, la DPFE organizará la distribución de una encuesta para padres para su distribución en cada escuela de Título I. Las encuestas se preparan en múltiples formatos para aumentar la accesibilidad y la participación. Las encuestas impresas, electrónicas y en línea están dispersas y los resultados ofrecen comentarios valiosos sobre las actividades y programas de participación de los padres y la familia. Además de la encuesta anual, cada escuela de Título I también utiliza reuniones para tomar decisiones compartidas a nivel escolar, como grupos asesores de padres, equipos de mejorar aprendizaje y/o PTA para facilitar las discusiones sobre las necesidades que tienen los padres y las familias y las estrategias para mejorar la participación de los padres.

La Directora de Participación de Padres y Familias utilizará los hallazgos de las reuniones de las escuelas y los resultados de la encuesta para diseñar estrategias para mejorar la participación de familias, eliminar las barreras a la participación de los padres y revisar el Plan de Participación de los Padres y la Familia, con un enfoque sobre equidad, participación y acceso para todos los estudiantes.

La Oficina del Título I coordinará e integrará las estrategias de participación de los padres y la familia con las leyes y programas federales, estatales y locales pertinentes, incluidos Head Start, Judy Center Learning Hubs y el Departamento de Salud del Condado de St. Mary. A través de asociaciones entre el distrito y la comunidad (por ejemplo: Bibliotecas del condado de St. Mary, Promise Resource Center y NAACP), la Oficina del Título I facilita este acercamiento para desarrollar la capacidad de los padres para acceder a los recursos comunitarios que son útiles para la educación de sus hijos.



**Escuelas Públicas del Condado de St. Mary**  
**Oficina de Título I**  
**23160 Moakley Street, Suite 103**  
**Leonardtown, Maryland 20650**

Dra. Kelly M. Hall  
Jefa de Equidad, Participación y Acceso Temprano

Sra. Charlottis M. Woodley  
Directora de Participación de Padres y Familias

Dra. Wauchilue Adams  
Analista de Equidad de Título I

Para obtener más información sobre el Programa de Título I, comuníquese con:  
cmwoodley@smcps.org o llame al (301) 475-5511, X 32243

**Escuelas Primarias de Título I**

<b>Escuela</b>	<b>2021 Nivel de participación de comidas gratuitas o de precio reducido (FARMS)</b>	<b>Director(a)</b>	<b>Teléfono y Website</b>
George Washington Carver	78.9% FARMS	Srta. Donna Thorstenson	(301) 863-4076 www.smcps.org/gwces
Lexington Park	77% FARMS	Dra. Rebecca Schou	(301) 863-4085 www.smcps.org/lpes
Green Holly	55% FARMS	Sra. Beth Ramsey	(301) 863-4064 www.smcps.org/ghes
Park Hall	63% FARMS	Sr. Jeffrey DiRenzo	(301) 863-4054 www.smcps.org/phes
Greenview Knolls	53% FARMS	Sra. Janet Fowler	(301) 863-4095 www.smcps.org/gkes

***“Se necesita un pueblo para criar a un niño”***

La participación de los padres y la familia requiere un fuerte compromiso entre el hogar, la escuela y la comunidad. Respetamos y valoramos los comentarios que usted pueda ofrecer. Gracias por tomarse el tiempo de leer el Plan de participación de los padres y la familia del distrito 2021-2022. Firme a continuación para indicar que usted ha recibido este documento. No dude en ofrecer su comentario o sugerencias a continuación.

Nombre de la Escuela

Nombre del Estudiante

Nombre del Padre / Tutor

Firma del Padre/Tutor

Fecha de hoy

Comentarios o sugerencias

Opcional: Escriba su número de teléfono y su dirección de correo electrónico para que la Directora de Participación de Padres y Familias le pueda contactar. Gracias.

**ST. MARY'S COUNTY PUBLIC SCHOOLS**

**(D. 3.) THE CONTENT AND EFFECTIVENESS MONITORING TOOL FOR THE**

**PARENT AND FAMILY ENGAGEMENT POLICY/PLAN – DISTRICT LEVEL**

**Name of LEA:** St. Mary's County Public Schools

**School Year:** 2021-2022

**Chief Equity, Engagement, and Early Access:** Dr. Kelly M. Hall

**Name of Monitor:** Charlottis Woodley      **Title:** Director of Parent and Family Engagement

The LEA will incorporate these standards into their parent involvement policy to promote parent and family engagement. These standards include: (1) Welcoming all families into the school community, (2) Communicating effectively, (3) Supporting student success, (4) Speaking up for every child, (5) Sharing power, and (6) Collaborating with community.

**THE LEA HAS A 2021-2022 PARENT AND FAMILY ENGAGEMENT PLAN/POLICY.**

**SECTION 1116 (A)(2)**

- YES      • NO

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

1. In consultation with parents of participating children, the LEA conducts outreach to all parents and family members of participating children, and implements programs, activities, and procedures for the involvement of parents and family members.

Activity/Procedure	Date of Evidence	Location/Event

2. LEA's establishes expectations and objectives for meaningful parent and family involvement

Activity/Procedure	Date of Evidence	Location/Event

3. Parent and family member input:

- a. Jointly developed a written parent and family engagement policy that is agreed on with and distribute to parents and family members of participating children.
- b. Jointly developed the local educational agency plan under section 1112, and the development of support and improvement plans.
- c. Involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

Activity/Procedure	Date of Evidence	Location/Event

4. Provides coordination, technical assistance, and other support necessary to assist and \*build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (This may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education).

Activity/Procedure	Date of Evidence	Location/Event

5. Coordinates and integrates parent and family engagement strategies with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate.

Activity/Procedure	Date of Evidence	Location/Event

6. Conducts with the involvement of parents an annual evaluation of the content and effectiveness of parent involvement policy addressing:

- a. barriers to greater participation by parents;
- b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers;
- c. strategies to support successful school and family interactions;
- d. used findings from evaluation to design/revise the policy/plan incorporating **evidence-based strategies** for more effective parental involvement.

Activity/Procedure	Date of Evidence	Location/Event

7. The LEA's policy/plan includes at least one of the following strategies:

- a. Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies.
- b. Supporting programs that reach parents and family members at home, in the community, and at school.
- c. Disseminating information on best practices focused on parent and family engagement.

- d. Collaborating or providing subgrants to schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- e. Engaging in any other activities and strategies the LEA determines are appropriate and consistent with such agency's parent and family engagement policy/plan.

Activity/Procedure	Date of Evidence	Location/Event

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

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

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

Activity/Procedure	Date of Evidence	Location/Event

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

Activity/Procedure	Date of Evidence	Location/Event

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

Activity/Procedure	Date of Evidence	Location/Event

4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers.

Activity/Procedure	Date of Evidence	Location/Event

5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with

parents in a format and, to the extent practicable, in a language the parents can understand

Activity/Procedure	Date of Evidence	Location/Event

6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request.

Activity/Procedure	Date of Evidence	Location/Event

**C. Accessibility: Section 1116 (f)**

To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

Activity/Procedure	Date of Evidence	Location/Event

**Monitors Notes:**

**St. Mary's County Public Schools**  
**Title I, Part A Application Appendices**  
**2021-2022**

**E. Participation of Children Enrolled in  
Private Schools**

**E.1. Written Procedures**

**E.2. Timeline**

**Complaint Procedures English and  
Spanish**

**Affirmation of Consultations**



## **(E. 1.) Title I Written Procedures - Participation of Children Enrolled in Private Schools 2021-2022**

Staff Responsible:

Dr. Kelly Murray Hall, Chief of Equity, Engagement, and Early Access

Mrs. Charlottis Woodley, Director of Parent and Family Engagement

Identified Non-Public School Representatives

***All Written Procedures are subject to change based on revised St. Mary's County Public Schools' (SMCPS) Board of Education policies and regulations, local decisions, or the Governor's Executive Orders.***

***Some Title I and other collaborative meetings will be held virtually to accommodate telework status and parental, caregiver, and stakeholder preference. Electronic signatures on sign-in sheets will be accepted.***

### ***1a. Inviting Private School Officials to Consultation***

In September/October of each year, letters are mailed from the Department of Equity, Engagement and Early Access (EEEEA) with oversight for Title I, to the approved non-public schools in St. Mary's County and sent a certified receipt request. The purpose of this mailing is to begin the consultation process for schools that are interested in participating in the Title I program in the following school year. Approved non-public schools are verified with the annually updated list on Maryland State Department of Education's (MSDE) website.

**If schools do not respond to the certified letter, a phone call or email is placed to the school inquiring as to the status of the letter and their intent to attend the meeting. This phone call is documented.**

Certified receipts, copies of the mailed letters, and notes from any follow up calls are kept for documentation purposes.

During this Overview and Intent to Participate, non-public school officials learn about the Title I program, how funding is generated, and the kinds of services that may be available to eligible students for the following school year. Additionally, non-public school officials can seek more information, express and commit to participating for the upcoming school year, or decline to participate. If schools are interested in participating, they complete an "Intent to Participate" form. An individual meeting to begin discussions will follow after this form has been completed.



Ongoing consultation is scheduled and conducted by the Chief of EEEA and supported by the office staff using the established Consultation Agreement for Title I services with the non-public school. A detailed agenda of topics to be discussed, ensuring that all required topics are purposefully included in the discussion, and is shared with the non-public school prior to the meeting. All Sign-in, Agenda, Notes (SAN) documentation is kept on file. Further, a follow up summary using the notes taken during the consultation is sent to the non-public school official and kept on file in the Department of EEEA by Title I staff.

This process continues through the spring and summer when funding for the upcoming school year is available and detailed discussions about services, staff, scheduling, and materials of instruction follows. All meetings follow SAN documentation and follow up minutes notes or summaries are sent to the non-public official and kept on file in the Department of EEEA.

1. (b).Oversight, Monitoring, Supervising, and Evaluating the Title I Program Serving Private School Children

- (i.) ordering and storing materials and equipment for use in the program provided to private school children

During the course of consultation, materials and inventory are reviewed by the Chief with the Instructional Resource Teacher for Non-Public schools. The status of materials, needs identified by Non-Public Title I teachers if the program is continuing or in consultation if a new school or new needs are identified and discussed. All instructional materials must meet strong evidence based or developmentally appropriate criteria.

SMCPS' Title I staff is responsible for developing the order. The details of the order are shared with the non-public school official by the Chief or Instructional Resource Teacher. The Title I staff processes the order, following established SMCPS procurement and purchasing procedures. Materials are delivered to the Title I office or to the school depending on the size of the order and inventoried by the Title I Instructional Resource Teacher and/or Title I staff. Materials are delivered to the non-public school site by Title I staff or SMCPS Supporting Services staff as necessary and new inventory is cross referenced by the Instructional Resource Teacher.

Title I materials and inventory are stored in a secure area that has been mutually agreed upon and discussed during consultation. The area will be locked or secured with access available only to Title I staff at the school and the non-public administrator.

All materials, including consumable materials, are included on an inventory list that is prepared by Title I staff and managed by the Instructional Resource Teacher.

- (ii.) Oversight, Monitoring, And Supervision

The Chief of EEEA or the Director of Parent and Family Engagement (DPFE) and Title I are licensed and credentialed to evaluate teachers and programs. In quarterly intervals, a site visit will be conducted at each participating non-public Title I school. During that time, the Chief or Director will meet with the IRT, the hourly certified teachers, and check in with the school's leadership. There will also be a formal or informal observation of the teacher. Depending on the status of the school, observations could occur virtually as needed.

Each hourly certified, non-public teacher will be observed at least once formally during the school year and the Instructional Resource Teacher will be placed on the school system's alternating formative and summative evaluation cycle required in Maryland. The Chief will conduct the observations; however, the DPFE could do so if necessary. During this observation, there will be a pre-conference, a review of the lesson plan with each certified teacher, an observation, and a post conference. The teacher will be provided with a detailed written observation report. These reports are kept on file to support teacher and programmatic evaluation. These reports may be included in Title I documentation but will be redacted as appropriate in accordance with Family Educational Rights and Privacy Act (FERPA) requirements.

(ii.) evaluating Title I Program for private schools regarding how the services will be academically assessed and how the results will be including in the overall evaluation of the effectiveness of the program

The Title I Non-Public Instructional Resource Teacher takes a leadership role in gathering data from the hourly Title I staff regarding student performance. Data is gathered in an ongoing manner throughout the school year. using multiple measures mutually agreed upon during the consultation process. Adjustments to the instructional plan, the master schedule, and group structure may occur as needed as a result of the data. The Instructional Resource Teacher and the Chief meet quarterly to discuss the non-public data and to confirm adjustments. Meetings may occur more frequently than quarterly depending on need.

Title I staff prepare individual student reports that are included in quarterly report cards but reviewed by the principal of the non-public school, as well as the Title I Instructional Resource Teacher, prior to distribution.

The final information is collected and correlated with the year in review to provide a comprehensive analysis of progress with Title I services during the academic year for individual student

This data collection and correlation begins in the last marking period for the final report. Typically this occurs in late April and in early May since the majority of participating non-public schools finish their school year prior to the public school year calendar. Data is reviewed and analyzed by the certified Title I hourly staff with the Instructional Resource Teacher and then again with the Instructional Resource Teacher and the Chief. Afterwards, this information is shared with the non-public school officials in late May and discussions relative to adjustments or revisions in programming are appraised and occur at that time.

Student information is shared with the non-public school officials electronically using password protected google drive. In addition, a binder of student achievement which includes individual student reports are provided to the non-public officials. Title I staff is available and communicates that they are open to meeting and discussing the detail of the assessment data and academic reporting if clarification is needed.

Non-public officials may opt to share student data with the Instructional Resource Teacher when it becomes available. If this occurs, the Instructional Resource Teacher will correlate the non-public school's data with the Title I data to determine patterns and trends to drive the instructional program.

Revisions and adjustments to academic programming, based on a thorough review of student performance and student achievement data, occur during the consultation process in late spring and early summer as the Title I program is planned for the upcoming school year.

(c) Developing a formal agreement (MOU) with other Local Education Agency (LEA) to provide services to private school students and a timeline for securing signatures.

Each spring, SMCPSS sends a letter to neighboring Southern Maryland Counties to include Charles, Calvert, Prince Georges', and also to the District of Columbia to inquire if there are St. Mary's County residents attending their participating non-public schools and if they generate funds. The Title I officials from each area complete the forms and return to SMCPSS' Title I staff.

The process is reversed with neighboring jurisdictions contacting SMCPSS for similar information. The Instructional Resource Teacher works with the schools to identify out of county residents and if they generate funds.

After that in the late spring or early summer, SMCPSS works with the other jurisdictions, when there are eligible students based on residency and income, to DRAFT a Memo of Understanding (MOU) with officials from the home county or region. As the MOU is being developed, there is a discussion about service provision, time, etc. that will be reflected and mutually agreed upon by all involved parties.

The SMCPSS' Chief Counsel reviews all MOU documents and discusses with the Chief. The MOU is then shared with the other county and signatures can be secured. This process is concluded in the summer prior to the start of the new school year in order for services to begin as soon as the new school year begins.

**St. Mary's County Public Schools**  
**Timeline for Consultation with Private Schools**  
**2021-2022**

Month	Activity	Date
October/ November (prior to next school year)	Obtain complete list of all private schools with students who reside in Title I attendance areas	11/2020
February	Initial contact meeting with private school representatives	2/2021
April	Title I Participation Form due to Title I office	4/2021
April	Match addresses of private school students from low-income families to participating public school attendance areas.	4/2021
May	Complete public school ranking chart with per-pupil allocation to determine private school qualifying student allocation.	5/2021
May	Assess the current year Title I program in a meeting with private school representatives using student data.	5/2021
May	Meet with participating private school representatives to identify at-risk students from those who are eligible; determine standards and annual assessments for measuring progress of the Title I program; review SMCPs Procedures for Providing Services to Eligible Private School Students; review options for service, including third party providers.	5/2021
August	Schedule meetings at each participating private school with the private school representative and the SMCPs Certified teacher who provides tutoring to review expectations. Review and sign the Affirmation of Consultation; establish dates for regular consultation.	8/2021
October	Schedule Federally Funded meeting with all private school representatives	10/2021
November-March	Schedule an observation of the Certified Teacher in each private school for February/March	TBD
February	Begin the process for the 2022-2023 school year by scheduling an information meeting with all private school representatives	TBD
May	Schedule private school visits	TBD

**Contact Information 2021-2022**  
**Resolving Title I School Concerns and Complaints**  
**For Non-Public Schools**  
(E. 2.a)

St. Mary's County Public Schools has an effective and established procedure for parents in an effort to resolve school concerns and complaints satisfactorily.

The established procedure is also followed for the non-public schools that receive Title I funding through SMCPs. The contact information for the non-public school officials is listed below and the SMCPs document *Title I Parent's Guide to Resolving School Concerns and Complaints at Non-Public Schools* is attached. It is best practice to resolve concerns at the lowest level.

The first point of contact is the certificated Title I teacher. The contact information is listed below:

<b>King's Christian Academy: 301-994-3080</b>  <b>Mrs. Michelle Sachs:</b> <a href="mailto:mmsachs@contracted.smcps.org">mmsachs@contracted.smcps.org</a> <b>Mrs. Kara Day:</b> <a href="mailto:krday@smcps.org">krday@smcps.org</a>  <b>Little Flower School: 301-994-0404</b> <b>Mrs. Michelle Sachs:</b> <a href="mailto:mmsachs@contracted.smcps.org">mmsachs@contracted.smcps.org</a> <b>Mrs. Kara Day:</b> <a href="mailto:krday@smcps.org">krday@smcps.org</a>	<b>St. John's School: 301-373-2142</b>  <b>Mrs. Kara Day:</b> <a href="mailto:krday@smcps.org">krday@smcps.org</a>  <b>St. Michael's School: 301-872-5454</b> <b>Mrs. Beth Stencil:</b> <a href="mailto:bsstencil@contracted.smcps.org">bsstencil@contracted.smcps.org</a> <b>Mrs. Jodi Tenney:</b> <a href="mailto:jntenney@contracted.smcps.org">jntenney@contracted.smcps.org</a> <b>Mrs. Kara Day:</b> <a href="mailto:krday@smcps.org">krday@smcps.org</a>
--	---

The second point of contact is the principal of each participating non-public school. The contact information is listed below:

<b>King's Christian Academy</b> James Harris, Principal 20738 Point Lookout Road Callaway, MD 20620 301-994-3080 <a href="mailto:jharris@kingschristianacademy.org">jharris@kingschristianacademy.org</a>	<b>Little Flower School</b> Ms. Barbara Stirling, Principal 20410 Point Lookout Road Great Mills, MD 20634-3328 301-994-0404 <a href="mailto:lfprincipal@littleflowercatholic.org">lfprincipal@littleflowercatholic.org</a>
<b>St. John's School</b> Mrs. Susan McDonough 43900 St. John's Road Hollywood, MD 20636 301-373-2142 <a href="mailto:mcdonoughs@sishollywood.org">mcdonoughs@sishollywood.org</a>	<b>St. Michael's School</b> Ms. Lila Hofmeister 16560 Three Notch Road Ridge, MD 20680 301-872-5454 <a href="mailto:principal@saint-michaels-school.org">principal@saint-michaels-school.org</a>

If the concern has not been resolved satisfactorily with the teacher or the appropriate principal, the third point of contact information is listed below:

Dr. Kelly M. Hall, Chief  
Equity, Engagement, and Early Access  
St. Mary's County Public Schools  
23160 Moakley Street  
Leonardtown, MD 20650

**Información de Contacto 2021-2022**  
**Resolución de problemas y reclamaciones de las escuelas del Título I**  
**Para escuelas no públicas**

Las Escuelas Públicas del Condado de St. Mary tienen un procedimiento efectivo y establecido para los padres en un esfuerzo por resolver las preocupaciones y quejas de la escuela satisfactoriamente.

El procedimiento establecido también se sigue para las escuelas no públicas que reciben fondos del Título I a través de SMCPS. La información de contacto de los funcionarios de las escuelas no públicas se indica a continuación y se adjunta el documento de SMCPS *Guía para padres del Título I para resolver inquietudes y quejas escolares en las escuelas no públicas*. Es la mejor práctica para resolver las preocupaciones en el nivel más bajo.

El primer punto de contacto es el maestro certificado de Título I. La información de contacto es la siguiente:

<b>King's Christian Academy: 301-994-3080</b>  Sra. Michelle Sachs: <a href="mailto:mmsachs@contracted.smcps.org">mmsachs@contracted.smcps.org</a> Sra. Kara Day: <a href="mailto:krday@smcps.org">krday@smcps.org</a>  <b>Little Flower School: 301-994-0404</b> Sra. Michelle Sachs: <a href="mailto:mmsachs@contracted.smcps.org">mmsachs@contracted.smcps.org</a> Sra. Kara Day: <a href="mailto:krday@smcps.org">krday@smcps.org</a>	<b>St. John's School: 301-373-2142</b>  Sra. Kara Day: <a href="mailto:krday@smcps.org">krday@smcps.org</a>  <b>St. Michael's School: 301-872-5454</b> Sra. Beth Stencil: <a href="mailto:bsstencil@contracted.smcps.org">bsstencil@contracted.smcps.org</a> Sra. Jodi Tenney: <a href="mailto:jmtenney@contracted.smcps.org">jmtenney@contracted.smcps.org</a> Sra. Kara Day: <a href="mailto:krday@smcps.org">krday@smcps.org</a>
--	--

El segundo punto de contacto es el director de cada escuela no pública participante. La información de contacto es la siguiente:

<b>King's Christian Academy</b> James Harris, Principal 20738 Point Lookout Road Callaway, MD 20620 301-994-3080 <a href="mailto:jharris@kingschristianacademy.org">jharris@kingschristianacademy.org</a>	<b>Little Flower School</b> Srta. Barbara Stirling, Principal 20410 Point Lookout Road Great Mills, MD 20634-3328 301-994-0404 <a href="mailto:lfprincipal@littleflowercatholic.org">lfprincipal@littleflowercatholic.org</a>
<b>St. John's School</b> Sra. Susan McDonough 43900 St. John's Road Hollywood, MD 20636 301-373-2142 <a href="mailto:mcdonoughs@sishollywood.org">mcdonoughs@sishollywood.org</a>	<b>St. Michael's School</b> Srta. Lila Hofmeister 16560 Three Notch Road Ridge, MD 20680 301-872-5454 <a href="mailto:principal@saint-michaels-school.org">principal@saint-michaels-school.org</a>

Si la preocupación no se ha resuelto satisfactoriamente con el profesor o el director correspondiente, el tercer punto de contacto es el siguiente:

Dr. Kelly M. Hall, Chief  
Equity, Engagement, and Early Access  
St. Mary's County Public Schools  
23160 Moakley Street

# Title I Parent's Guide to

## Resolving School Concerns and Complaints

## at Non-Public Schools



Dr. Kelly M. Hall, Chief  
Equity, Engagement, and Early Access  
23160 Moskley Street  
Leonardtown, MD 20650  
Phone: 301-475-5511, x32136  
Fax: 301-475-4254  
[www.smcps.org](http://www.smcps.org)

All St. Mary's County Public School System (SMCPS) employees are committed to parent, family, and engagement (PFE) and community involvement in the educational process. We believe that our staff should encourage and engage parents/guardians, families, and community members as partners in educating our children. Together we can ensure success in school.

It is recognized that there will be times when a parent/guardian may need to ask school system employees to address a Title I concern at the participating non-public schools.

This document outlines the role of each individual and the steps to follow when addressing school-based concerns. We will continually strive to resolve all inquiries or problems as quickly as possible so that we can reach a mutual understanding that serves in the best interest of every SMCPS student.

When a concern or issue develops, we encourage parents/guardians to direct their concerns to the school staff member most closely involved in the issue. Communication and understanding of all perspectives are important in developing a fair and mutually beneficial solution to any concern. Every effort should be made to work with the Title I staff and administration to resolve problems and concerns. This process is designed to quickly address concerns.

The first step to resolving concerns and issues is to address them with the Title I teacher who is most closely and directly involved.

Through a process of cooperative agreement, the affected individuals can usually reach a mutually effective resolution.

If the issue cannot be resolved at this level, the parent(s)/guardian(s) should be referred to the school's principal.

The second step in resolving the concern is to contact the principal. The principal will take into consideration the needs of all parties. The principal will confirm that the parent/guardian has attempted to resolve the issue or concern with the Title I teacher or other school-based staff member, as appropriate.

If the concern still remains unresolved, the parent(s)/guardian(s) will be referred to the Chief of Equity, Engagement, and Early Access. The principal will forward any and all supporting documents regarding the concern to the Chief of Equity, Engagement, and Early Access. Parent(s)/guardian(s) may and will be encouraged to submit applicable documentation to the Chief of Equity, Engagement, and Early Access.

### Complaint Process Summary

#### Go to:

Title I Teacher  
Non-Public School Principal  
Chief of Equity, Engagement, and Early Access



# Guía para padres del Título I para resolver inquietudes y quejas escolares en Escuelas No Públicas



Dr. Kelly M. Hall, Chief  
Equity, Engagement, and Early Access  
23160 Monkley Street  
Leonardtown, MD 20650  
Phone: 301-475-5511, x32136  
Fax: 301-475-4254  
[www.smcps.org](http://www.smcps.org)

Todos los empleados del **Sistema de Escuelas Públicas del Condado de St. Mary (SMCPS)** están comprometidos con la participación de los padres, las familias y la comunidad (PFE) en el proceso educativo. Creemos que nuestro personal debe alentar e involucrar a los padres o guardianes, a las familias y a los miembros de la comunidad como socios en la educación de nuestros niños. Juntos podemos asegurar el éxito en la escuela.

Se reconoce que habrá ocasiones en las que un padre o guardián puede necesitar pedir a los empleados del sistema escolar que aborden alguna inquietud del Título I en las escuelas no públicas participantes.

**Este documento describe el papel de cada individuo y los pasos a seguir cuando se abordan las inquietudes de la escuela.** Nos esforzaremos continuamente para resolver todas las consultas o problemas lo más rápido posible para que podamos llegar a un entendimiento mutuo que sirva en el mejor interés de cada estudiante de las SMCPS

**Cuando surge una inquietud o un problema, animamos a los padres o guardianes a que dirijan sus inquietudes al miembro del personal de la escuela más involucrado en el asunto.** La comunicación y la comprensión de todas las perspectivas son importantes para desarrollar una solución justa y mutuamente beneficiosa para cualquier inquietud. Se debe hacer todo lo posible para trabajar con el personal del Título I y la administración para resolver los problemas e inquietudes. Este proceso está diseñado para resolver rápidamente las inquietudes.

El primer paso para resolver las inquietudes y los problemas es abordarlos con el profesor del Título I que esté más estrecha y directamente implicado.

A través de un proceso de acuerdo cooperativo, las personas afectadas suelen llegar a una resolución mutuamente eficaz.

Si la cuestión no puede resolverse a este nivel, se debe remitir a los padres o guardianes al director de la escuela.

El segundo paso para resolver la inquietud es ponerse en contacto con el director. El director tendrá en cuenta las necesidades de todas las partes. El director confirmará que el padre o guardián ha intentado resolver el problema o la inquietud con el profesor del Título I o con otro miembro del personal de la escuela, según corresponda.

Si la inquietud sigue sin resolverse, se remitirá a los padres o guardianes al Jefe de Equidad, Compromiso y Acceso Temprano. El director enviará al Jefe de Equidad, Compromiso y Acceso Temprano todos los documentos relacionados con la inquietud. Los padres o guardianes pueden y serán alentados a presentar la documentación pertinente al Jefe de Equidad, Compromiso y Acceso Temprano.

## Resumen del proceso de reclamos

### **Dirijase a:**

Profesor de Título I  
Director de escuela no pública  
Jefe de Equidad, Compromiso y Acceso Temprano

M.L. Green-Revisado 07/2021



**St. Mary's County Public Schools**  
**Affirmation of Consultation**

**King's Christian Academy**

**Title I Equitable Services Affirmation of Consultation  
Between the Local Educational Agency (LEA) and Private School Official**

**King's Christian Academy (2021-2022)**

An LEA must conduct timely consultation with private school officials to design appropriate equitable services to ensure that services can begin at the beginning of the school year for which the proportionate share of funds are appropriated. As stated in the November 21, 2016 *Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESEA of 1965*, "the "goal of reaching agreement" between an LEA and appropriate private school officials is grounded in timely, meaningful, and open communication between the LEA and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families. "Local Education Agencies (LEAs) must maintain a copy for their records and submit a signed copy in the LEA's Master Plan Application.

This affirmation describes the services to be provided, the roles and responsibilities of each party, and funding procedures. Consultation between St. Mary's County Public Schools' Title I Office and the participating private school officials will ensure that meaningful and timely consultation occurs regarding any decision affecting the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under ESSA, and shall continue throughout the school year.

**The following topics will be discussed:**

**How SMCPSS will identify student needs:**

- Use classroom teacher and non-public principal recommendations of academic need.
- Verify eligible students, based on residency requirements.
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs.
- Review assessment data and other criteria with a team comprised of the Title I Instructional Resource Teacher and teaching staff; and Chief of Equity, Engagement, and Early Access to set goals for the tutoring program.
- Maintain academic records for each identified student and collect work samples to show progress over time.
- Ongoing adjustments of instruction to match the needs of the identified students.

**What services SMCPSS will offer:**

- Reading – reinforcement, reteaching, and academic support of literacy skills aligned with the non-public school curriculum, Maryland's College and Career Readiness Standards (CCRS), supported by evidence based instructional best practices, and provided by a SMCPSS selected certified teacher.
- Mathematics – reinforcement, reteaching, and academic support of mathematics skills aligned with the non-public school curriculum, Maryland's College and Career Reading Standards (CCRS), supported by evidence based best instructional practices, and provided by a SMCPSS selected certified teacher.

**How and when SMCPSS will make decisions about delivery of services:**

- Quarterly consultation with the non-public administrator / representative will take place to discuss the delivery of service.
- The time sheet of the hourly teacher(s) will be signed by the Chief of Equity, Engagement, and Early Access

**How, where, and by whom SMCPs will provide services, including whether a third party will provide them:**

- Per SMCPs policies and procedures, Abacus will serve as the contracting agency for hourly employees. This ensures compliance with labor laws.
- Selection of certified staff will be managed by the Title I office.
- Certified teachers will provide services to identified students through direct instruction, individually or in small groups.
- Services will be provided at the non-public school site or virtually if pandemic necessitates.
- Schedules will be developed to determine the amount of time for services at the school based upon student needs and the curriculum.
- Services will be provided to individual or small groups of eligible students.

**How SMCPs will academically assess the services and use the results to improve Title I services:**

- Progress of all Pre-K-5 eligible students will be assessed minimally tri-annually potentially using DIBELS Next, the Independent Reading Level Assessment (IRLA), Scantron, or other formative assessments if available, the Individual Reading Inventory (IRI), the SMCPs Counting Profile, and other evidence based assessments approved by public school officials.

**The size and scope of the services SMCPs will provide and the proportion of funds SMCPs will allocate for those services:**

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility. This information has been shared with non-public officials.
- The Title I teacher(s) will provide instruction to identified Title I students as individuals or in small groups for reading and mathematics.
- Training opportunities may be provided for Title I non-public school teachers and parents of identified Title I non-public students as needed.
- Training opportunities may be provided for classroom teachers with Title I students on their roster. This information has been detailed through consultation.

**How SMCPs will determine the number of non-public children from low-income families residing in participating public school attendance areas:**

- Poverty survey or other verifiable sources will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area. ESEA section 1117(a)(4)(D) permits an LEA to determine the number of children from low-income families who attend private schools every year or every two years. Section 1117(b)(1)(F) requires an LEA to consult with appropriate private school officials about the availability of poverty data on private school children, and an LEA can determine whether it would be more feasible to collect biennially. These documents will be provided by the non-public school or organization.
- Services will be provided to the non-public school based on the number of students generating funds for the school.
- A discussion to provide equitable services to eligible private school children by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools or based on the children in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools ;
- When, including the approximate time of day, services will be provided; and
- Whether A discussion to consolidate and use funds in coordination with eligible funds available for services to private school children under applicable programs, as defined in ESEA section 8501(b)(1), to provide services to eligible private school children participating in those programs (ESEA section 1117(b)(1); 34 C.F.R. § 200.63)
- Because an LEA must consult with appropriate private school officials during the design and development of the LEA's Title I program and before the LEA makes any decision that affects the opportunities of eligible private school students to participate (ESEA section 1117(b)(1), (3)), other topics of consultation must include, as appropriate:
- Administrative costs of providing equitable services;
- Indirect costs;

- Any funds available for carryover ; and •Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A.; and
- Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A.

**The services SMCPs will provide for teachers and families of participating students:**

- Teachers of eligible Title I students may be invited to SMCPs Title I professional development training activities if appropriate.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.
- Non-public teacher(s) with Title I students may receive targeted professional development at the school or another location.

**Cooperation by the non-public school:**

By choosing to participate in SMCPs' Title I Part A program, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPs Title I public school attendance areas and current student achievement data.

Please complete the following:

I. **Check the applicable box below regarding timely and meaningful consultation:**

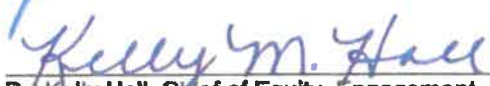
The private school official believes that:

- ☒ Timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☐ Timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible private school children.

  
Mr. James Harris, Principal (or Designee)  
King's Christian Academy

8/6/2021

Date

  
Dr. Kelly Hall, Chief of Equity, Engagement, and Early Access  
St. Mary's County Public Schools, Title I

8.16.21

Date

The teacher(s) assigned are: Kara Day (Title I IRT), Michelle Sachs (Hourly Teacher/Tutor)

Teacher(s) will provide service \_\_\_\_\_ day(s).  
Kara Day = 3.6 hours/weekly  
Michelle Sachs = 4.7 hours/weekly

**Additional Information:**

**St. Mary's County Public Schools**  
**Affirmation of Consultation**

**Little Flower School**

**Title I Equitable Services Affirmation of Consultation  
Between the Local Educational Agency (LEA) and Private School Official**

**Little Flower School (2021-2022)**

An LEA must conduct timely consultation with private school officials to design appropriate equitable services to ensure that services can begin at the beginning of the school year for which the proportionate share of funds are appropriated. As stated in the November 21, 2016 *Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESEA of 1965*, "the 'goal of reaching agreement' between an LEA and appropriate private school officials is grounded in timely, meaningful, and open communication between the LEA and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families. *'Local Education Agencies (LEAs) must maintain a copy for their records and submit a signed copy in the LEA's Master Plan Application.*

This affirmation describes the services to be provided, the roles and responsibilities of each party, and funding procedures. Consultation between St. Mary's County Public Schools' Title I Office and the participating private school officials will ensure that meaningful and timely consultation occurs regarding any decision affecting the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under ESSA, and shall continue throughout the school year.

**The following topics will be discussed:**

**How SMCPs will identify student needs:**

- Use classroom teacher and non-public principal recommendations of academic need.
- Verify eligible students, based on residency requirements.
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs.
- Review assessment data and other criteria with a team comprised of the Title I Instructional Resource Teacher and teaching staff, and Chief of Equity, Engagement, and Early Access to set goals for the tutoring program.
- Maintain academic records for each identified student and collect work samples to show progress over time.
- Ongoing adjustments of instruction to match the needs of the identified students.

**What services SMCPs will offer:**

- Reading – reinforcement, reteaching, and academic support of literacy skills aligned with the non-public school curriculum, Maryland's College and Career Readiness Standards (CCRS), supported by evidence based instructional best practices, and provided by a SMCPs selected certified teacher.
- Mathematics – reinforcement, reteaching, and academic support of mathematics skills aligned with the non-public school curriculum, Maryland's College and Career Reading Standards (CCRS), supported by evidence based best instructional practices, and provided by a SMCPs selected certified teacher.

**How and when SMCPs will make decisions about delivery of services:**

- Quarterly consultation with the non-public administrator / representative will take place to discuss the delivery of service.
- The time sheet of the hourly teacher(s) will be signed by the Chief of Equity, Engagement, and Early Access

**How, where, and by whom SMCPSS will provide services, including whether a third party will provide them:**

- Per SMCPSS policies and procedures, Abacus will serve as the contracting agency for hourly employees. This ensures compliance with labor laws.
- Selection of certified staff will be managed by the Title I office.
- Certified teachers will provide services to identified students through direct instruction, individually or in small groups.
- Services will be provided at the non-public school site or virtually if pandemic necessitates.
- Schedules will be developed to determine the amount of time for services at the school based upon student needs and the curriculum.
- Services will be provided to individual or small groups of eligible students.

**How SMCPSS will academically assess the services and use the results to improve Title I services:**

- Progress of all Pre-K-5 eligible students will be assessed minimally tri-annually potentially using DIBELS Next, the Independent Reading Leveled Assessment (IRLA), Scantron, or other formative assessments if available, the Individual Reading Inventory (IRI), the SMCPSS Counting Profile, and other evidence based assessments approved by public school officials.

**The size and scope of the services SMCPSS will provide and the proportion of funds SMCPSS will allocate for those services:**

- Title I funds will be pooled between Little Flower School and St. John's School, as per a conversation and written commitment from the Archdiocese of Washington designee, Brian Radziwill, and verbal approval from the school principals. Students will be served in rank order of academic need if not every student may be served. If there are no students to serve at Little Flower School, then Little Flower School funding will go to St. John's School. If there are no students to serve at St. John's School, then St. John's School funding will go to Little Flower School.
- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility. This information has been shared with non-public officials.
- The Title I teacher(s) will provide instruction to identified Title I students as individuals or in small groups for reading and mathematics.
- Training opportunities may be provided for Title I non-public school teachers and parents of identified Title I non-public students as needed.
- Training opportunities may be provided for classroom teachers with Title I students on their roster. This information has been detailed through consultation.

**How SMCPSS will determine the number of non-public children from low-income families residing in participating public school attendance areas:**

- Poverty survey or other verifiable sources will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area. ESEA section 1117(a)(4)(D) permits an LEA to determine the number of children from low-income families who attend private schools every year or every two years. Section 1117(b)(1)(F) requires an LEA to consult with appropriate private school officials about the availability of poverty data on private school children, and an LEA can determine whether it would be more feasible to collect biennially. These documents will be provided by the non-public school or organization.
- Services will be provided to the non-public school based on the number of students generating funds for the school.
- A discussion to provide equitable services to eligible private school children by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools or based on the children in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools.
- When, including the approximate time of day, services will be provided; and
- Whether A discussion to consolidate and use funds in coordination with eligible funds available for services to private school children under applicable programs, as defined



in ESEA section 8501(b)(1), to provide services to eligible private school children participating in those programs (ESEA section 1117(b)(1); 34 C.F.R. § 200.63)

- Because an LEA must consult with appropriate private school officials during the design and development of the LEA's Title I program and before the LEA makes any decision that affects the opportunities of eligible private school students to participate (ESEA section 1117(b)(1), (3)), other topics of consultation must include, as appropriate:
  - Administrative costs of providing equitable services;
  - Indirect costs;
  - Any funds available for carryover; and •Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A.; and
  - Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A.

**The services SMCPSS will provide for teachers and families of participating students:**

- Teachers of eligible Title I students may be invited to SMCPSS Title I professional development training activities if appropriate.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.
- Non-public teacher(s) with Title I students may receive targeted professional development at the school or another location.

**Cooperation by the non-public school:**

By choosing to participate in SMCPSS' Title I Part A program, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPSS Title I public school attendance areas and current student achievement data.

Please complete the following:

I. **Check the applicable box below regarding timely and meaningful consultation:**

The private school official believes that:

- ☒ Timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☐ Timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible private school children.

Barbara Stirling  
Ms. Barbara Stirling, Principal (or Designee)  
Little Flower School

Aug. 9, 2021  
Date

Kelly M. Hall  
Dr. Kelly Hall, Chief of Equity, Engagement, and Early Access  
St. Mary's County, Public Schools, Title I

8.16.21  
Date

Brian Radziwill  
Mr. Brian Radziwill  
Archdiocese of Washington Representative

8/10/21  
Date

The teacher(s) assigned are: Kara Day (Title I IRT), Michelle Sachs (Hourly Teacher/Tutor)

Teacher(s) will provide service Kara Day = 2.0 hours/weekly  
Michelle Sachs = 2.6 hours/weekly day(s).

**Additional Information:**

**St. Mary's County Public Schools**  
**Affirmation of Consultation**

**St. John's School**



Phone: 301-475-5511 ext. 32136; Fax: 301-475-4254

## St. Mary's County Public Schools

### Division of Instruction

Department of Equity, Engagement, and Early Access  
23160 Moakley Street, Suite 103  
Leonardtown, Maryland 20650

Dr. Kelly Murray Hall  
Chief

### **Title I Equitable Services Affirmation of Consultation Between the Local Educational Agency (LEA) and Private School Official**

#### **St. John's School (2021-2022)**

An LEA must conduct timely consultation with private school officials to design appropriate equitable services to ensure that services can begin at the beginning of the school year for which the proportionate share of funds are appropriated. As stated in the November 21, 2016 *Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESEA of 1965*, "the 'goal of reaching agreement' between an LEA and appropriate private school officials is grounded in timely, meaningful, and open communication between the LEA and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families. 'Local Education Agencies (LEAs) must maintain a copy for their records and submit a signed copy in the LEA's Master Plan Application.

This affirmation describes the services to be provided, the roles and responsibilities of each party, and funding procedures. Consultation between St. Mary's County Public Schools' Title I Office and the participating private school officials will ensure that meaningful and timely consultation occurs regarding any decision affecting the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under ESSA, and shall continue throughout the school year.

#### **The following topics will be discussed:**

##### **How SMCPs will identify student needs:**

- Use classroom teacher and non-public principal recommendations of academic need.
- Verify eligible students, based on residency requirements.
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs.
- Review assessment data and other criteria with a team comprised of the Title I Instructional Resource Teacher and teaching staff; and Chief of Equity, Engagement, and Early Access to set goals for the tutoring program.
- Maintain academic records for each identified student and collect work samples to show progress over time.
- Ongoing adjustments of instruction to match the needs of the identified students.

##### **What services SMCPs will offer:**

- Reading – reinforcement, reteaching, and academic support of literacy skills aligned with the non-public school curriculum, Maryland's College and Career Readiness Standards (CCRS), supported by evidence based instructional best practices, and provided by a SMCPs selected certified teacher.
- Mathematics – reinforcement, reteaching, and academic support of mathematics skills aligned with the non-public school curriculum, Maryland's College and Career Reading Standards (CCRS), supported by evidence based best instructional practices, and provided by a SMCPs selected certified teacher.

##### **How and when SMCPs will make decisions about delivery of services:**

- Quarterly consultation with the non-public administrator / representative will take place to discuss the delivery of service.
- The time sheet of the hourly teacher(s) will be signed by the Chief of Equity, Engagement, and Early Access

St. Mary's County Public School System does not discriminate on the basis of race, color, gender, age, national origin, marital status, sexual orientation, religion, or disability in matters affecting employment or providing access to programs.

**How, where, and by whom SMCPs will provide services, including whether a third party will provide them:**

- Per SMCPs policies and procedures, Abacus will serve as the contracting agency for hourly employees. This ensures compliance with labor laws.
- Selection of certified staff will be managed by the Title I office.
- Certified teachers will provide services to identified students through direct instruction, individually or in small groups.
- Services will be provided at the non-public school site or virtually if pandemic necessitates.
- Schedules will be developed to determine the amount of time for services at the school based upon student needs and the curriculum.
- Services will be provided to individual or small groups of eligible students.

**How SMCPs will academically assess the services and use the results to improve Title I services:**

- Progress of all Pre-K-5 eligible students will be assessed minimally tri-annually potentially using DIBELS Next, the Independent Reading Level Assessment (IRLA), Scantron, or other formative assessments if available, the Individual Reading Inventory (IRI), the SMCPs Counting Profile, and other evidence based assessments approved by public school officials.

**The size and scope of the services SMCPs will provide and the proportion of funds SMCPs will allocate for those services:**

- Title I funds will be pooled between St. John's School and Little Flower School, as per a conversation and written commitment from the Archdiocese of Washington designee, Brian Radziwill, and verbal approval from the school principals. Students will be served in rank order of academic need if not every student may be served. If there are no students to serve at St. John's School, then St. John's School funding will go to Little Flower School. If there are no students to serve at Little Flower School, then Little Flower School funding will go to St. John's School.
- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility. This information has been shared with non-public officials.
- The Title I teacher(s) will provide instruction to identified Title I students as individuals or in small groups for reading and mathematics.
- Training opportunities may be provided for Title I non-public school teachers and parents of identified Title I non-public students as needed.
- Training opportunities may be provided for classroom teachers with Title I students on their roster. This information has been detailed through consultation.

**How SMCPs will determine the number of non-public children from low-income families residing in participating public school attendance areas:**

- Poverty survey or other verifiable sources will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area. ESEA section 1117(a)(4)(D) permits an LEA to determine the number of children from low-income families who attend private schools every year or every two years. Section 1117(b)(1)(F) requires an LEA to consult with appropriate private school officials about the availability of poverty data on private school children, and an LEA can determine whether it would be more feasible to collect biennially. These documents will be provided by the non-public school or organization.
- Services will be provided to the non-public school based on the number of students generating funds for the school.
- A discussion to provide equitable services to eligible private school children by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools or based on the children in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools ;
- When, including the approximate time of day, services will be provided; and
- Whether A discussion to consolidate and use funds in coordination with eligible funds available for services to private school children under applicable programs, as defined in ESEA section 8501(b)(1), to provide services to eligible private school children participating in those programs (ESEA section 1117(b)(1); 34 C.F.R. § 200.63)

- Because an LEA must consult with appropriate private school officials during the design and development of the LEA's Title I program and before the LEA makes any decision that affects the opportunities of eligible private school students to participate (ESEA section 1117(b)(1), (3)), other topics of consultation must include, as appropriate:
- Administrative costs of providing equitable services;
- Indirect costs;
- Any funds available for carryover ; and •Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A; and
- Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A.

**The services SMCPs will provide for teachers and families of participating students:**

- Teachers of eligible Title I students may be invited to SMCPs Title I professional development training activities if appropriate.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.
- Non-public teacher(s) with Title I students may receive targeted professional development at the school or another location.

**Cooperation by the non-public school:**

By choosing to participate in SMCPs' Title I Part A program, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPs Title I public school attendance areas and current student achievement data.

Please complete the following:

I. **Check the applicable box below regarding timely and meaningful consultation:**

The private school official believes that:

- ☒ Timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☐ Timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible private school children.

Susan McDonough  
Mrs. Susan McDonough, Principal (or Designee)  
St. John's School

Aug 16, 2021  
Date

Kelly M. Hall  
Dr. Kelly Hall, Chief of Equity, Engagement, and Early Access  
St. Mary's County Public Schools, Title I

8.17.21  
Date

Brian Radziwill  
Mr. Brian Radziwill  
Archdiocese of Washington Representative

8/12/21  
Date

The teacher(s) assigned are: Kara Day (Title I IRT), Jodi Tenney (Hourly Teacher/Tutor)

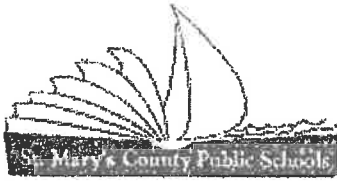
Teacher(s) will provide service Kara Day = 0.8 hours/weekly  
Jodi Tenney = 1.1 hours/weekly day(s).

**Additional Information:**

**St. Mary's County Public Schools**  
**Affirmation of Consultation**

**St. Michael's School**





Phone: 301-475-5511 ext. 32136; Fax: 301-475-4254

**St. Mary's County Public Schools**  
**Division of Instruction**  
Department of Equity, Engagement, and Early Access  
23160 Moakley Street, Suite 103  
Leonardtown, Maryland 20650

**Dr. Kelly Murray Hall**  
Chief

**Title I Equitable Services Affirmation of Consultation  
Between the Local Educational Agency (LEA) and Private School Official**

**St. Michael's School (2021-2022)**

An LEA must conduct timely consultation with private school officials to design appropriate equitable services to ensure that services can begin at the beginning of the school year for which the proportionate share of funds are appropriated. As stated in the November 21, 2016 *Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESEA of 1965*, "the 'goal of reaching agreement' between an LEA and appropriate private school officials is grounded in timely, meaningful, and open communication between the LEA and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families. *'Local Education Agencies (LEAs) must maintain a copy for their records and submit a signed copy in the LEA's Master Plan Application.*

This affirmation describes the services to be provided, the roles and responsibilities of each party, and funding procedures. Consultation between St. Mary's County Public Schools' Title I Office and the participating private school officials will ensure that meaningful and timely consultation occurs regarding any decision affecting the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under ESSA, and shall continue throughout the school year.

**The following topics will be discussed:**

**How SMCPs will identify student needs:**

- Use classroom teacher and non-public principal recommendations of academic need.
- Verify eligible students, based on residency requirements.
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs.
- Review assessment data and other criteria with a team comprised of the Title I Instructional Resource Teacher and teaching staff; and Chief of Equity, Engagement, and Early Access to set goals for the tutoring program.
- Maintain academic records for each identified student and collect work samples to show progress over time.
- Ongoing adjustments of instruction to match the needs of the identified students.

**What services SMCPs will offer:**

- Reading – reinforcement, reteaching, and academic support of literacy skills aligned with the non-public school curriculum, Maryland's College and Career Readiness Standards (CCRS), supported by evidence based instructional best practices, and provided by a SMCPs selected certified teacher.
- Mathematics – reinforcement, reteaching, and academic support of mathematics skills aligned with the non-public school curriculum, Maryland's College and Career Reading Standards (CCRS), supported by evidence based best instructional practices, and provided by a SMCPs selected certified teacher.

**How and when SMCPs will make decisions about delivery of services:**

- Quarterly consultation with the non-public administrator / representative will take place to discuss the delivery of service.
- The time sheet of the hourly teacher(s) will be signed by the Chief of Equity, Engagement, and Early Access

St. Mary's County Public School System does not discriminate on the basis of race, color, gender, age, national origin, marital status, sexual orientation, religion, or disability in matters affecting employment or providing access to programs.

**How, where, and by whom SMCPSS will provide services, including whether a third party will provide them:**

- Per SMCPSS policies and procedures, Abacus will serve as the contracting agency for hourly employees. This ensures compliance with labor laws.
- Selection of certified staff will be managed by the Title I office.
- Certified teachers will provide services to identified students through direct instruction, individually or in small groups.
- Services will be provided at the non-public school site or virtually if pandemic necessitates.
- Schedules will be developed to determine the amount of time for services at the school based upon student needs and the curriculum.
- Services will be provided to individual or small groups of eligible students.

**How SMCPSS will academically assess the services and use the results to improve Title I services:**

- Progress of all Pre-K-5 eligible students will be assessed minimally tri-annually potentially using DIBELS Next, the Independent Reading Level Assessment (IRLA), Scantron, or other formative assessments if available, the Individual Reading Inventory (IRI), the SMCPSS Counting Profile, and other evidence based assessments approved by public school officials.

**The size and scope of the services SMCPSS will provide and the proportion of funds SMCPSS will allocate for those services:**

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility. This information has been shared with non-public officials.
- The Title I teacher(s) will provide instruction to identified Title I students as individuals or in small groups for reading and mathematics.
- Training opportunities may be provided for Title I non-public school teachers and parents of identified Title I non-public students as needed.
- Training opportunities may be provided for classroom teachers with Title I students on their roster. This information has been detailed through consultation.

**How SMCPSS will determine the number of non-public children from low-income families residing in participating public school attendance areas:**

- Poverty survey or other verifiable sources will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area. ESEA section 1117(a)(4)(D) permits an LEA to determine the number of children from low-income families who attend private schools every year or every two years. Section 1117(b)(1)(F) requires an LEA to consult with appropriate private school officials about the availability of poverty data on private school children, and an LEA can determine whether it would be more feasible to collect biennially. These documents will be provided by the non-public school or organization.
- Services will be provided to the non-public school based on the number of students generating funds for the school.
- A discussion to provide equitable services to eligible private school children by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools or based on the children in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools ;
- When, including the approximate time of day, services will be provided; and
- Whether A discussion to consolidate and use funds in coordination with eligible funds available for services to private school children under applicable programs, as defined in ESEA section 8501(b)(1), to provide services to eligible private school children participating in those programs (ESEA section 1117(b)(1); 34 C.F.R. § 200.63)
- Because an LEA must consult with appropriate private school officials during the design and development of the LEA's Title I program and before the LEA makes any decision that affects the opportunities of eligible private school students to participate (ESEA section 1117(b)(1), (3)), other topics of consultation must include, as appropriate:
- Administrative costs of providing equitable services;

- Indirect costs;
- Any funds available for carryover ; and •Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A.; and
- Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A.

**The services SMCPs will provide for teachers and families of participating students:**

- Teachers of eligible Title I students may be invited to SMCPs Title I professional development training activities if appropriate.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.
- Non-public teacher(s) with Title I students may receive targeted professional development at the school or another location.

**Cooperation by the non-public school:**

By choosing to participate in SMCPs' Title I Part A program, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPs Title I public school attendance areas and current student achievement data.

Please complete the following:

I. **Check the applicable box below regarding timely and meaningful consultation:**

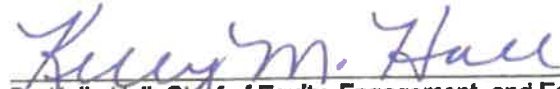
The private school official believes that:

- ☒ Timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☐ Timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible private school children.



Ms. Lila Hofmeister, Principal (or Designee)  
St. Michael's School

8/2/21  
Date



Dr. Kelly Hall, Chief of Equity, Engagement, and Early Access  
St. Mary's County Public Schools, Title I

8.18.21  
Date



Mr. Brian Radziwill  
Archdiocese of Washington Representative

8/2/21

Date

The teacher(s) assigned are: Kara Day (Title I IRT), Beth Stencel (Hourly Teacher/Tutor),

Jodi Tenney (Hourly Teacher/Tutor)

Teacher(s) will provide service Kara Day = 14.6 hours/weekly  
Beth Stencel = 9.7 hours/weekly  
Jodi Tenney = 9.7 hours/weekly day(s).

**Additional Information:**

**St. Mary's County Public Schools**  
**Title I, Part A Application Appendices**  
**2021-2022**

**F. Education for Homeless Children  
and Youth**

**F.1. Written Procedures**

**F.2. Shelter List**

**F.3. Student Services Process**



## **(F. 1.) Title I Written Procedures - Education for Homeless Children and Youth 2021-2022 Reservation and Calculation Methodology**

### **Staff Responsible:**

Mrs. Annie Gast, Homeless Liaison and Pupil Personnel Worker (PPW)

Mrs. Kate Weaver, Supervisor of Pupil Personnel Workers (PPWs)

Ms. Cheryl Long, Director of Student Services

Mrs. Charlottis Woodley, Director of Parent and Family Engagement

Dr. Kelly Murray Hall, Chief of Equity, Engagement, and Early Access

***All Written Procedures are subject to change based on revised St. Mary's County Public Schools' (SMCPS) Board of Education policies and regulations, local decisions, or the Governor's Executive Orders.***

***Some Title I and other collaborative meetings will be held virtually to accommodate telework status and parental, caregiver, and stakeholder preference. Electronic signatures on sign-in sheets will be accepted.***

1.a-b. The Homeless Liaison, Supervisor of PPWs, and the Director of Student Services, will meet quarterly to review the needs of homeless students and to coordinate services, in accordance with the McKinney-Vento Homeless Education Act. Meetings may occur more frequently than quarterly if needed. The Title I office offers participation in Title I summer school when scheduled and opportunities to participate in all parent and family engagement events to homeless students regardless of their home school. The PPWs are responsible for notification of upcoming Title I Parent and Family Engagement events to homeless students and their families.

At each quarterly (ie., October, December, February, April) meeting, the following will be determined:

- Review of student needs (ie., tutoring, materials, supplies, equipment)
- Review of community needs assessment; summarized and analyzed by Homeless Liaison
- Review of grades, attendance, and discipline
- Homeless enrollment trends
- Spending patterns
- Concerns or issues from the Homeless community
- Upcoming events that Title I can support
- Parent and Family Engagement support
- Status of tutoring through Student Services
- Other

Using this information from the previous year, the Title I Reservation will be based on the percentage of homeless students from the previous year as compared to the total student population. Historical trends will also be considered and discussed as a result of the pandemic to determine the set aside.

As an example: if 2% of the total student population were homeless, 2% of the Title I funds would be reserved for homeless support. If during previous years, enrollment was suppressed, this would be considered into the calculation. The set aside process would also include transportation costs.

The 2021-2022 cost breakdown per student for each schooling level is as follows:

- Elementary - \$250.00
- Middle - \$300.00
- High - \$300.00

Purchases are made based on individual student needs. Needs are revisited quarterly or more frequently as needs change. Examples of items/services to be purchased include: clothing, student fees - general education program, school supplies, medical services - eye exam/glasses, fees for AP and SAT testing.

### **Written Procedures 2021-2022**

#### **(F. 2. a. b.) Homeless Student Transportation**

Excess costs are above the actual daily cost instead of above a per diem average.

Example:

The normal route for bus A is 10 miles. If the bus driver has to extend 1 mile, the homeless transportation cost for that student would only be for the 1 mile. Or, if the child normally rode bus A from the beginning of the route but now is picked up towards the end, there is NO additional homeless transportation cost since the route wasn't extended.

Fuel costs and additional attendant costs can fluctuate on a daily basis, impacting the average. By using the actual costs of the one mile instead of exceeding a daily per diem average, the Transportation department feels this would be a cleaner method.

We believe this method is consistent with the guidance from USDE that states "These allowable costs are the incremental costs to transport a homeless child or youth to his or her school of origin above what the LEA would otherwise provide to transport the student to his or her assigned school."

*All established Title I procedures are cross referenced with COMAR 13A.01.06, the SMCPSS' Board of Education Approved Equity Policy ACA and in accordance with the related regulations ACA-R. All decisions, initiatives, opportunities, planned experiences, strategies, activities, and related expenditures, are designed and intended to provide every student with equitable access, address academic and social emotional needs and to improve student*

*achievement for each child. All decisions are evaluated by district and school based staff to ensure that they are equitable, safe, fair, diverse, and inclusive for all students.*



## SHELTER HOUSING FOR CHILDREN AND YOUTH TRACKING CERTIFICATION SY 2021-2022

**I certify the following shelters provide assistance to homeless families, children and youth. The Local Educational Agency's Homeless Education Coordinator/Liaison is in regular contact and communication with the shelter director and staff to coordinate efforts for school enrollment and participation for all students.**

Local Educational Agency: St. Mary's County Public Schools

<b>Homeless Education Coordinator/Liaison:</b>	<b>Annie Gast</b>	<b>301-475-5511 x32159</b>	<b>n/a</b>
	<b>Name</b>	<b>Telephone</b>	<b>Cell Phone</b>

Homeless Education Coordinator / Liaison's Email: Annie Gast/ agast@smcps.org

[illegible]

Signature - Homeless Education Coordinator/Liaison Date 2/19/2021

**St. Mary's County Public Schools  
Department of Student Services**

**F. 3. Procedure for Identifying and Providing Needs of Homeless Students**

Prior to the start of the school year, SMCPs Pupil Personnel Workers (PPWs) reach out to the parents/guardians of those students who were designated as homeless the previous school year. If the student continues to meet the **McKinney-Vento Homeless Education Act** criteria an intake form is completed and the family is designated as homeless. Additionally, there are families that self-report if their living situation has changed as well as school staff may notify the PPW if they receive information or believe the family may be homeless. The PPWs meet with these families to assess the current needs of the family in order to provide appropriate services.

**St. Mary's County Public Schools**  
**Title I, Part A Application Appendices**  
**2021-2022**

G. Support for Foster Care Students

G.1. Written Procedures

G.2. MOU



Phone: 301-475-5511 ext. 32136; Fax: 301-475-4254

Dr. Kelly Murray Hall  
Chief

## **(G. 1.) Title I Written Procedures - Foster Care 2021-2022**

### **Staff Responsible:**

Mrs. Kate Eggert Weaver, Supervisor Pupil Personnel Workers (PPWs)  
Ms. Cheryl Long, Director of, Student Services  
Mrs. Charlottis Woodley, Director of Parent and Family Engagement  
Dr. Kelly Murray Hall, Chief of Equity, Engagement, and Early Access (EEEEA)

***All Written Procedures are subject to change based on revised St. Mary's County Public Schools' (SMCPS) Board of Education policies and regulations, local decisions, or the Governor's Executive Orders.***

***Some Title I and other collaborative meetings will be held virtually to accommodate telework status and parental, caregiver, and stakeholder preference. Electronic signatures on sign-in sheets will be accepted.***

### **Procedures:**

1. The office of Title I within the Department of Equity, Engagement, and Early Access will schedule and organize a monthly/quarterly meeting with the Supervisor of PPWs and the Director of Student Services who have oversight of Foster Care. Sign-In, Agenda, Notes (SAN) documentation is on file. Meetings may occur more frequently if needed.
2. Data as it relates to Foster children within St. Mary's County Public Schools is reviewed at this time including the revision of the Needs Assessment led by the Foster Care Point of Contact.
3. Specific needs of Foster Care students are discussed and appropriate decisions are made on their behalf at this time or a follow up meeting is scheduled.
4. Concerns or issues from the Foster Care community
5. Foster Parent and Family Engagement support
6. Any changes or pertinent information included in the Foster Care Agreement with the Department of Social Services is reviewed and revisited as appropriate.

***All established Title I procedures are cross referenced with COMAR 13A.01.06, the SMCPS' Board of Education Approved Equity Policy ACA and in accordance with the related regulations ACA-R. All decisions, initiatives, opportunities, planned experiences, strategies, activities, and related expenditures, are designed and intended to provide every student with equitable access, address academic and social emotional needs and to improve student achievement for each child. All decisions are evaluated by district and school based staff to ensure that they are equitable, safe, fair, diverse, and inclusive for all students.***



Martina Green &lt;mlgreen@smcps.org&gt;

**Re: Foster Care MOU**

1 message

**Kate Eggert Weaver** <keweaver@smcps.org>  
To: Martina Green <mlgreen@smcps.org>

Thu, Aug 19, 2021 at 11:08 AM

Hi Martina!

In 2017/2018, DSS did not have a Director and obtaining a signature took some time. This MOU is in compliance for 5 years from 4/2018.

Hope this helps!

Kate

Kate Eggert Weaver  
Supervisor of Student Services  
Home Instruction Coordinator  
St. Mary's County Public Schools  
Department of Student Services  
301-475-5511 X32150

This email account is not monitored 24 hours a day. If you are trying to get help for a child who has expressed a desire to harm himself/herself, please call 911. Other resources that are helpful include: calling 211, texting 741741 or calling the local crisis center hotline number at 410-535-1121 or the national teen help line at 1-800-422-0009

On Tue, Aug 17, 2021 at 11:03 AM Martina Green <mlgreen@smcps.org> wrote:  
Kate -

Hi. Attached is the last Foster Care MOU that we received from you. The signatures are 12/17 and 4/18.

Do you have a more recent MOU or is this the one you are still using?

—

**Thank you.***Martina Green*

Administrative Assistant to:

**Kelly Hall, Ed.D.**

Chief of

Equity, Engagement, and Early Access

Title I

Head Start

Early Childhood

Judy Center

**St. Mary's County Public Schools**

23160 Moakley Street

Leonardtown, MD 20650

voice 301-475-5511, x32136 | fax 301-475-4254 | email [mlgreen@smcps.org](mailto:mlgreen@smcps.org)

## **G. Support for Foster Care Students Guidelines**

### **ST. MARY'S COUNTY PUBLIC SCHOOLS Ensuring Educational Stability for Children in Foster Care MSDE Foster Care Guidelines**

#### **PURPOSE:**

To provide procedures to ensure compliance with Maryland State Department of Education (MSDE) regulations regarding the provision of enrollment and educational stability for foster care students.

#### **PROCEDURES:**

St. Mary's County Public Schools (SMCPS) works in collaboration with the local welfare agency, St. Mary's County Department of Social Services (DSS), to eliminate all barriers with enrollment, appropriate educational placement and services, and transfer records. On behalf of SMCPS, the Department of Student Services works collaboratively and meets monthly with the Department of Supplemental School Programs to support the needs of the foster care students.

#### **NOTICE AND ENROLLMENT REQUIREMENTS:**

Prior to or at the time of foster care placement or during changes in placement, the placement agency (DSS) must provide written notice to the SMCPS foster care coordinator regarding the enrollment or imminent enrollment of a child in state-supervised care. After notification of the child in foster care a Best Interest Meeting must be scheduled, facilitated by the SMCPS Foster Care Coordinator and DSS Foster Care Supervisor, to determine appropriate school/service placement for the child. The participants in the Best Interest Meeting are, but not limited to, the SMCPS Foster Care Coordinator, DSS Foster Care Supervisor, Title I Coordinator, Pupil Personnel Worker (PPW), DSS Foster Care Case Manager, Special Education Supervisor (if appropriate), and transportation specialist. At this meeting, the Best Interest documents (attached) must be completed and the following considerations need to be reviewed to determine if the student should attend his/her school of origin or should attend a transfer school:

- o Student's social and emotional well-being
- o Length of anticipated stay in an out of home placement location
- o Continuity of instruction
- o Academic performance
- o Unique educational needs or academic and extracurricular interests
- o Safety of the student
- o Transportation considerations

DSS must present the following documents to SMCPS to change the placement of the child:

- o Documentation that the person is authorized to enroll the child
- o Photo Identification of person authorized to enroll the child

- **Proof the child is in state supervised care (recent court order)**
- **Provide documentation regarding the rights of the biological parent i.e. safety plan, educational rights, peace orders.**
- **Proof of residency (letter from DSS on agency letterhead verifying the address and contact information of the child's foster care placement and a proof of residency for the foster care parent which may be one of the following:**
  - **deed with 911 address assignment, mortgage paper with 911 address assignment, and/or rental agreement or lease which shows occupancy of an owned or rented domicile;**
  - **building contract (letter from builder, realtor, landlord, etc., which indicates 911 address and projected occupancy date);**
  - **current property tax bill/Maryland Department of Assessments and Taxation form;**
  - **current utility bill with parent(s)/legal guardian(s) name, 911 address, and service address of a bona fide residence (no post office box is accepted - wireless telephone bills are not acceptable);**
  - **a signed, notarized affidavit from the landlord of the home in which the child lives verifying that the child resides at that 911 address. Include the language, "I solemnly affirm under the penalties of perjury and upon personal knowledge that the contents of the foregoing paper are true in the affidavit." If the documentation is from the landlord, then the landlord must provide the parent(s)/legal guardian(s) with proof of residence using one of the preceding categories;**
  - **Patuxent River Naval Base housing form NOW-NATC-1110-1/15, Assignment to Public Quarters, which identifies bona fide residence in St. Mary's County or other official documentation of housing as provided through the Private-Public Venture Housing/Military Housing Privatization Initiative.**

**If it is determined that the child should transfer schools, within 2 school days the transfer school must:**

- **Inform the school of origin of the enrollment**
- **Request, in writing, educational records**
- **Provide a copy of the signed request to DSS and the responsible adult acting on behalf of the child**

**The school of origin after written notice from the transfer school must immediately inform the transfer school if the student has a Section 504 Plan or Individualized Education Plan (IEP).**

At this time, Title I funds will not be paying for transportation. All student records will be transferred within 3 days and the child will start attending immediately. eSchool records will be updated when all documents are reviewed and approved.

## **CHANGES IN FOSTER CARE PLACEMENT**

DSS must notify the school and the SMCPS Foster Care Coordinator and the Title I Coordinator (if appropriate) of any changes in foster care placement or status such as the child exiting from foster care due to reunification with parent(s), legal guardianship, or adoption. Documentation, such as change in placement letter or court orders, must be immediately provided to the Foster Care Coordinator and the school upon the change. The process will start again and a Best Interest Meeting will be scheduled. Additionally, if there is a change in foster care case management, DSS will contact the Foster Care Coordinator and the Title I Coordinator (if appropriate).



# **Educational Stability Memorandum of Agreement**

This Memorandum of Agreement (Agreement) is entered into by the Department of Human Services, St. Mary's County Department of Social Services (SMCDSS) and St. Mary's County Public Schools (SMCPS), 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. Individuals with Disabilities Education Act, 20 U.S.C 1400 et seq. (IDEA)
- D. Family Educational Rights and Privacy Act, 20 U.S.C. §1232g (FERPA)
- E. Education Article §7-101(b)(2)(ii)
- F. 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 interests; and

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

*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 SMCPs otherwise would spend to transport the student to the school serving the geographic attendance area of the out-of-home placement and what SMCPs must spend to transport the student from the out-of-home placement to the school of origin.
- C. Best interests determination** – The SMCDSS's decision regarding whether or not it is in the best interests 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. St. Mary's County Department of Social Services (SMCDSS)** – Includes a local department of social services created or continued in a county or in Baltimore City under §3-201 of the Human Services Article, the Montgomery County government under §3-402 of the Human Services Article, and a local department of juvenile services.
- E. Enroll/Enrollment** – Attending classes and participating fully in school activities.
- F. Foster care** –
  - a. 24 hour substitute care for children placed away from their parents or guardians and for whom the SMCDSS 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. Foster care does 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.
- G. Immediate** – As promptly as possible, without delay.
- H. SMCPs Foster Care Liaison and SMCDSS Point of Contact (POC)** – The SMCPs and SMCDSS staff people designated to work with SMCDSS and SMCPs, respectively, in connection with the identification, enrollment, and provision of support to students who are in foster care.
- I. St. Mary's County Public Schools (SMCPs)** – Any of the 24 local public school systems in the State.
- J. Local zoned school** – School serving the catchment area of the student's out-of-home placement.

**K. Out-of-home placement** – Location where SMCDSS places the child when in foster care.

**L. School of origin** – The school the student attended prior to placement or change of placement in out-of-home care or the school in which the child 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 INTERESTS DECISION**

**A. Basic Procedure**

1. The SMCDSS point of contact or caseworker will immediately notify the SMCPs Foster Care Liaison for the school of origin and also the SMCPs Foster Care Liaison of the local zoned school when a student is placed in foster care or a student's out-of-home placement changes.
2. This notification prompts the need for a best interests determination by the SMCDSS in accordance with the provisions set forth below regarding whether the student will remain at the school of origin or whether the student will change schools.
3. For every student in an out-of-home placement, 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 interests 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. The SMCDSS shall seek SMCPs's input in the best interests decision through the SMCPs Foster Care Liaison or the Director of Student Services. Any other person with information relevant to the best interest determination, may also participate. This may include, but is not limited to, a pupil personnel worker, school counselor, teacher, or principal.
6. The SMCDSS shall consider the student's preference in making the best interests decision, if appropriate.
7. The SMCDSS shall make all reasonable efforts to include additional persons who are able to contribute relevant information to the best interests 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 interests 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 interests determination is made. The transportation of the student to the school of origin during that time period is the responsibility of the SMCDSS.

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

In determining the student's best interests for school placement, the SMCDSS shall, in consultation with the SMCPs, consider the factors set forth in COMAR 07.02.11.12, and as set forth in the **Best Interests Determination Form, School Enrollment of Student in Out of Home Placement (Best Interests Form)**, which is attached hereto.

If the student is receiving special education services, the school of origin's or other IEP Team designated by SMCPs must meet and concur with any best interest determination before the student's placement is changed consistent with the Individuals with Disabilities Act (IDEA).

**C. Documentation and Notification**

1. The caseworker shall document the best interests determination on the Best Interests 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 interests factors considered, participants involved in the collaborative process, and the school placement decision.
2. Documentation of the best interests determination shall be maintained in both the SMCDSS case file and the SMCPs student record.
3. Once the SMCDSS makes the best interests determination, the SMCDSS POC must notify the SMCPs Foster Care Liaison in the SMCPs serving the school of origin and the SMCPs serving the local zoned school (if different) of the decision.

**D. Best Interests Determinations Made by SMCPs Prior to December 10, 2017**

1. If SMCPs determined prior to December 10, 2017, that it was in the student's best interests to continue to attend the school of origin, the decision will remain in

effect until SMCDSS determines that it is no longer in the student's best interests to attend the school of origin.

2. SMCPs and SMCDSS will follow the transportation procedures set forth in Section VII of this Agreement.

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

- A. After receiving notification from SMCDSS that it is not in the best interests of the student to remain at the school of origin, the SMCPs Foster Care Liaison of the local zoned school will alert the new school of the pending enrollment of the student.
- B. The SMCDSS 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 SMCPs 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 SMCDSS caseworker, or someone else authorized to enroll a child; and
    - (b) Photo identification.
- D. The local zoned school is responsible for promptly obtaining the student's education record from the school of origin. SMCDSS 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**

- A. SMCPS 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 SMCDSS finds that it continues to be in the student's best interests to attend the school of origin. SMCDSS shall establish the most appropriate and cost-effective transportation for the student to remain enrolled there.
- B. For students whose out-of-home placement is in a group facility, the SMCDSS will advise SMCPS if transportation to school is provided and funded by the facility.
- C. Within two (2) school days of learning that, pursuant to the best interests decision, a student in foster care will remain enrolled in the school of origin, SMCPS will advise SMCDSS of the transportation plan for the student.
- D. SMCPS will arrange and implement the student's transportation to the school of origin within five (5) school days of learning of the best interests decision.
- E. SMCPS 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, and private transportation services.
- F. SMCPS 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, SMCPS will provide and fund such transportation services.
- G. When SMCPS has exhausted all appropriate no-cost options and transportation of a student to the school of origin will require "additional costs," SMCDSS will assess and notify the SMCPS if resources are available for foster parents or other custodians to provide transportation with mileage reimbursement or other adult ride share to SMCPS or to a stop on an SMCPS existing route.
- H. SMCPS will verify to SMCDSS 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 form Out of Home Placement (Transportation Plan Form)**, which is attached hereto.

- I. If SMCDSS determines that it is more cost effective for SMCDSS to arrange and implement transportation, and it chooses to assume such responsibility, SMCDSS will notify SMCPs in writing of its decision. SMCPs will document the arrangement on the Transportation Plan Form, which is attached hereto, and include the written notification from SMCDSS. SMCDSS will request reimbursement from SMCPs for monies that SMCPs would have otherwise spent on transportation.
- J. In the five (5) school days during which SMCPs is developing and implementing a transportation plan for the student to attend his or her school of origin, interim transportation will be provided by the SMCDSS. Interim transportation should be addressed during the best interests determination.
- K. The SMCDSS will reimburse SMCPs for any additional costs incurred for the transportation of each student to that student's school of origin provided that SMCPs produces a receipt 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. The additional cost will include scheduled days when SMCPs sends transportation for a student but the student does not attend school and SMCPs is not notified 24 hours in advance that the student is not attending school that day. SMCDSS must notify SMCPs in advance of when transportation is to be discontinued. SMCDSS is responsible for all additional costs up to the date that transportation is discontinued.
- L. The SMCDSS will reimburse SMCPs within thirty (30) calendar days of receipt of a proper invoice and supporting documentation.
- M. The SMCDSS will provide a contact for billing purposes, including a name, address, telephone number, and email address to ensure that invoices are directed to the proper individual and are paid promptly.
- N. The SMCPs's superintendent or designee may allow a student who exits foster care (through adoption, guardianship, or reunification with a parent) 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 until the end of the academic year if requested by the student's parent or guardian, and so long as transportation is provided by the parent or guardian, SMCPs, or SMCDSS agrees, in writing, to provide and pay for the student's transportation.

#### **VIII. INFORMATION SHARING AND CONFIDENTIALITY**

Consistent with the requirements of FERPA, SMCPs will provide information to SMCDSS 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, the SMCDSS has the authority to access the student's information without obtaining consent from the student in question or the student's parent. The SMCDSS will re-disclose information only to the extent necessary to address the student's educational 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.

#### **IX. TERM OF AGREEMENT**

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 anytime by written consent.

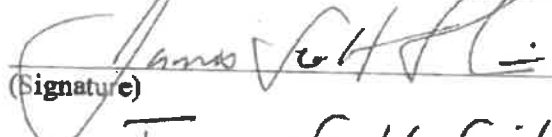
#### **X. AMENDMENTS OR MODIFICATIONS**

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 writing which has been duly signed by each and every signatory to the original of this Agreement or the successor in office.

#### **XI. TERMINATION**

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

**Authorization by St. Mary's County Public Schools (SMCPS):**

	<u>12/2/17</u>
(Signature)	(Date)
<u>James Scott Smith</u>	<u>Superintendent</u>
(Printed Name)	(Title)

**Authorization by St. Mary's County Department of Social Services (SMCDSS):**

	<u>4/24/18</u>
(Signature)	(Date)
<u>Therese Wolf</u>	<u>Director</u>
(Printed Name)	(Title)



**BEST INTERESTS DETERMINATION FORM**  
**SCHOOL ENROLLMENT OF STUDENT IN OUT-OF-HOME PLACEMENT**

*A copy of this document shall be kept in the student's education record and uploaded to the statewide automated child welfare information system.*

Student's Name: \_\_\_\_\_  
State Assigned Student Identifier (SASID): \_\_\_\_\_ DOB: \_\_\_\_\_  
Current School: \_\_\_\_\_ Grade: \_\_\_\_\_  
Previous School(s): \_\_\_\_\_  
Date of Best Interests Determination Meeting: \_\_\_\_\_

**Best Interests Determination: A Checklist for Decision Making**

**Remaining in the School of Origin  
Considerations**

- ☐ **Social/emotional considerations** – the student's social and emotional wellbeing will be negatively affected if transferred to a new school (considerations include age of the student, location of siblings, etc.)
- ☐ **Length of anticipated stay in an out-of-home placement location** – in light of the anticipated short duration of the stay, the student would benefit from the continuity offered by remaining at the school of origin where meaningful relationships exist.
- ☐ **Continuity of instruction** – the student has experienced frequent school changes or has attended the school of origin for an extended period of time, and would be best served by remaining at the school of origin (considerations include credits necessary for graduation and preparation for future instruction).
- ☐ **Academic performance** – the transfer will significantly and adversely affect the student's academic performance.
- ☐ **Unique educational needs or academic and extracurricular interests** – the student's special educational needs (IEP or 504 Plan) or unique academic and extracurricular interests cannot be met at the potential receiving school.
- ☐ **Safety of the student** – the school of origin is a safe environment for the student.
- ☐ **Transportation considerations** – the advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.

**Transferring to a New School  
Considerations**

- ☐ **Social/emotional considerations** – the student's social and emotional wellbeing will be positively affected or will not be substantially affected if transferred to the potential receiving school (considerations include age of the student, location of siblings, etc.)
- ☐ **Length of anticipated stay in an out-of-home placement location** – the student's current living situation appears to be stable and unlikely to change suddenly, so the student will benefit from establishing new relationships with school peers in the potential receiving school.
- ☐ **Continuity of instruction** – the student has not attended the school of origin for very long and will be best served at the potential receiving school (considerations include credits necessary for graduation and preparation for future instruction).
- ☐ **Academic performance** – the transfer will not significantly and adversely affect the student's academic performance.
- ☐ **Unique educational needs or academic and extracurricular interests** – the student's special educational needs (IEP or 504 Plan) or unique academic and extracurricular interests can be met at the potential receiving school.
- ☐ **Safety of the student** – the new school will be a safer environment for the student.
- ☐ **Transportation considerations** – the length of the commute to the school of origin is excessive and may adversely affect the student's concentration, attitude, or readiness for school.

**Attach all documents relevant to the student's best interests determination. Check any that apply.**  
Report Cards/Progress Reports      Attendance Data  
Achievement Data (test scores)      IEP Plan or 504 Plan

### Best Interests Determination Meeting Participants

*In reaching the best interests determination, the CWA should make all reasonable efforts to include or consult individuals with knowledge of the student (student's attorney, parent, parent surrogate, and legal guardian) in addition to representatives of the LEA and any other person with information relevant to the best interests determination, including the student, if appropriate. The following individuals provided input in determining the school placement.*

Relationship to Student	Name	Contact Information

### Best Interests Determination

- ☐ It is not in the student's best interests to remain enrolled in the school of origin. The student will be enrolled in the school serving the current residence.

Name of School: \_\_\_\_\_

**NOTE:** If a change in enrollment is in the student's best interests, enrollment should take place immediately at the new school. To enroll the student in the new school, all that is needed is documentation showing that the student is in out-of-home placement, the address of the out-of-placement, proof of authorization to enroll the student in school, and identification of the person enrolling the student. All other educational records will be provided to the new school promptly and in accordance with state and federal law.

- ☐ It is in the student's best interests to remain enrolled in the school of origin.

Name of School: \_\_\_\_\_

### Interim Transportation Plan

*Complete only if the student will remain in the school of origin.*

While the LEA works to develop and establish a Transportation Plan for the student to attend the school of origin from the out-of-home placement, a period of time that could be up to five (5) school days, the student will be transported to the school of origin in the following manner:

### Considerations for the LEA in Establishing a Transportation Plan for the Student

*Complete only if the student will remain in the school of origin.*

In developing a Transportation Plan, the LEA should consider the following needs of the student:

Case Worker Name

Case Worker Signature

Date

CC: Parent, Parent Surrogate, Legal Guardian, Child's Attorney, Child's School

# TRANSPORTATION PLAN FORM

## ATTENDING SCHOOL OF ORIGIN FROM OUT-OF-HOME PLACEMENT

*Once completed, a copy of this document shall be kept in the student's education record and uploaded to the statewide automated child welfare information system.*

Student Name: \_\_\_\_\_

Student DOB: \_\_\_\_\_ Student School ID No.: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Local Department of Social Services (CWA): \_\_\_\_\_

The LEA is responsible for implementing the Transportation Plan that will be in place within five (5) school days of the LEA learning of the student's Best Interests Determination. In the interim, the CWA is responsible for implementing the student's interim transportation plan.

### The LEA verifies that:

1. The following efforts were taken to identify a no-cost or low-cost transportation service from the student's out-of-home placement to the school of origin (i.e., transportation provided by foster resource; use of existing bus routes, other public transportation) (check all that apply):
  - € Exploration of existing school bus routes and public transportation to determine if feasible to add a stop or make some other low/no-cost request.
  - € Discussion with CWA regarding whether a foster parent or custodian can assist in transporting student and receive reimbursement from CWA for mileage.
  - € Other: \_\_\_\_\_
2. After reviewing possible low-cost and no-cost transportation options for the student, the LEA has determined (check the applicable option):
  - € No existing transportation option can be reasonably modified to maintain the student in the school of origin from the new living placement.
  - € An existing transportation option can be reasonably modified to maintain the student in the school of origin from the new living placement. The modification consists of: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  - € An existing transportation option that can maintain the student in the school of origin from the new living placement exists. The existing option is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### STUDENT'S TRANSPORTATION PLAN

1. The most cost effective, appropriate transportation option for maintaining the student in the school of origin is: \_\_\_\_\_
2. Additional costs for this transportation will be covered according to previously agreed upon procedures set by the LEA and CWA in the Educational Stability Memorandum of Agreement.
3. These transportation procedures will be implemented on \_\_\_\_\_, within five (5) school days of the LEA learning of the Best Interests Determination. (date)

LEA Authorization (signature) \_\_\_\_\_ (printed name) \_\_\_\_\_ (title) \_\_\_\_\_ (date) \_\_\_\_\_

CWA Authorization (signature) \_\_\_\_\_ (printed name) \_\_\_\_\_ (title) \_\_\_\_\_ (date) \_\_\_\_\_

**St. Mary's County Public Schools**  
**Title I, Part A Application Appendices**  
**2021-2022**

H. English Learners

H.1. Written Procedures

H.2. ESOL Timeline



Phone: 301-475-5511 ext. 32136; Fax: 301-475-4254

St. Mary's County Public Schools

Division of Instruction

Department of Equity, Engagement, and Early Access

23160 Moakley Street, Suite 103

Leonardtown, Maryland 20650

Dr. Kelly Murray Hall

Chief

## (H. 1.) Title I Written Procedures - English Learners 2021-2022

Staff Responsible:

Mrs. Wendy Tarr, Supervisor of World Languages and ESOL

Mrs. Lisa Bachner, Director of Curriculum and Instruction (DCI)

Mrs. Charlottis Woodley, Director of Parent and Family Engagement (DPFE)

Dr. Kelly Murray Hall, Chief of Equity, Engagement, and Early Access (EEEE)

***All Written Procedures are subject to change based on revised St. Mary's County Public Schools' (SMCPS) Board of Education policies and regulations, local decisions, or the Governor's Executive Orders.***

***Some Title I and other collaborative meetings will be held virtually to accommodate telework status and parental, caregiver, and stakeholder preference. Electronic signatures on sign-in sheets will be accepted.***

Title I supports a coordinated effort to inform between English Learners, Title III and Title I.

The Chief of Equity, Engagement, and Early Access (EEEE), Director of Parent and Family Engagement (DPFE), the ESOL Supervisor, and the Director of Curriculum and Instruction (DCI) meet quarterly. Sign In, Agendas, Notes (SAN) documentation from the structured and planned quarterly meetings include: Calendar Invitations with acceptances, SAN, Actionable Steps. Meetings may occur more frequently as necessary and needed.

Topics and discussion points for these quarterly meetings include but are not limited to:

- Braiding and coordinating funds;
- Maximizing resources, strengthening practices and making an effort to reduce redundancy;
- Developing intentional and effective outreach to families of English Learners (EL) students;
- Review the planned parent and family engagement events for the upcoming quarter and determine what supports or accommodations can be made for EL families;
- Discussion and documentation of planned Parent and Family Engagement events specifically supporting how EL families can increase their awareness of the American Educational System;
- Discussion for specific needs for translation services or documents;
- Collaborating regarding the parent notification letter and timeline to ensure that SMCPS has provided timely and meaningful communication to parents whose children qualify for EL services;
- Developing effective strategies to support teachers and administrators of EL (i.e.: providing need based professional development);
- Ensuring data is shared appropriately regarding the number and percentage of EL achieving proficiency;
- During the quarterly EL/Title I meetings; detail distribution and communication plans will be determined including time, responsible staff, follow up, and action items.

***All established Title I procedures are cross referenced with COMAR 13A.01.06, the SMCPS' Board of Education Approved Equity Policy ACA and in accordance with the related regulations***

***ACA-R. All decisions, initiatives, opportunities, planned experiences, strategies, activities, and related expenditures, are designed and intended to provide every student with equitable access, address academic and social emotional needs and to improve student achievement for each child. All decisions are evaluated by district and school based staff to ensure that they are equitable, safe, fair, diverse, and inclusive for all students.***



SMCPS  
SY 2021-22

### Timeline: Placement and Exiting ESOL Program

- Identification of ELs
- Home Language Survey
- Definition of Immigrant (Title III purposes)
- Parent Notification Letter
- Intake Procedures

### Assessing and Exiting ELs

#### Identification of English Learners

School systems are required to ask the parents of every student upon enrollment if a language other than English is spoken using a Home Language Survey (HLS) to identify potential ELs. An EL is a student who:

- may have been born outside of the US
- communicates in a language other than English; **or**
- whose family uses a primary language other than English in the home; **and**
- whose English language proficiency falls within the range established by the State for an English language development program.

Having another language spoken in the home or routinely used in other settings is not an automatic identification of a student as EL. A student's eligibility for services is based on the English Language Proficiency (ELP) placement test. Parents of an EL identified for participation in the ESOL program must be notified:

- No later than 30 days after the beginning of the school year for students who enter at the start of the school year.
- Within the first 2 weeks of a student being placed in such a program if the student was not identified as an EL prior to the beginning of the school year.

#### Maryland Home Language Survey

The Home Language Survey will be administered to all students and used only for determining whether a student needs English language support services and will not be used for immigration matters or reported to immigration authorities. If a language other than English is indicated on two or more of the three questions below, the student will be assessed for English language support services. Additional criteria for testing may be considered.

1. What language(s) did the student first learn to speak?
2. What language does the student use most often to communicate?

3. What language(s) are spoken in your home?

### **Definition of Immigrant as it Relates to Title III**

Immigrant students are defined as individuals who are age 3 through 21, were not born in any US state and have not yet been attending one or more schools in any one or more states for more than three full academic years.

### **Parent Notification Letter**

The *Parent Notification Letter* must be sent to parents/guardians annually for new and continuing ELs who participate in the ESOL program, including ELs for whom services have been refused.

Additionally, the *Refusal of Placement in ESOL Program Letter* must be sent annually to parents and guardians who indicate that they do not wish their child to participate in the ESOL program.

*Parent Notification Letters* and *Refusal of Placement in ESOL Program Letters* are sent via schools, U.S. Postal Service, and translated as needed.

### **Intake Procedures**

**The following steps outline the process for the registration and placement of ELLs:**

#### **Step 1**

Student and parent register at school site. If home language survey indicates that a language other than English is spoken in the home, daycare, etc. (refer to section 4), school registrar will check cumulative file for English proficiency test scores (WIDA ACCESS).

#### **Step 2**

If there is information included in cumulative folder indicating child was receiving ESOL services at former school district, registrar contacts ESOL teacher to alert him/her of new ELL.

If **no** information is included in cumulative folder regarding child receiving ESOL services, but home language survey indicates language other than English is spoken at home, registrar contacts ESOL teacher to alert him/her of possible ELL.

#### **Step 3**

ESOL teacher administers the WIDA Screener placement test if no prior test scores are available.

#### **Step 4**

If results of Screener determine eligibility for ESOL services (score of 4.4 or lower), or if cumulative folder already contains information indicating child was receiving ESOL services in former school district, ESOL staff notifies school principal and counselor. The ESOL teacher is then responsible for placing a copy of the diagnostic Screener test results in their classroom cum folder as well as in the green ESOL folder, found in the *student's* cum folder located in the main office. ESOL teacher communicates test results (level of proficiency) to student's parents, and all classroom teachers. Parents accept or refuse services by way of Parent Notification Form. If additional information regarding grade placement or scheduling is needed, the school counselor contacts Student Services.



## **Step 5**

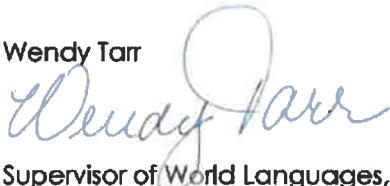
ESOL teacher fills out necessary ESOL forms (see section 6), determines level of services needed, and begins to provide services to eligible student.

### **Assessing and Exiting ELs**

#### **English Language Proficiency Assessment**

Given in January and February each year, ACCESS for ELLs is an online large-scale test of English language proficiency. ACCESS is based on the WIDA English Language Development (ELD) Standards that form the core of WIDA's approach to instruction and assessing ELs in grades K-12. ACCESS is administered annually during a testing window in the second semester (January-February). The assessment measures a student's English language proficiency in the areas of listening, speaking, reading, writing, comprehension, and literacy. ELPA results are reported in six proficiency levels: entering, emerging, developing, expanding, bridging, and reaching. A student is eligible to exit the ESOL program when he/she obtains a 4.5 or higher on ACCESS. Once a student is eligible to exit the ESOL program, he/she is monitored for 2 more years. If at any point after exiting, the student begins to struggle, classroom and EL teachers will collaborate to respond quickly to the student's needs. If student continues to have language difficulty, he/she can be placed back into the program after several steps have been taken indicating that he/she needs to be put back in.

Wendy Tarr



Supervisor of World Languages, ESOL  
SMCPS  
wmtarr@smcps.org

**St. Mary's County Public Schools**  
**Title I, Part A Application Appendices**  
**2021-2022**

**I. School Improvement Targeted  
Support and Improvement Schools**

**I.1. Written Procedures**



## (I. 1.) Title I Written Procedures - Support for TSI Schools 2021-2022

### Staff Responsible:

Mr. Scott Szczerbiak, Director of Special Education

Dr. Alexander Jaffurs, Assessment and Accountability Officer

Mrs. Charlottis Woodley, Director of Parent and Family Engagement (DPFE); Title I

Dr. Wauchilue Adams, Title I Equity Analyst

Dr. Kelly Murray Hall, Chief of Equity, Engagement, and Early Access (EEEE)

Dr. Maureen Montgomery, Deputy Superintendent and Division of Instruction Departmental Directors as needed

### School Based Staff Responsible:

Ms. Donna Thorstensen, Principal, George Washington Carver Elementary School (GWCES)

Mrs. Jessica Bosse, Assistant Principal, George Washington Carver Elementary School (GWCES)

Ms. Katie Kortokrax, Academic Dean, George Washington Carver Elementary School (GWCES)

***All Written Procedures are subject to change based on revised St. Mary's County Public Schools' (SMCPS) Board of Education policies and regulations, local decisions, or the Governor's Executive Orders.***

***Some Title I and other collaborative meetings will be held virtually to accommodate telework status, travel time required, and parental, caregiver, and stakeholder preference. Electronic signatures on sign-in sheets will be accepted.***

### District and Title I School Level Procedures

1. Initially, when a school is identified as a Targeted Support and Improvement (TSI) school by Maryland State Department of Education (MSDE), a comprehensive review of existing data occurs. This meeting involves the Division of Instruction (DOI) with school system leadership from the various DOI departments including: Equity, Engagement, and Early Access (EEEE), Department of Assessment and Accountability, Curriculum and Instruction, and Special Education. For the 2021-2022 school year, George Washington Carver Elementary School (GWCES) is the identified TSI Title I school; in the area of Special Education.
2. The departmental director for the area resulting in the school's TSI designation (for example, special education) will communicate and collaborate with the Chief of EEEA and the Assessment and Accountability Officer to ensure that appropriate district and community stakeholders will be involved in the planning, approval, implementation, and monitoring of the TSI plan. Examples for this would be the Director of Special Education working with the Citizens Advisory for Special Education. Sign-in, Agenda, Notes (SAN) documentation will be on file.
3. In addition, the TSI school will involve school-based stakeholders including: teachers, paraeducators, parents, and community members. This process is managed by the GWCES Academic Dean at the current TSI school. The Director of Parent and Family Engagement

(DPFE) will support this process as needed. School, district, and community members will work together to review data charts and multiple assessment measures, redacted when necessary, in order to determine the root cause interfering with student achievement and to develop a TSI plan. This analysis will serve as the framework for the TSI Comprehensive Needs Assessment.

4. TSI plans are submitted and approved by the departmental director. Title I TSI approvals are given by the Chief of EEEA and the departmental directors. That approval happens within the first quarter of the school year.
5. TSI plans are monitored quarterly by the departmental director with oversight within the applicable department. If this is a Title I school, the plan is monitored quarterly by the applicable department and the Chief of EEEA and the DPFE.
6. The TSI plan will be shared with stakeholders and approved for any Title I TSI school or schools if more than one TSI school is identified in the district.
7. The school's TSI plan will include growth targets, the schedule and process for progress monitoring, responsible staff, and a schedule for implementation.
8. The Director of the applicable department is responsible for assessing resource inequities for non-Title I TSI schools. The Chief of EEEA and the departmental director for the Title I TSI school will share the responsibility for assessing resource inequities. The Chief of EEEA will review supplement/supplant documentation, staffing and comparability to identify any resource inequities and discuss as needed with the departmental director, the Assistant Superintendent of Fiscal Services and Human Resources, and the Deputy Superintendent to rectify the inequity. Follow-up meetings to address any identified resource inequities will follow SAN documentation processes.
9. The Title I TSI plan will also be reviewed by the Title I Equity Analyst to ensure there are no resource inequities evident in the school level data. The Title I Equity Analyst will provide a written report of any identified findings following a discussion with the Chief, departmental director, and school based leadership.
10. The Title I school designated as TSI is obligated to work with the district team to implement its TSI plan.
11. All initiatives, strategies, and support systems for the TSI school will adhere to the negotiated agreement with staffing and initiatives will be evidence based and supported by the departmental director.
12. Specific decisions about teacher capacity, student engagement, staffing needs, materials of instruction, and professional development are discussed independent of the routine Title I budgeting discussions. The root cause analysis is reviewed again, and stakeholder input from the school is revisited.
13. The Chief of EEEA, the DPFE, the departmental director, and the principal and critical school staff will discuss how Title I can additionally support the Title I TSI school as it addresses the root causes for its identification.
14. An additional supplemental Title I TSI plan is put into place for the Title I school to provide supplemental support. The development of the TSI plan is the responsibility of the TSI school with support from the departmental director, the DPFE, and the Chief.
15. As the need is determined, associated costs are calculated, and decisions are made concerning priorities for the TSI school. These decisions and related discussions are led by the Chief of EEEA and involve district level leadership and the Title I school principal.
16. Additional Title I funds may be reserved for this specific purpose related to the associated plan costs.
17. Costs are charged to a district reservation for TSI, to the school's Title I allocation, or to the related department i.e.: Special Education.
18. Included in the quarterly Title I monitoring process, the Chief, the DPFE, and fiscal staff meet monthly at the school throughout the year to review the status of the School Wide plan, to

monitor the school's Title I finances, to monitor the academic programming in place, and to address any concerns or challenges the school may be experiencing. The school's TSI plan for Title I, will be reviewed during this meeting as well. TSI data charts, tools, and tables within the school wide plan are reviewed with attention to the subgroup experiencing challenges and resulting in the TSI status. Revisions and refinements will be made as needed.

19. The district leadership team for TSI also will conduct ongoing quarterly monitoring visits where data is analyzed, and student progress is monitored in the Title I TSI school and the district's other TSI schools. Classroom site visits and observations may occur.

***All established Title I procedures are cross referenced with COMAR 13A.01.06, the SMCPSS' Board of Education Approved Equity Policy ACA and in accordance with the related regulations ACA-R. All decisions, initiatives, opportunities, planned experiences, strategies, activities, and related expenditures, are designed and intended to provide every student with equitable access, address academic and social emotional needs and to improve student achievement for each child. All decisions are evaluated by district and school based staff to ensure that they are equitable, safe, fair, diverse, and inclusive for all students.***

# **St. Mary's County Public Schools**

## **Title I, Part A Application Appendices**

### **2021-2022**

#### **J Fiscal Requirements**

**J.1. Skipped School Approval Letter (This does not apply to St. Mary's County Public Schools – N/A)**

**J.2. Neglected & Delinquent (This does not apply to St. Mary's County Public Schools – N/A)**

**J.3. Written Procedures (Education for Homeless Youth)**

**J.4. Education for Homeless Children and Youth – Homeless Liaison (This does not apply to St. Mary's County Public Schools – N/A)**

**J.5. Written Procedures (Homeless Student Transportation)**

**J.6. Education for Foster Care Students – Transportation (This does not apply to St. Mary's County Public Schools – N/A)**

**J.7. Written Procedures/SOP (Supplement Not Supplant/ Methodology)**

**J.8. Written Procedures Fiscal Monitoring Title I Funds/Funded Positions**

**J.9. District Level Administration Job Descriptions (8)**

**J.10.a. Parent and Family Engagement Procedures Allocation of Funds 2021-2022**

**J.10.b. Parent and Family Engagement Allocations**

**J.11. Consultant Agreement**

**St. Mary's County Public Schools**  
**Title I, Part A Application Appendices**  
**2021-2022**

**J. Fiscal Requirements**

**J.1. Skipped School Approval Letter (This does not apply to St. Mary's County Public Schools – N/A)**



**St. Mary's County Public Schools**  
**Title I, Part A Application Appendices**  
**2021-2022**

**J. Fiscal Requirements**

**J.2. Neglected & Delinquent (This does not  
apply to St. Mary's County Public Schools –  
N/A)**





### **(J. 3.) Title I Written Procedures - Education for Homeless Children and Youth 2021-2022 Reservation and Calculation Methodology**

Staff Responsible:

Mrs. Annie Gast, Homeless Liaison and Pupil Personnel Worker (PPW)

Mrs. Kate Weaver, Supervisor of Pupil Personnel Workers (PPWs)

Ms. Cheryl Long, Director of Student Services

Mrs. Charlottis Woodley, Director of Parent and Family Engagement

Dr. Kelly Murray Hall, Chief of Equity, Engagement, and Early Access

***All Written Procedures are subject to change based on revised St. Mary's County Public Schools' (SMCPS) Board of Education policies and regulations, local decisions, or the Governor's Executive Orders.***

***Some Title I and other collaborative meetings will be held virtually to accommodate telework status and parental, caregiver, and stakeholder preference. Electronic signatures on sign-in sheets will be accepted.***

1.a-b. The Homeless Liaison, Supervisor of PPWs, and the Director of Student Services, when needed, will meet quarterly to review the needs of homeless students and to coordinate services, in accordance with the McKinney-Vento Homeless Education Act. Meetings may occur more frequently if needed. The Title I office offers participation in Title I summer school when scheduled and opportunities to participate in all parent and family engagement events to homeless students regardless of their home school. The PPWs are responsible for notification of upcoming Title I Parent and Family Engagement events to homeless students and their families.

At each quarterly (ie., October, December, February, April) meeting, the following will be determined:

- Review of student needs (ie., tutoring, materials, supplies, equipment)
- Review of community needs assessment; summarized and analyzed by Homeless Liaison
- Review of grades and attendance, and discipline
- Homeless enrollment trends
- Spending patterns
- Concerns or issues from the Homeless community
- Upcoming events that Title I can support
- Parent and Family Engagement support
- Status of tutoring through Student Services
- Other

Using this information from the previous year, the Title I Reservation will be based on the percentage of homeless students from the previous year as compared to the total student population. Historical trends will also be considered and discussed as a result of the pandemic to determine the set aside.

As an example: if 2% of the total student population were homeless, 2% of the Title I funds would be reserved for homeless support. If during previous years, enrollment was suppressed, this would be considered into the calculation. The set aside process would also include transportation costs.

The 2021-2022 cost breakdown per student for each schooling level is as follows:

- Elementary - \$250.00
- Middle - \$300.00
- High - \$300.00

Purchases are made based on individual student needs. Needs are revisited quarterly or more frequently as needs change. Examples of items/services to be purchased include: clothing, student fees - general education program, school supplies, medical services - eye exam/glasses, fees for AP and SAT testing.

*All established Title I procedures are cross referenced with COMAR 13A.01.06, the SMCPs' Board of Education Approved Equity Policy ACA and in accordance with the related regulations ACA-R. All decisions, initiatives, opportunities, planned experiences, strategies, activities, and related expenditures, are designed and intended to provide every student with equitable access, address academic and social emotional needs and to improve student achievement for each child. All decisions are evaluated by district and school based staff to ensure that they are equitable, safe, fair, diverse, and inclusive for all students.*

**St. Mary's County Public Schools**  
**Title I, Part A Application Appendices**  
**2021-2022**

**J. Fiscal Requirements**

**J.4. Education for Homeless Children and Youth – Homeless Liaison (This does not apply to St. Mary's County Public Schools – N/A)**



Phone: 301-475-5511 ext. 32136; Fax: 301-475-4254

**St. Mary's County Public Schools**  
**Division of Instruction**  
Department of Equity, Engagement, and Early Access  
23160 Moakley Street, Suite 103  
Leonardtown, Maryland 20650

**Dr. Kelly Murray Hall**  
Chief

## **Written Procedures 2021-2022**

### **(J. 5.) Homeless Student Transportation**

Excess costs are above the actual daily cost instead of above a per diem average.

**Example:**

The normal route for bus A is 10 miles. If the bus driver has to extend 1 mile, the homeless transportation cost for that student would only be for the 1 mile. Or, if the child normally rode bus A from the beginning of the route but now is picked up towards the end, there is NO additional homeless transportation cost since the route wasn't extended.

Fuel costs and additional attendant costs can fluctuate on a daily basis, impacting the average. By using the actual costs of the one mile instead of exceeding a daily per diem average, the Transportation department feels this would be a cleaner method.

We believe this method is consistent with the guidance from USDE that states "These allowable costs are the incremental costs to transport a homeless child or youth to his or her school of origin above what the LEA would otherwise provide to transport the student to his or her assigned school."

**St. Mary's County Public Schools**  
**Title I, Part A Application Appendices**  
**2021-2022**

**J. Fiscal Requirements**

**J.6. Education for Foster Care Students –  
Transportation (This does not apply to St.  
Mary's County Public Schools – N/A)**

**(J. 7.) St. Mary's County Public Schools**  
**Department of Fiscal Services and Human Resources**  
**Standard Operating Procedure**

<b>Subject:</b>	<b>Supplement Not Supplant Methodology</b>	<b>SOP</b>
<b>Date:</b>	November 30, 2018	
<b>Revised:</b>		
<b>Subtopic:</b>		

**Purpose:** Local Schools districts are required to have an established Supplement not Supplant methodology approved by MSDE in accordance with Section 1118(b)(5). With the application of the funding methodology, the school district ensures that Title I funds are used only to supplement, not supplant, state and local unrestricted funds, therefore this calculation ensures that Title I schools receive all the same state and local funds that it would otherwise receive if it were not receiving assistance under Title I. Title I funds will not supplant public education services and funding that are to be provided to all students across the school district.

**Procedure:**

The Department of Fiscal Services is responsible for performing the calculation for the allocation of unrestricted funding to the schools for non-personnel resources.

1. All schools are provided a budget allocation for non-personnel resources, such as materials of instruction and supplies, which are distributed at a set amount per student, specified by school level of elementary, middle, high. The set amount may be adjusted each fiscal year, based on funding availability, however, in no case will it be decreased for any school based on additional federally restricted funds available to that particular school. The initial allocations are calculated based upon the students that are present as of the most recent (prior school year) September 30<sup>th</sup> official enrollment count. By December 30, the allocation is then adjusted following the final official enrollment count of the current school year. An example of this calculation is attached, which includes the specific areas covered.

The Department of Human Resources is responsible for the hiring and assignment of employees in accordance with board policy and availability of funding. The Deputy Superintendent is responsible for the allocation of certificated and instructional support positions, within the availability of the budget.

2. Title I funding for St. Mary's County Public Schools is limited to the elementary school level only. Therefore, the focus of the supplement not supplant calculation for purposes of this SOP is focused on the school based staffing for elementary schools only.

All elementary school general education teaching positions (full time equivalency - fte) are distributed based on per pupil ratio. The allocation of instructional resources needed are reevaluated during the summer months and through the first month of school by the Deputy

Superintendent to take into consideration any fluctuations in school enrollment beyond what was initially projected. The below allocation is strictly for purposes of allocating unrestricted funded general education teachers. The allocation of Title I funded teachers is intended to either supplement, ie reduce, the class size ratio or provide for additional school wide support. Special education teachers are allocated based on the needs of IEPs within individual schools.

**Elementary Enrollment Range**

Grade Level	Min	Max
Pre-K	40	40
K	20	23
1	21	24
2	21	24
3	23	29
4	23	29
5	23	29

All secondary school teaching positions (fte) are distributed based on a combination of student/teacher ratio and class subject needs.

Additional staffing resources may be provided a school for specific programs housed at that school.

**Summary:**

MSDE provided guidance documentation on the methodology options available to local school districts. St. Mary's County Public Schools has implemented option #3, which is a locally developed methodology. This locally developed methodology incorporates the following assumptions:

- Using the average elementary district wide per-pupil expenditure for non-personnel resources;
- Using the distribution of general education teaching positions based on an established district wide ratio.

This locally developed methodology demonstrates that the allocation of state and local funds to each school receiving assistance under Title I receives all of the resources it would otherwise receive if it were not receiving assistance under Title I, in accordance with the intent of Section 1118(b)(5).

**Source Documents:**

MSDE Title I, Part A Supplement Not Supplant Webinar, September 12, 2018

MSDE Title I, Part A Supplement Not Supplant Webinar Q&A, September 12, 2018



Phone: 301-475-5511 ext. 32136; Fax: 301-475-4254

St. Mary's County Public Schools

Division of Instruction

Department of Equity, Engagement, and Early Access

23160 Moakley Street, Suite 103

Leonardtown, Maryland 20650

Dr. Kelly Murray Hall  
Chief

## **Title I Written Procedures 2021-2022**

### **(J.8.) Fiscal Monitoring Title I Funds/Funded Positions**

#### **Staff Responsible:**

Dr. Kelly Murray Hall, Chief of Equity, Engagement, and Early Access

Mrs. Charlottis Woodley, Director of Parent and Family Engagement (DPFE)

Ms. Donna Thorstensen, Principal, George Washington Carver Elementary School

Mrs. Beth Ramsey, Principal, Green Holly Elementary School

Mrs. Janet Fowler, Principal, Greenview Knolls Elementary School

Dr. Rebecca Schou, Principal, Lexington Park Elementary School

Mr. Jeffrey DiRenzo, Principal, Park Hall Elementary School

Dr. Wauchilue Adams, Title I Equity Analyst

***All Written Procedures are subject to change based on revised St. Mary's County Public Schools' (SMCPS) Board of Education policies and regulations, local decisions, or the Governor's Executive Orders.***

***Some Title I and other collaborative meetings will be held virtually to accommodate telework status and parental, caregiver, and stakeholder preference. Electronic signatures on sign-in sheets will be accepted.***

Title I principals, the Chief of Equity, Engagement, and Early Access, the Director of Parent and Family Engagement (DPFE), and fiscal staff meet quarterly (at a minimum) at the schools throughout the year to review the status of the School Wide plan, to monitor the school's Title I finances, to monitor the academic programming in place, and to address any concerns or challenges the school may be experiencing; and to make revisions as necessary. The Equity Analyst will be joining these on site quarterly meetings. Departmental directors are included in periodic quarterly Title I Principal meetings as needed and necessary. All fiscal and academic decisions are tied directly to the School Wide Plan.

During the quarterly on site or virtual fiscal review, school level expenditures are reviewed to determine if they are reasonable, necessary, allowable, and allocable.

Further, for each requested purchase; the principal reviews, signs, approves, and submits electronically through the eFinance system. The Chief or designee will review and approve based on reasonable, necessary, allowable, and allocable.



At follow up fiscal meetings, these planned purchases can be reviewed. Also during the quarterly onsite meeting, there are administrative walk-throughs involving the principal, the Chief, and the DPFE to monitor the activity of the Title I funded staff.

*All established Title I procedures are cross referenced with COMAR 13A.01.06, the SMCPS' Board of Education Approved Equity Policy ACA and in accordance with the related regulations ACA-R. All decisions, initiatives, opportunities, planned experiences, strategies, activities, and related expenditures, are designed and intended to provide every student with equitable access, address academic and social emotional needs and to improve student achievement for each child. All decisions are evaluated by district and school based staff to ensure that they are equitable, safe, fair, diverse, and inclusive for all students.*

**ST. MARY'S COUNTY PUBLIC SCHOOLS  
SUPERVISORS AND ADMINISTRATORS POSITION DESCRIPTION**

<b>Chief of Equity, Engagement, and Early Access</b>
--

**POSITION:** Chief of Equity, Engagement, and Early Access

**REPORTS TO:** Deputy Superintendent

**LOCATION:** Department of Equity, Engagement, and Early Access

**NATURE OF WORK:**

Directs the program of curriculum and instruction within the Division of Curriculum and Instruction for elementary schools. Coordinates the supervision and evaluation of elementary principals and oversees the strategic planning and school improvement efforts for elementary schools.

**ESSENTIAL FUNCTIONS:**

**DUTIES AND RESPONSIBILITIES:**

Provides leadership, guidance, and direction for the development, implementation and evaluation of the PK-5 curriculum and the instructional program.

- Recommends programs of professional development required for quality instruction and implementation of the elementary curriculum.
- Interprets elementary curriculum development activities, and other curriculum projects to school personnel and to the public.
- Assists the Director of Curriculum and Instruction to establish goals; develop plans and procedures related to the operation of the elementary instructional programs.
- Provides direction for the development and implementation for the mathematics program, PK-8.
- Coordinates the procedures for the review, selection, evaluation, and reconsideration of elementary instructional materials.
- Provides direction for the development and implementation of curriculum for the reading/language arts program PK-5.
- Participates in the preparation of the operating budget pertaining to curriculum, instruction, and grants.
- Prepares annual budget requests and analyzes fiscal matters related to the elementary instructional program.
- Supervises and evaluates the performance of instructional supervisors and coordinators, assuring that resources are equitably applied, programs are balanced and communication among supervisors is deliberate and effective.
- Assists the Director of Curriculum and Instruction in allotting the appropriate elementary instructional staff for schools.
- Works with other departments within the Division of Curriculum and Instruction and the Director of Curriculum and Instruction to facilitate successful implementation of elementary curriculum and instructional practices and to provide system-wide coordinated professional development activities for all teachers and support staff.
- Works collaboratively with principals and the Department of Human Resources in recruiting teachers and identifying potential content leaders and department chairs.
- Serves as a member of the Superintendent of Schools' School Support Team.
- Understands and implements state and federal laws, regulations, and local policies and procedures pertaining to elementary curriculum and instruction.

- Participates in the negotiations process as requested by the Superintendent of Schools.
- Directs the development of policy and related regulations and recommends adoption of policy to the Board of Education.
- Assures the alignment of curriculum, instruction and assessment.
- Recommends professional development programs to support and enhance the implementation of the instructional program.
- Oversees the review, selection, evaluation and reconsideration of instructional materials.
- Assures the instructional materials and programs are implemented with fidelity.
- Coordinates the process for mapping the curriculum and creating aligned benchmark assessments.
- Guides schools in the use of formative and summative assessment data to implement redesigned instruction and intervention programs.
- Coordinates the implementation of the data warehouse system as it pertains to assessment data, PK-5; assessment data in reading, PK-12; and assessment data in mathematics, PK-8.
- Communicates information regarding curriculum development activities and other related projects to school personnel and to the public.
- Oversees the development of policy and related regulations and recommends adoption of policy to the Board of Education.
- Participates in the preparation of the operating budget as it pertains to elementary curriculum, instruction, assessment, and staffing considerations.
- Works with supervisors and principals to design and implement applicable portions of the Master Plan.
- Reviews and approves the elementary school improvement plans.
- Provides for supervision and evaluation of elementary supervisors and principals as well as other departmental personnel.
- Works with members of the Superintendent of Schools' School Support Team (SSST) to establish goals and develop plans and procedures related to eliminating the achievement gap. Works with members of SSST to achieve the mission, goals and annual objectives of the school system.

#### **QUALIFICATIONS:**

- Have earned a Master's degree and hold an endorsement in administration and supervision under Maryland certification (Administrator II);
- Knowledge of instructional programs and teaching methodologies (PK-5);
- Three years of successful teaching experience;
- Three years of school based administration preferred;
- Experience with analysis of achievement data for intervention and instructional modification;
- Demonstrated qualities of outstanding leadership; and
- Exemplary skills in communication, decision making, and problem solving.

#### **TERM OF EMPLOYMENT:**

Full-time twelve-month position.

#### **SALARY GRADE RANGE:**

The salary for this EXEMPT position will be based on SMASA salary schedule (#5) for eleven and twelve-month employees – Range I.

#### **BARGAINING UNIT ELIGIBILITY: SMASA**

**ST. MARY'S COUNTY PUBLIC SCHOOLS  
SUPERVISORS AND ADMINISTRATORS POSITION DESCRIPTION**

<b>DIRECTOR I PARENT AND FAMILY ENGAGEMENT</b>
--

**POSITION:** Director Parent and Family Engagement (Grant Funded)

**REPORTS TO:** Chief of Equity, Engagement, and Early Access

**LOCATION:** Department of Equity, Engagement, and Early Access (EEEEA)

**NATURE OF WORK:**

The Director of Parent and Family Engagement provides leadership and support to students, families, and school-based staff at Title I schools as well as other schools to foster a whole child approach to improving student success. The Director complies with federal, state, and local regulations for Title I and other grant programs to ensure compliance with requirements including the Title I schools, School Wide Plans, Parent and Family Engagement Plans, required reservations, the Title I application; supplemental early childhood documents, and early childhood reports, the District Wide Title I Advisory, and providing advocacy and support for parents and families related to recruitment, eligibility, and enrollment in early childhood programs.

**ESSENTIAL FUNCTIONS:**

- Knowledge of Title I law, regulations, procedures;
- Detailed knowledge of early childhood programs including information about eligibility and enrollment requirements;
- Knowledge of the public-school laws and the St. Mary's County Board of Education policies and procedures affecting Title I students and programs and early childhood programs;
- Excellent planning and organizational ability.;
- Excellent oral and written communications and human relations skills; and
- Extensive knowledge of and the ability to work with parents, agencies, community, and school officials in a positive productive manner.

**DUTIES AND RESPONSIBILITIES:**

- Supports the evaluation of Title I personnel and program in accordance with the appropriate evaluation program; and students, families, and school-based staff at Title I schools to foster a whole child approach to improving student success;
- Supports the evaluation of early childhood programs including focus interviews, survey data, and analyzing advisory information from parents, guardians, stakeholders, and school-based staff in early childhood to foster a whole child approach to improving student success;
- Make home visits and work collaboratively with parents and serve as a parental advocate and school system liaison for identified students and families;
- Plan and support student transition with students and families to middle school as consistent with Title I regulations, and transitions from childcare programs into early childhood programs;
- Support children and families in transitions in early childhood programs in collaboration with early childhood staff and the Judy Center;
- Collaborate with Title I principals, assistant principals, and staff; and central office staff as needed;
- Participate in Division of Instruction meetings;

- Demonstrate working knowledge of Title I fiscal practices, the Title I budget, and each Title I school's budget and fiscal record keeping;
- Demonstrate working knowledge of early childhood programs with a focus on recruitment, eligibility, and enrollment;
- Works with school-based staff to expand opportunities in early childhood and in Title I schools primary through intermediate, foster partnerships, and facilitate CTE experiences as required in Title I regulations;
- Coordinates with Title I school principals and others responsible for planning special school trips, experiences, and opportunities;
- Conforms with all State laws and regulations regarding Title I; and early childhood programs
- Recommends directly to the Chief of Equity, Engagement, and Early Access adjustments to Title I plans, modifications, or programmatic changes based on qualitative and quantitative data;
- Recommends directly to the Chief of Equity, Engagement, and Early Access adjustments to early childhood plans, modifications, or programmatic changes based on qualitative and quantitative data;
- Assist, support, and prepare the Title I application with emphasis on the Parent and Family Engagement, Equitable Services, Homeless, Non-Public, and required reservations.
- Assists in the preparation of special reports related to grants braiding with larger grants;
- Provides in-service workshops for staff specifically designed to strengthen Parent and Family Engagement and to facilitate student success for Title I and early childhood;
- Keeps knowledgeable regarding ongoing and new Title I and related law and requirements;
- Keeps knowledgeable regarding ongoing and new early childhood and related law and requirements;
- Reviews and reports recent changes in legislations, policies, and procedures;
- Evaluates findings and suggests changes or modifications to improve Title I and early childhood existing programs; and
- Performs other duties as assigned.

#### **QUALIFICATIONS:**

- Administrator I or II endorsement required;
- Minimum 3 years as a Principal;
- Title I experience required;
- Successful administrative experience in a Title I school required;
- Successful administrative experience at the district level required; and
- Elementary and middle school experience required.

#### **TERM OF EMPLOYMENT:**

Full-time twelve-month position.

#### **SALARY GRADE RANGE:**

The salary for this EXEMPT position will be based on SMASA salary schedule (#5) for eleven and twelve-month employees – Range F.

This position is paid through Title I and the Supplementary Early Childhood grant. Time and effort reporting is required.

#### **BARGAINING UNIT ELIGIBILITY: SMASA**

**ST. MARY'S COUNTY PUBLIC SCHOOLS  
EDUCATION SUPPORT PROFESSIONAL POSITION DESCRIPTION**

**ADMINISTRATIVE ASSISTANT**

**POSITION:** Administrative Assistant

**REPORTS TO:** Chief of Equity, Engagement, and Early Access

**LOCATION:** Department of Equity, Engagement, and Early Access

**NATURE OF WORK:**

Performs work of a highly confidential nature in a high-pressured environment. Employs strong interpersonal and effective public relations skills, tact, and diplomacy in receiving and responding to a variety of inquiries, communications, and correspondence. Independently handles both internal and external inquiries, requests, and communications regarding the school system. Performs a variety of highly complex, diverse, and secretarial and administrative duties including grant preparation, revision, and submission. Prepares and maintains complete and accurate records of business communication, federal and state grant required documentation. Requires a high level of discretion, judgment, and the ability to maintain absolute security regarding confidential issues.

**ESSENTIAL FUNCTIONS:**

- Ability to communicate courteously and tactfully with staff, Board members, students, parents, representatives from county, state, and federal offices, legislators, and the general public in a timely manner to ensure that requests are addressed and problems are resolved in an efficient and effective manner;
- Organizes, supervises, coordinates, and establishes priorities of tasks to be performed by other clerical employees;
- Assists in interviewing job applicants; makes hiring recommendations;
- Develops written procedures for office routines and maintains;
- Provides training to other staff as necessary;
- Manages the workflow of the office on a daily basis;
- Ability to plan, initiate, and complete complex administrative duties related to the operation of the Department of Equity, Engagement, and Early Access;
- Ability to work under pressure and make decisions in accordance with laws, ordinances, policies, regulations, established procedures and competing deadlines;
- Prioritizes and manages the constantly changing workflow of the Chief and the Department of Equity, Engagement, and Early Access;
- Ensures that the Department of Equity, Engagement, and Early Access and appropriate staff are aware of emergency situations that affect students, staff, and property of St. Mary's County Public Schools (SMCPS);
- Possesses analytical, problem solving, critical thinking, and decision-making skills;
- Ability to compose responses to letters, e-mails, etc., based on research and information gathered to form responses;
- Works independently utilizing the objectives and guidelines established by the school system, federal, state and local regulations, and the Chief of Equity, Engagement, and Early Access;
- Ability to work independently in the absence of detailed instructions and to follow complex oral and/or written instructions;
- Compiles and maintains a variety of confidential records and information;
- Schedules appointments and maintains daily calendar for the Chief of Equity, Engagement, and Early Access;
- Coordinates the activities and schedules individual and group conferences for the Chief of Equity, Engagement, and Early Access;

- Reports to work daily and on-time.
- Uses technology effectively to complete work
- Orders supplies and equipment; maintains adequate inventories;
- Proofreads and edits all work completed by the secretarial staff;
- Performs other related duties as required
- Assists in interviewing job applicants; makes hiring recommendations.

#### DUTIES AND RESPONSIBILITIES:

- Assists the Chief with coordinating and obtaining information for identified school system employees, students, parents, and other agency staff to resolve questions and concerns;
- Collects and assembles data, prepares and distributes agendas, schedules and organizes all official meetings of the Chief of Equity, Engagement, and Early Access including all federally required meetings;
- Receives and independently screens all written and telephone communications to the Chief of Equity, Engagement, and Early Access, routes requests and inquiries to the appropriate destination for a timely response;
- Assists the Chief with organizing and delivering training provided to the various members of the Department of Equity, Engagement, and Early Access including Title I schools and early childhood programs, which can include organizing professional development and obtaining speakers and desired training;
- Works with appropriate staff to schedule meetings and to ensure timelines are met and appropriate meetings are scheduled;
- Keeps the Chief of Equity, Engagement, and Early Access advised of any concerns or emergencies reported to the office;
- Schedules appointments and maintains the calendar for the Chief of Equity, Engagement, and Early Access including Time and Effort verification;
- Composes letters, emails, instructions, or other such transmittals for the Chief of Equity, Engagement, and Early Access; and conveys all such messages, instructions, procedures, and confidential materials while acting with tact and discretion;
- Develops deadlines to ensure that work is completed on time;
- Greets visitors and escorts, as necessary;
- Transcribes correspondence and takes minutes of meetings and conferences at the request of the Chief of Equity, Engagement, and Early Access;
- Provides guidance and assistance, as necessary, to educational support professionals within the Department of Equity, Engagement, and Early Access, keeping them informed of procedural changes within the system and the office;
- Answers and screens phone calls, if appropriate; deals with matters at hand, refers to other staff or briefs the Chief of Equity, Engagement, and Early Access for their response;
- Makes arrangements for travel, appointments and conferences (room reservations, transportation, meeting accommodations, etc.) and assembles materials in preparation for appointments and conferences;
- Handles requests for obtaining information concerning the Department of Equity, Engagement, and Early Access;
- Maintains a filing system representative of the Chief of Equity, Engagement, and Early Access;
- Maintains a tracking record of all communications by way of a telephone and mail log;
- Performs office activities with a minimum degree of supervision;
- Enters agenda items into Board docs for the Department of Equity, Engagement, and Early Access;
- May coordinate the work of others;
- Maintains bookkeeping system for various budget accounts; and
- Performs other duties as assigned.

**QUALIFICATIONS:**

- Graduation from high school required.
- Minimum of four years of experience as a secretary.
- Passing score on a proficiency exam conducted by SMCPS (applicants must establish proficiency prior to accepting employment).
- Thorough working knowledge of the programs, policies, and procedures of the St. Mary's County Public Schools.
- Ability to follow complex verbal and written directions.
- Ability to maintain sensitive and confidential records and prepare reports from such records.
- Thorough working knowledge of office technology and procedures, including office equipment and software.
- Ability to work under pressure and make decisions in accordance with laws, ordinances, regulations, and established procedures.
- Ability to coordinate the work of others.
- Possession of outstanding human relations and interpersonal communication skills.
- Able to communicate with a high level of accuracy and efficiency, both orally and in writing.
- Ability to project a positive image to the public.

**TERM OF EMPLOYMENT:**

Full-time twelve-month position.

**SALARY GRADE RANGE:**

The salary for this position will be based on EASMC-ESP salary schedule for twelve-month seven-hour employees – Range 25.

**BARGAINING UNIT ELIGIBILITY:** EASMC-ESP



**ST. MARY'S COUNTY PUBLIC SCHOOLS  
EDUCATION SUPPORT PROFESSIONAL POSITION DESCRIPTION**

**Grants Specialist (Grant-Funded)**

**POSITION:** Grants Specialist (Grant-Funded)

**REPORTS TO:** Chief of Equity, Engagement, and Early Access

**LOCATION:** Department of Equity, Engagement, and Early Access (EEEE)

**NATURE OF WORK:**

The Grants Specialist will work with EEEA staff and share in the responsibilities for numerous federal, state, and local grant reports and submissions including Title I and early childhood reports. Reports will include Title I Participation, Comparability, early childhood enrollment and eligibility recordation from Pre-Kindergarten in addition to new and required federal and state reports. The Grants Specialist will provide oversight with school and departmental inventory, budget development documentation, applications, stakeholder feedback, and report support to staff, preparing procurement documents, and serving as a liaison with Fiscal Services staff assigned to the grant or department in addition to departmental and school-based monitoring preparation. This person must have the ability to communicate clearly and concisely, both verbally and in writing, to community members, site administrators, grant managers, and state and local agencies. This position will also have professional development responsibilities, in collaboration with other staff, to support efficient and effective grant management and comprehension of school and departmental staff.

**ESSENTIAL FUNCTIONS:** The Grants Specialist will work under the direction of the Chief of Equity, Engagement, and Early Access and in collaboration with grant managers and administrative staff. Principals and school-based staff, supervisors, directors, and fiscal services representatives to support the implementation, efficient management of, compliance with, and clear communication of federal, state, and local funds.

**DUTIES AND RESPONSIBILITIES:**

- Collect, analyze, and prepare data reports for EEEA;
- Acquire and maintain considerable knowledge of federal and state guidelines for restricted projects;
- Design and implement data collection systems, including survey data, compile, analyze, and submit required reports;
- Attend local and statewide meetings as necessary;
- Conduct and coordinate the development and distribution of surveys, needs assessments, marketing materials, information packets and permissions, and other information to childcare providers, parents, stakeholder groups;
- Provide fiscal support and accountability for grant funded purchases and the coordination of services, supplies, and materials for offices, schools, classrooms, partnerships, activities, and events;
- Provide fiscal support and accountability for braided funds and ensure the appropriate documentation is in place;
- Participate in staff and school-based meetings to ensure component compliance monitoring;
- Prepare grant evaluation information for the Maryland State Department of Education (MSDE) and other agencies;
- Monitor and analyzes expenditures made by others to ensure compliance with requirements and deadlines;

- Prepares invoices for reimbursement of expenditures;
- Works closely and cooperatively with Fiscal Services, school-based staff, departmental staff, and partners;
- Makes task-based decisions in accordance with laws, ordinances, regulations, and established procedures;
- Manages confidential information with sensitivity and discretion;
- Works independently without supervision;
- Maintains sensitive and confidential records and prepare reports from such records.
- Examines and analyzes financial documents and accounts for review with grants' accountant; and
- Perform other duties as assigned.

**QUALIFICATIONS:**

- Bachelor's Degree in Accounting, Business Management, Communication, or a related field, required;
- Minimum of three years of bookkeeping or account reconciliation experience, required;
- Knowledge of Uniform Grants Guidance and experience with federal grants, required;
- Evidence of professional development/training experience and skills, required;
- Demonstrated ability to relate positively to colleagues and school-based staff; and to work under pressure with changing timelines, required;
- Demonstrate effective communication skills, both orally and in writing, required;
- Thorough working knowledge of current technology to include critical programs, database, record keeping, office equipment, and software, required; and
- Knowledge of eFinance and Power School preferred;

**TERM OF EMPLOYMENT:**

Full-time twelve-month position.

**SALARY GRADE RANGE:**

The salary for this position will be based on EASMC-ESP salary schedule for twelve-month seven-hour employees – Range 23. This position is funded through Title I and other grant funds as available. Time and effort reporting is required.

**BARGAINING UNIT ELIGIBILITY:** EASMC-ESP

**ST. MARY'S COUNTY PUBLIC SCHOOLS  
CERTIFICATED POSITION DESCRIPTION**

**Title I Equity Analyst (Grant-Funded)**

**POSITION:** Title I Equity Analyst (Grant-Funded)

**REPORTS TO:** Chief of Equity, Engagement, and Early Access

**LOCATION:** Department of Equity, Engagement, and Early Access

**NATURE OF WORK:**

To provide leadership and support within the Department of Educational Equity, Engagement, and Early Access to Title I school communities with comprehensive analysis of equitable practices, alignment with the SMCPs Equity plan, and to review all Title I program functions in an effort to advance equity practices.

**ESSENTIAL FUNCTIONS:**

- Supports SMCPs Title I planning in providing leadership to ensure educational equity within the Title I program;
- Provides support to Title I schools, offices, and staff on the development of programs and initiatives that support equitable access to rigor for all students;
- Provides support to schools in developing and implementing Title I School Wide plans that address eliminating gaps in student performance;
- Provides support to Title I schools, offices, and families in developing and implementing educational performance plans that address the systemic focus on educational equity and excellence;
- Demonstrates expertise in the areas of educational equity, culturally responsive instruction, and Social Emotional Learning in Title I schools;
- Initiates and ensures collaboration with the departments of Accountability and Assessment and Curriculum and Instruction to support schools in the development of initiatives that support the accelerated achievement of underperforming students in Title I schools, and;
- Supports the development of a leadership succession pipeline that ensures staff has competency in the application of an equity lens to foster the achievement of all learners.

**DUTIES AND RESPONSIBILITIES:** This position will provide the following services, support, and analysis for the Department of Supplemental School Programs and the Title I schools:

- Assumes major responsibility for the review of Title I documentation, practices, and procedures through an equity lens;
- Provides ongoing reports, reviews, and supports to Title I schools to more effectively monitor and ensure equitable practices;
- Develop, monitor, implement, revise, and refine Title I plans and work with school leadership teams to determine the most appropriate course of action;
- Provides coaching and professional development on equity strategies for Title I staff and families in collaboration with school leadership, the Executive Director, and the Student and Family Engagement Supervisor;
- Participates in Professional Learning Communities (PLC), Title I departmental meetings, and in professional development training or Title I staff meetings;
- Works collaboratively with the Title I Student and Family Engagement Supervisor in the development, facilitation, and implementation of sustainable equitable practices;

- Works collaboratively with the Judy Center, Title I, and appropriate agencies;
- Provides leadership in the implementation of equitable practices and prepares timely reports;
- Analyzes programmatic and school data and prepares reports as directed or requested;
- Models and provides coaching for Title I staff, parents, students, and community members focusing on areas identified through the Title I needs assessment as related to equity;
- Monitors student progress and assists staff in the maintenance and analysis of data collection systems specifically focusing on discernment through an equity lens;
- Provides mentoring and support for staff providing service to identified students;
- Provides direct equity instruction and professional development at the district or school level;
- Provides professional development on equity practices with Title I partners and community members;
- Assists classroom teachers with the administration and interpretation of formal and informal assessments;
- Serves on the School Improvement Team (SIT), the school's Climate and Culture Team, and the SMCPs Equity Task Force;
- Collects and analyzes climate data and shares in the leadership of monthly climate and culture meetings;
- Collects and analyzes reports and data for effectiveness and Title I refinement to include, districtwide initiatives, districtwide parent and family engagement activities and districtwide targeted support and improvement activities, and;
- Other responsibilities as assigned.

#### **QUALIFICATIONS:**

- Possess a Standard Professional Certificate (SPC) or an Advanced Professional Certificate (APC) issued by the Maryland State Department of Education;
- Minimum of four years of successful teaching experience;
- Experience working with diverse groups of students and staff;
- Bilingual (English/Spanish) is a highly preferred skill for this position;
- Experience working with Title I and/or at-risk populations preferred;
- Knowledge of social emotional programs and trauma sensitive curriculum and best equity practices;
- Ability to relate well to students, colleagues, parents, and community members;
- Ability to develop, analyze, make recommendations, and implement large, small group, and individual programs, and;
- Ability to analyze data to impact student achievement and school culture.

#### **TERM OF EMPLOYMENT:**

Full-time twelve-month position.

#### **SALARY GRADE RANGE:**

The salary for this EXEMPT position will be based on EASMC salary schedule for twelve-month employees.

#### **BARGAINING UNIT ELIGIBILITY: EASMC**

# ST. MARY'S COUNTY PUBLIC SCHOOLS CERTIFICATED POSITION DESCRIPTION

## GRANT FUNDED TITLE I NON-PUBLIC INSTRUCTIONAL RESOURCE TEACHER AND TITLE I EARLY CHILDHOOD INSTRUCTIONAL COACH

**POSITION:** Grant Funded Title I Non-Public Instructional Resource Teacher and Title I Early Childhood Instructional Coach

**REPORTS TO:** Chief of Equity, Engagement, and Early Access

**LOCATION:** Title I Participating Non-Public Schools and SMCPs Title I Schools

**NATURE OF WORK:**

**ESSENTIAL FUNCTIONS:**

**DUTIES AND RESPONSIBILITIES:** This position will provide the following service for Title I eligible students and staff servicing these students:

- Assumes major responsibility for the instructional support of Title I non-public programs at participating non-public schools;
- Facilitates collaborative team discussions and other data-based decision-making sessions;
- Works collaboratively with all non-public Title I staff and other Title I administrative staff working with Title I eligible students within the assigned school;
- Provides leadership in Title I non-public program implementation and prepares Title I required reports in a timely way;
- Models and provides coaching for other staff providing service to Title I eligible students, focusing on areas identified through the needs assessment and consultation process with the non-public schools;
- Provides mentoring and support for teachers and staff providing service to Title I eligible students;
- Provides direct instruction to Title I eligible students for small group interventions or extension programs;
- Assists Title I teachers and parents with the administration and interpretation of formal and informal assessments;
- Conducts professional development for Title I parents, teachers of private school children, and other colleagues at the Title I non-public schools;
- Meets with the Executive Director and/or the Title I Supervisor on a monthly or bi-weekly basis;
- Works with SMCPs' Title I schools' early childhood staff and students to provide coaching services to support increased student achievement and school readiness;
- Models best instructional strategies for SMCPs' early childhood staff in a developmentally appropriate manner focusing on Pre-K and Kindergarten;
- Supports SMCPs' early childhood student assessment, administration and analysis; and
- Other Title I non-public responsibilities and duties as assigned.

**QUALIFICATIONS:**

- Possess advanced professional certificate or eligible to receive APC in 2018-2019 school year;
- Holds valid certificate in early childhood and/or elementary education and certification as a reading specialist **OR** a master's degree in curriculum and instruction, **OR** special education preferred;
- Minimum of four years of successful teaching experience;
- Knowledge of curriculum and staff development;

- Ability to relate well to students, colleagues, parents, and community members in public and non-public settings;
- Ability to maintain the integrity of the Title I non-public program in a participating non-public school;
- Title I experience required;
- Experience with Title I non-public programs preferred;
- Ability to develop, implement, expand, and refine non-public programs;
- Ability to strengthen, implement, and refine early childhood programs in Title I schools; and
- Ability to analyze data to impact instruction.

**TERM OF EMPLOYMENT:**

Full-time ten-month position.

**SALARY GRADE RANGE:**

The salary for this EXEMPT position will be based on EASMC salary schedule (#1) for ten-month employees.

**BARGAINING UNIT ELIGIBILITY:** EASMC

## ST. MARY'S COUNTY PUBLIC SCHOOLS SUPERVISORS AND ADMINISTRATORS POSITION DESCRIPTION

### ACADEMIC DEAN II (Grant Funded)

**POSITION:** Academic Dean II (Grant-Funded)

**REPORTS TO:** Principal

**LOCATION:** George Washington Carver Elementary School

#### **ESSENTIAL FUNCTIONS:**

The Academic Dean II serves as the instructional leader of a Title I School Wide, Targeted Support Intervention (TSI) designated school, responsible for implementing and managing the intervention programs, staff, and required documentation for TSI status.

The Academic Dean II works to ensure that all students are supervised in a safe, student-centered learning environment that meets and exceeds the College and Career Readiness Standards, following the approved curricula and directives of St. Mary's County Public Schools (SMCPS) under the direction of the principal. Achieving academic excellence requires the Academic Dean to work collaboratively with the principal, the assistant principal, school based instructional leaders, and with the Chief of Equity, Engagement, and Early Access and the Director of Special Education for TSI purposes and to mitigate academic challenges that could result in a Comprehensive School Improvement (CSI) rating. The Academic Dean II will lead, support the staff, and communicate effectively with families, members of the community, and colleagues in other districts and schools. Inherent in the position are the responsibilities for planning, program development, program evaluation, personnel management, fiscal management, emergency procedures, scheduling, and facilities operations specifically as it relates to TSI status.

**This position is paid through Title I and the ESSR grants. Time and effort reporting are required.**

#### **DUTIES AND RESPONSIBILITIES:**

The Academic Dean II shall:

##### **Program Management**

- Organize, manage, evaluate, and assist the principal in supervising effective and clear procedures for the operation and functioning of the Title I program consistent with the philosophy, mission, values and goals of the district, including instructional programs in the Maryland College and Career Readiness Standards, extracurricular activities, discipline systems to ensure a safe and orderly climate, financial management, facilities maintenance, program evaluation, personnel management, office operations, emergency procedures, and community relations with a priority on support to TSI initiatives and identified students.
- Adhere to Maryland school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

- Lead program level planning processes for TSI to ensure the development, implementation, improved achievement, and evaluation of the TSI components within the Title I program at GWCES.
- Establish the schedule of TSI instructional programs and interventions, ensuring learning experiences for identified students that meet and exceed curriculum standards.
- Provide and supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school and district, in accordance with due process and other laws and regulations.
- Immediately notify appropriate personnel and agencies and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
- Assume responsibility for the health, safety, and welfare of students, staff, and visitors. Develop clearly understood procedures and provide regular drills for emergencies and disasters, following State, local, and SMCPs guidelines.
- Notify appropriate Central Office staff immediately of any unusual circumstances.
- Implement schedules and procedures for the supervision of Title I students in non-classrooms, including before and after school, bus loading and unloading, cafeteria and for intervention services.
- Complete, in a timely fashion, all records and reports as required by law and regulation or requested by the principal or Chief of Equity, Engagement, and Early Access. Maintain accurate records. Answer correspondence promptly.
- Communicate with the Chief of Equity, Engagement, and Early Access and appropriate Central Office personnel regularly about the needs, successes, and general operation of the TSI status.
- Supervise all personnel assigned to support TSI, establishing clear expectations for roles, responsibilities, and performance to ensure that all job responsibilities are met and exceeded.
- Support the Concentration of Poverty Grant with deep understanding of the programs and practices included in the grant.
- Ensure that personnel evaluation procedures are accomplished in a fair and consistent manner that encourages accountability, growth, and excellence, in accordance with law, Board policy, and contractual requirements.
- Observe strictly, to avoid the appearance of conflict, all ethics requirements regarding conflicts of interest in employment, purchasing, and other decisions, including solicitation and acceptance of gifts and favors, and submit in a timely fashion the required annual disclosure statement regarding employment and financial interests.
- Perform any duties that are within the scope of employment and certifications, as assigned by the Superintendent and not otherwise prohibited by law or regulation.

#### **Program Culture**

- Establish and promote high standards and expectations for all students and staff for academic performance particularly as it relates to eliminating the school's TSI status.
- Support the principal in implementing social emotional learning structures, which actively teach desired behaviors, positively reinforces appropriate behavior, and provides low level interventions for low level misbehavior and will result in increased attendance and student achievement.
- Coordinate resources for comprehensive student and family health and social services.
- Display the highest ethical and professional behavior and standards when working with students, parents, program personnel, and agencies associated with the Title I School.



- Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession.
- Keep the staff informed and seek ideas for the improvement of services that support Title I students identified as at risk.
- Conduct meetings as necessary for the proper functioning of the program and complete all required meeting documentation.
- Provide leadership opportunities to a variety of certificated and non-certificated staff members.
- Serve as the leader or in a leadership role for summer programs funded through ESSRs, Title I, Title IV, etc.

### **Instructional Practices**

- Supervise the instructional programs, evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
- Ensure that the instructional programs engage the learner in tasks that require analytical and critical thinking, questioning the known, problem solving and creativity, that they address the range of skills and developmental needs found in the classroom, that they encourage the student to define individual goals and accept responsibility for learning, and that they provide a variety of methods for the student to demonstrate performance and achievement.
- Regularly review student work to ensure that it is rigorous, developmentally appropriate, purposeful, and engaging.
- Regularly review student assessments as well as formative and summative local assessments to ensure that they measure student mastery of the Maryland College and Career Readiness Standards
- Ensure IEP processes and procedures are followed with fidelity.

### **Data Driven Instruction**

- Work collaboratively to develop a comprehensive plan with annual student achievement targets, supported by parents, staff, and community members under the direction of the principal.
- Organize and facilitate a Pupil Services Team, which intervenes to solve behavioral, nutritional, attendance and other problems, receives data-based teacher referrals of students who are not making progress and makes referrals to appropriate health and human service agencies.
- Organize and supervise data-based procedures for identifying and addressing special needs of students including health related concerns, and physical, emotional, and learning disabilities, coordinating the resources of the program and community to assist the student and family at the direction of the principal.
- Collect and analyze data regarding the needs and achievement of students, including local, State and National assessments, and other pertinent information affecting the design and implementation of services and programs, using the information to recommend new programs and modifications to existing programs.
- Ensure that appropriate intervention/enrichment for individual students are provided, based on results of assessments using multiple measures that support a whole child philosophy.
- Analyze student attendance, discipline, and achievement data to identify and eliminate disproportionality.

- Monitor the amount of instruction students miss due to absences and/or misbehavior.
- Analyze data obtained through observing teaching and learning to make recommendations for improvement for individual teachers and in the instructional program.

### **Technology**

- Demonstrate proficient use of student data management systems in order to analyze individual student data, teacher data and the effectiveness of the instructional program.
- Use technology for on-going root cause analysis of student performance to drive instructional decision making.
- Demonstrate proficient use of technology resources for scheduling building use, ordering materials, managing staff absences, communicating with the program community, video camera monitoring, interview/hiring process, etc.
- Demonstrate proficient use of technology resources to observe and evaluate staff.
- Use technology to accomplish daily tasks.

### **Professional Development**

- Facilitate professional development for all staff focused on the achievement of the Maryland College and Career Readiness Standards, aligned with identified curricular, instructional and assessment needs and connected to the Title I School Wide Plan.
- Involve staff in determining their professional development needs.
- Facilitate professional development for all staff focused on developing cultural proficiency.

### **Engage the Community**

- Working with the staff and families, facilitate the development of a written program vision that encompasses values, challenges, and opportunities for the academic, social and emotional development of each student.
- Maintain positive, cooperative, and mutually supportive relationships with the central administration, parents, and representatives of resource agencies within the community.
- Maintain visibility with students, staff, parents, and the community, attending program and community functions regularly to demonstrate a genuine interest in the students and staff.
- Use excellent written and oral English skills when communicating with students, parents, and colleagues.
- Maintain positive, cooperative, and mutually supportive relationships with the central administration, parents, colleagues, and representatives of resource agencies within the community.

### **QUALIFICATIONS:**

The Academic Dean II shall:

- Hold a master's degree from an accredited college or university.
- Hold a Maryland Advanced Professional Certificate.
- Hold a Maryland Administrator I endorsement
- Have at least four (4) years excellent experience in teaching and working at the appropriate level: Title I experience preferred
- Have a minimum of three years of successful experience in a leadership role at the school or system level: Title I experience preferred.
- Demonstrate excellent leadership and organizational skills and the ability to motivate

- people and facilitate productive academic change.
- Have excellent integrity and demonstrate good moral character and initiative.
- Demonstrate knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
- Demonstrate knowledge and experience with the IEP process as it relates to TSI status at George Washington Carver Elementary
- Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, colleagues, and the community.
- Oral and written proficiency with Spanish language preferred

**TERM OF EMPLOYMENT:** Full-time twelve-month position

**SALARY GRADE RANGE:** The salary for this EXEMPT position will be based on SMASA salary schedule for twelve-month employees – Range C.

**BARGAINING UNIT ELIGIBILITY:** SMASA

**ST. MARY'S COUNTY PUBLIC SCHOOLS  
CERTIFICATED POSITION DESCRIPTION**

**Project Management Coordinator: Title I School Wide Programs (Grant-Funded, Hourly)**

**POSITION:** Project Management Coordinator: Title I School Wide Programs  
(Grant-Funded, Hourly)

**REPORTS TO:** Executive Director Supplemental School Programs

**LOCATION:** Supplemental School Programs

**NATURE OF WORK:**

This is an hourly professional position to provide ongoing monitoring and support for Title I School Wide programs. The position will include compliance monitoring, implementing identified professional development with school-based staff to address needs following reviews determined by the Executive Director, and providing ongoing training and support as needed.

**ESSENTIAL FUNCTIONS:**

- Direct, provide, and support the full implementation and documentation of the approved district and Title I School Wide Plans.
- Provide guidance to identified staff to promote the intended outcomes of the Title I School Wide Plans.
- Assist with and reinforce best practices for School Wide implementation and documentation.
- Support, schedule, and implement established Title I initiatives with identified staff as needed and as intended.
- Plan, model, and coach identified staff to ensure a comprehensive implementation of the Title I School Wide Plans.

**DUTIES AND RESPONSIBILITIES:**

- Provide direct support to identified staff regarding instructional implementation, planning, classroom, and parent involvement operations;
- Organize, support, and lead professional development as needed for School Wide Plan implementation;
- Participate in MSDE and Supplemental School program's professional development activities as requested to support coherent School Wide Plan implementation;
- Model and coach best practices with School Wide Program implementation for documentation, program review, and to support deeper understanding of plan intent with staff;
- Cooperate and reinforce implementation, record keeping, and documentation strategies with identified school-based staff, the instructional leadership team, and administration;
- Maintain open lines of communications with staff;
- Prepare and review Title I reports and submissions as requested; and

- Other duties as assigned by the Executive Director.

**QUALIFICATIONS:**

- Possess advanced professional certificate in early childhood and/or elementary education;
- Minimum of 3 years of school based administration experience preferred (Administrator I or II licensure); Career educator preferred;
- Experience working with Title I preferred;
- Excellent verbal and written communication skills, classroom management skills, and technical skills;
- Demonstrate knowledge of curriculum, instruction, staff development, assessment process, and family engagement as related to the Title I School Wide Plans; and
- Possess the ability to relate well with school based and central office staff, MSDE monitoring staff, and the general public

**SALARY:** This is a Temporary/Hourly position to meet the needs of Title I Schools and will be compensated at an hourly rate of \$29.74 per hour.

**BARGAINING UNIT ELIGIBILITY:** N/A



## **(J. 10.a.) Title I Written Procedures - Parent and Family Engagement 2021-2022 Ensuring LEA Monitors the Implementation of Parent Involvement Requirements**

### **Staff Responsible:**

Mrs. Charlottis Woodley, Director of Parent and Family Engagement  
Dr. Kelly Murray Hall, Chief of Equity, Engagement, and Early Access  
Ms. Donna Thorstensen, Principal, George Washington Carver Elementary School  
Mrs. Janet Fowler, Principal, Greenview Knolls Elementary School  
Mrs. Beth Ramsey, Principal, Green Holly Elementary School  
Dr. Rebecca Schou, Principal, Lexington Park Elementary School  
Mr. Jeffrey DiRenzo, Principal, Park Hall Elementary School

***All Written Procedures are subject to change based on revised St. Mary's County Public Schools' (SMCPS) Board of Education policies and regulations, local decisions, or the Governor's Executive Orders.***

***Some Title I and other collaborative meetings will be held virtually to accommodate telework status and parental, caregiver, and stakeholder preference. Electronic signatures on sign-in sheets will be accepted.***

### **1. Development and Support of Title I School Parent and Family Engagement Plan (PFE) and School Compact**

St. Mary's County Public Schools' (SMCPS) Director of Parent and Family Engagement (DPFE) meets with Title I principals during the summer and reviews the stakeholder support and input for the proposed Parent and Family Engagement (PFE) Plan.

During the meetings with principals, the rationale and activities in the School Parent and Family Engagement Plan are described in detail. The Sign-in, Agenda, Notes, Evaluations (SANE) documentation of parents and stakeholder input is reviewed. The required documents (School Parent and Family Engagement Plan and School Compact) are reviewed to ensure they are aligned with the Maryland State Department of Education (MSDE) PFE checklist.

The PFE plan is determined to be conditionally approved with revisions, approved, or approval is denied. Depending on the outcome, the DPFE conducts follow up meetings as necessary. When the school Parent Involvement Plan is officially approved, the DPFE will send written communication of the plan's approval and the plan is loaded onto the school's website and is available in hard copy for families. The school PFE is translated for non-English learners and in formats that are accessible to families.

During these monthly/quarterly meetings the following are reviewed: documents, the Parent Involvement Plan; and the spending of PFE reservations is reviewed with fiscal staff and the DPFE.

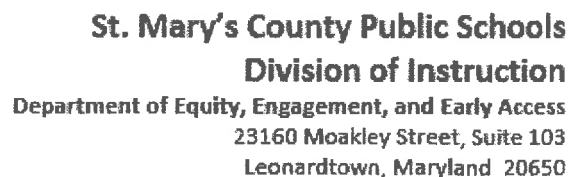
When there is a concern from a parent/guardian, if a resolution is not reached at the school level, the DPFE will investigate, meet with parents and/or stakeholders as deemed appropriate and address the concern in a timely manner. The Chief of Equity, Engagement, and Early Access is updated on all parent/guardian concerns. All sign-in sheets, agendas, and notes (SAN documentation) are kept to

reflect the conversations and meeting results, the discussion, the status of the monitoring, and next steps as appropriate.

## **2. Procedures for Allocation of 90% to Schools**

In SMCPSS, the Department of Equity, Engagement and Early Access, in collaboration with all Title I schools, opts to allocate the full 1% of the allocation (after Equitable Services is deducted from the total allocation). This funding will be allocated to each school based upon a per pupil calculation. School leadership teams are aware of this as is the Superintendent's office. No funds are held back for Parent Involvement. This is also shared during the District Advisory meetings and during public presentations related to the Title I including but not limited to the Board of Education Meetings, NAACP (National Association for the Advancement of Colored People) meetings, the Early Childhood Action Committee, etc.

***All established Title I procedures are cross referenced with COMAR 13A.01.06, the SMCPSS' Board of Education Approved Equity Policy ACA and in accordance with the related regulations ACA-R. All decisions, initiatives, opportunities, planned experiences, strategies, activities, and related expenditures, are designed and intended to provide every student with equitable access, address academic and social emotional needs and to improve student achievement for each child. All decisions are evaluated by district and school based staff to ensure that they are equitable, safe, fair, diverse, and inclusive for all students.***



**Dr. Kelly Murray Hall**  
Chief

**(J.10.b.) Parent and Family Engagement Allocations SY 2021-2022**

<b>Total</b>	<b>1503.92</b>	<b>\$ 32,111.00</b>
--------------	----------------	---------------------

PI Per Pupil Allotment (PI PPA)	\$ 21.35153
------------------------------------	-------------



**St. Mary's County Public Schools  
Title I Part A Application Appendices  
2021-2022**

**J.11 Consultant Agreement**



St. Mary's County Public Schools  
23160 Moakley Street, Leonardtown MD 20650

## General Independent Contractor Agreement

This Agreement is made between Board of Education of St. Mary's County, DBA St. Mary's County Public Schools (SMCPS) with a principal place of business at 23160 Moakley Street, Leonardtown, Maryland 20650 and mailing address 23160 Moakley Street, Suite 107, Leonardtown, Maryland 20650

and [REDACTED] (Contractor), with a principal place of business at: [REDACTED]

This Agreement will become effective on July 1, 2020 and will end no later than December 31, 2021

### Services to be Performed

(Check and complete applicable provision.)

- ☒ Contractor agrees to perform the following services:  
[Briefly describe services you want performed by Contractor.]

Provide consulting services as described in the attached RFQ (Title I Consultant - ESSA). All work to be scheduled and coordinated through the Executive Director of Supplemental School Programs.

OR

- ☐ Contractor agrees to perform the services described in Exhibit A, which is attached to this Agreement.

AND

- ☐ *For education consultants providing special education services or working pursuant to student Individualized Education Plans ("IEPs"), the following additional contract terms apply:* Consultant shall perform all services required under the IEPs for students that are assigned to the Consultant and shall be available for consultation with school staff and participation in IEP Team meetings related to services, goals, and objectives for these students.

### Payment

(Check and complete applicable provision.)

- ☐ In consideration for the services to be performed by Contractor, SMCPS agrees to pay Contractor \$\_\_\_\_\_ according to the terms set out below.

OR

- ☒ In consideration for the services to be performed by Contractor, SMCPS agrees to pay Contractor at the rate of \$ 750.00 per day according to the terms of payment set out below.

### Additional Option

(Check and complete if applicable.)

- ☐ Unless otherwise agreed in writing, SMCPS's maximum liability for all services performed during the term of this Agreement shall not exceed \$\_\_\_\_\_

**Terms of Payment**  
(Check applicable provision.)

- ☐ Upon satisfactorily completing Contractor's services under this Agreement, Contractor shall submit an invoice. The invoice should include: an invoice number, SMCPs purchase order number (if applicable), the dates covered by the invoice, the hours expended and a summary of the work performed. SMCPs shall pay Contractor the compensation described within a reasonable time after receiving Contractor's invoice.

OR

- ☐ Contractor shall be paid \$\_\_\_\_\_ upon signing this Agreement and the rest of the sum described above when the Contractor completes services and submits an invoice.

OR

- ☐ SMCPs shall pay Contractor according to the following schedule of payments:

1) \$\_\_\_\_\_ when an invoice is submitted and the following services are complete:

--

2) \$\_\_\_\_\_ when an invoice is submitted and the following services are complete:

--

3) \$\_\_\_\_\_ when an invoice is submitted and the following services are complete:

--

OR

- ☒ Contractor shall submit an invoice to SMCPs on the last day of each month for the work performed during that month. The invoice should include: an invoice number, SMCPs purchase order number (if applicable), the dates covered by the invoice, the hours expended and a summary of the work performed. SMCPs shall pay Contractor's fee within a reasonable time after receiving the invoice.

**Expenses**

Contractor shall be responsible for all expenses incurred while performing services under this Agreement. This includes but is not limited to license fees; memberships and dues; automobile and other travel expenses; meals and entertainment; insurance premiums; and all salary, expenses and other compensation paid to employee(s) or contract personnel the Contractor hires to complete the work under this Agreement.

**Independent Contractor Status**

Contractor is an independent contractor, not a SMCPs employee. The Consultant is hereby prohibited from soliciting for hire or from hiring any employee of SMCPs without the express prior approval of SMCPs. SMCPs shall refrain from soliciting for hire or from hiring any employee of the Consultant without the express prior approval of the Consultant. Contractor and SMCPs agree to the following rights consistent with an independent contractor relationship:

- \* Contractor has the right to perform services for others during the term of this Agreement.
- \* Contractor has the right to hire assistants as subcontractors, or to use employees to provide the services required by this Agreement. The Consultant warrants that he/she has not employed or retained any person, partnership, corporation or other entities other than a bona fide employee or agent working for the Consultant to solicit or secure this agreement and that he/she has not paid or agreed to pay any person, partnership, corporation or other entities other than a bona fide employee or agent any fee or any other consideration contingent on the making of this agreement.
- \* The Contractor or Contractor's employee(s) or contract personnel shall perform the services required by this Agreement; SMCPs shall not hire, supervise or pay any assistants to help Contractor.

- \* SMCPs shall not require Contractor or Contractor's employee(s) or contract personnel to devote full time to performing the services required by this Agreement.

#### **Compliance with Laws**

The Vendor/Contractor hereby represents and warrants that:

- "A. It is qualified to do business in the State of Maryland and that it will take such action as, from time to time hereafter, may be necessary to remain so qualified;
- "B. It is not in arrears with respect to the payment of any monies due and owing the State of Maryland, or any department or unit thereof, including but not limited to the payment of taxes and employee benefits, and that it shall not become so in arrears during the term of this contract;
- "C. It shall comply with all federal, state and local laws, regulations and ordinances applicable to its activities and obligations under this contract; and
- "D. It shall obtain, at its expense, all licenses, permits, insurance, and governmental approvals, if any, necessary to the performance of its obligations under this contract. Evidence of licensure and insurance shall be provided to the contract administrator prior to the commencement of work under this contract."

#### **Child Sexual Abuse/Sexual Misconduct Employment History Review**

If the Contractor's employees will have direct contact with minors while providing the services called for under this Contract, Contractor acknowledges that it is a "contracting agency" for purposes of, and shall fully comply with Section 6-113.2 of the Education Article of the Maryland Annotated Code (SB 541/HB 486-2019 Legislative Session), including, but not limited to the following requirements:

- Contractor shall conduct the required child sexual abuse/sexual misconduct employment history review, either at the time any employee is initially hired by the Contractor, or before they are assigned to work at SMCPs.
- Contractor shall maintain a record of the employment history review for any employee who is assigned to work at SMCPs.
- Contractor shall provide access to the record of the employment history review for any employee who is assigned to work at SMCPs upon request by SMCPs.
- If the Contractor receives any child sexual abuse/sexual misconduct-related affirmative responses from any employee's current or former employers, the Contractor shall obtain SMCPs' approval before assigning the employee to work at SMCPs; and
- Contractor may not assign any employee to work at SMCPs if SMCPs objects after receiving the foregoing notice.

As defined in Section 6-113.2 of the Education Article, "direct contact" means the possibility of care, supervision, guidance or control of a minor or routine interaction with a minor.

#### **State and Federal Taxes**

SMCPs will not:

- \* withhold FICA (Social Security and Medicare taxes) from Contractor's payments or make FICA payments on Contractor's behalf
- \* make state or federal unemployment compensation contributions on Contractor's behalf, or
- \* withhold state or federal income tax from Contractor's payments.

Contractor shall pay all taxes incurred while performing services under this Agreement--including all applicable income taxes and, if Contractor is not a corporation, self-employment (Social Security) taxes. Upon demand, Contractor shall provide SMCPs with proof that such payments have been made.

Contractor shall provide a completed IRS form W-9 Request for Taxpayer Identification Number and Certification.

#### **Fringe Benefits**

Contractor understands that neither Contractor nor Contractor's employee(s) or contract personnel are eligible to participate in any employee pension, health, vacation pay, sick pay or other fringe benefit plan of SMCPs.

**Workers' Compensation**

SMCPS shall not obtain workers' compensation insurance on behalf of Contractor or Contractor's employee(s). If Contractor hires employee(s) to perform any work under this Agreement, Contractor will cover them with workers' compensation insurance and provide SMCPS with a certificate of workers' compensation insurance before the employee(s) begin the work.

- ☐ If not operating as a corporation, Contractor shall obtain workers' compensation insurance coverage for Contractor. Contractor shall provide SMCPS with proof that such coverage has been obtained before starting work.

**Unemployment Compensation**

SMCPS shall make no state or federal unemployment compensation payments on behalf of Contractor or Contractor's employee(s) or contract personnel. Contractor will not be entitled to these benefits in connection with work performed under this Agreement.

**Insurance**

SMCPS shall not provide any insurance coverage of any kind for Contractor or Contractor's employee(s) or contract personnel. Contractor agrees to maintain an insurance policy to cover any negligent acts committed by Contractor or Contractor's employee(s) or agents while performing services under this Agreement. Contractor shall indemnify and hold SMCPS harmless from any loss or liability arising from performing services under this Agreement.

**Confidentiality**

Consultant understands that in the course of performing professional services under this contract that Consultant and any employee(s)/subcontractors performing professional services under this contract will be privy to certain information of a confidential nature including, but not limited to, information regarding students that is protected from disclosure under the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, and information regarding SMCPS employee(s) that is protected from disclosure under applicable provisions of the State Government Article to the Annotated Code of Maryland. Consultant represents and warrants that neither Consultant nor its employee(s)/subcontractors shall make any disclosures of any information gained during the performance of services under this contract without first obtaining authorization from the contract administrator. Consultant further agrees that all documents of any kind or nature, including electronic documents, created in the performance of Consultant's duties belong to SMCPS and shall be turned over to SMCPS at the conclusion of the contract or at such other time as SMCPS desires.

**Changes and Modifications**

SMCPS, may, at any time, by written order designated or indicated to be a change order, make any change in the general scope of this contract including but not limited to change:

- (a) In any specifications (including reports, drawings, and designs);
- (b) In the method or manner of completion of the scope of the agreement;
- (c) In any SMCPS - furnished facilities, equipment, materials, services, or site; or
- (d) Directing acceleration in the completion of the scope of the contract.

This contract represents the entire understanding between the parties. None of the conditions or propositions of this contract shall be held as having been waived or modified in any way by any act or knowledge of the parties hereto, or their agents, except on the evidence of any instrument in writing signed by all the signatures to this contract. This contract supersedes any and all prior understandings or agreements, either oral or written, between SMCPS, or its agents or employee(s), and Consultant concerning the terms, conditions, and services rendered under this contract.

**Materials and Data**

All materials, reports, and data produced under this contract become the property of SMCPS and may not be copyrighted by the Consultant. Any reproductions or use of paid material must have the written approval of SMCPS.

**Non-discrimination in employment**

SMCPS actively subscribes to a policy of equal employment opportunity and will not discriminate against any employee or applicant because of race, gender, age, color, physical or mental disability, marital status, religion, national origin, sexual orientation or political affiliation. The Consultant shall not discriminate in any manner against any employee or applicant for employment because of race, gender, age, color, physical or mental handicap, marital status, religion, national origin, sexual orientation, or political affiliation.

**Hold Harmless**

The Consultant shall reimburse, indemnify and hold harmless SMCPs for all loss to SMCPs, including attorney's fees and costs resulting from the negligence of the Consultant in the performance of this contract, and for all loss to SMCPs resulting from the non-performance thereof, except those losses otherwise specifically excluded by SMCPs.

**Anti-Bribery**

Vendors, Contractors, and Consultants are required to be aware that Maryland State Law requires that any person convicted of bribery, attempted bribery, or conspiracy to bribe based upon acts committed after July 1, 1977, in the obtaining of a contract from SMCPs or any of its subdivisions, shall be subject to disqualification from entering into a contract with SMCPs, or any county or other subdivision of SMCPs for the supply of materials, supplies, equipment, or services by the person.

**Audit and Records**

The Consultant shall maintain records and documents relating to the performance of the Contract and keep all such records and documents for three (3) years after the completion of the Contract, and shall make such records available for inspection and audit by authorized representatives of the Board of Education of St. Mary's County (Board).

**Terminating the Agreement**

(Check applicable provision.)

- ☒ Either SMCPs or Contractor may terminate this Agreement, effective immediately upon giving written notice, if the other party commits:
- a material violation of this Agreement, or
  - any act exposing the other party to liability to others for personal injury or property damage.

And

- ☒ Either party may terminate this Agreement any time by giving thirty days written notice to the other party of the intent to terminate.

**Exclusive Agreement**

This is the entire Agreement between Contractor and SMCPs.

**Severability**

If any part of this Agreement is held unenforceable, the rest of the Agreement will continue in effect.

**Applicable Law**

This Agreement will be governed by the laws of the state of Maryland.

**Notices**

All notices and other communications in connection with this Agreement shall be in writing and shall be considered given as follows:

- when delivered personally to the attention of the official signing this Agreement at that person's address:

St. Mary's County Public Schools  
Attention: Kelly Hall  
23160 Moakley Street  
Leonardtown, Maryland 20650

three days after being deposited in the United States mail, with postage prepaid to the recipient's address (see above) as stated on this Agreement, or

- when sent by fax to the last fax number of the recipient known to the person giving notice. Notice is effective upon receipt provided that a duplicate copy of the notice is promptly given by first class mail, or the recipient delivers a written confirmation of receipt.

**No Partnership**

This Agreement does not create a partnership relationship. Contractor does not have authority to enter into contracts on SMCPs's behalf.

**Assignment**

(Check applicable provision.)

☐ Either Contractor or SMCPs may assign or subcontract any rights or obligations under this Agreement. In the event that some or all of the professional services under this contract are assigned to one or more subcontractors with permission of SMCPs, the Consultant must advise the contract administrator of the current names and addresses of all sub-contractors and shall verify that all sub-contractors adhere to all requirements and responsibilities under this contract including, but not limited to, professional licensure and insurance requirements. Consultant and its sub-contractors shall remain jointly and severally liable to SMCPs for any breaches, acts, or omissions committed by a sub-contractor.

OR

☒ Contractor may not assign or subcontract any rights or obligations under this Agreement without SMCPs's prior written approval.

**Maryland Sex Offenders**

Maryland Law requires certain child sex offenders to register with the State and with the local law enforcement agency in the county in which they will reside, work and/or attend school. Section 11-722(c) of the Md. Code Ann., Crim. Proc. Art. states that "[a] person who enters into a contract with a county board of education or a nonpublic school may not knowingly employ an individual to work at a school if the individual is a registrant." Section 11-722(d) provides that "a person who violates this section is guilty of a misdemeanor and on conviction is subject to imprisonment not exceeding five years or a fine not exceeding \$5,000 or both." *Attachment I* of this document shall be completed and signed by Contractor.

**Tobacco Free And Alcohol/Drug Environment**

SMCPs maintains a tobacco and alcohol/drug free environment. The contractor shall not permit its employee(s), the employee(s) of any subcontractors, suppliers, customers, or others to use tobacco products (smoke or smokeless) on the premises or on property owned or operated by SMCPs.

**Approval**

To be valid, this contract must be executed on behalf of SMCPs by the Superintendent or his designee. Any contract that exceeds a total value in excess of Fifty Thousand Dollars (\$50,000.00) requires the prior approval of the Board. *Note:* When a contracting party enters into, or is considered for, multiple contracts with SMCPs for similar or related services during the same fiscal year, Board approval shall be required if the cumulative contract value exceeds Fifty Thousand Dollars (\$50,000.00).

Contracts for the following services may be executed by the Superintendent or his designee without prior Board approval even if the contract amount exceeds Fifty Thousand Dollars (\$50,000.00):

- (1) Any contract for the provision of professional/technical services for students as required under the Individuals with Disabilities Education Act.
- (2) Any contract for the provision of educational services for Title I schools identified as needing improvement under federal and/or state law.
- (3) Any contract for the provision of professional/technical services provided to students attending SMCPs with funds appropriated by other agencies and passed through school system accounts.

**Disputes**

Any controversy or claim arising out of or relating to this contract, or the breach thereof, shall be submitted to the Superintendent, and his decision shall be subject to review by the Board whose decision shall be final and binding upon the parties. Judgment upon the award rendered by the Board may be entered in the Circuit Court for St. Mary's County which shall have exclusive jurisdiction and venue over all disputes after exhaustion of remedies before the Board. Pending resolution of a claim, the Consultant shall proceed diligently with the performance of the contract in accordance with the procurement officer's decision. In no event shall Consultant be entitled to incidental or consequential damages or attorneys' fees.

**Signatures**

Any contract over \$1,000 and/or more than one year must be approved first by the Fiscal Services Department and the issuance of a valid purchase order is required.

Name or SMCPS Financial Official: \_\_\_\_\_

By: \_\_\_\_\_  
(Signature)

**SMCPS:**

By: \_\_\_\_\_  
(Superintendent or Designee)

\_\_\_\_\_  
(Typed or Printed Name)

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**Contractor:**

Name of Contractor: \_\_\_\_\_

By: \_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Typed or Printed Name)

Title: Consultant

Taxpayer ID Number: \_\_\_\_\_

Date: 6/18/2020

Email Address: \_\_\_\_\_

**If Agreement is Faxed or Sent  
Electronically:**

Contractor and SMCPS agree that this agreement will be considered signed by a party when the signature of that party is delivered on this agreement by facsimile transmission or digitally. Signatures transmitted by facsimile or digitally shall have the same effect as original signatures.



**Contractor/Subcontractor's Certification of Compliance  
With Maryland Sex Offender Law**

[REDACTED], hereby certifies as follows:

Name of Contractor

[REDACTED] has complied, and will continue to comply with § 6-113 of the Education Law Article, which provides that a contractor or subcontractor may not knowingly assign an employee to work on school premises with direct, unsupervised, and uncontrolled access to children if the employee has been convicted of a crime involving:

- (1) An offense under § 3-307 or § 3-308 of the Criminal Law Article, or an offense under the laws of another state that would constitute a violation of § 3-307 or § 3-308 of the Criminal Law Article if committed in the State;
- (2) Child sexual abuse under § 3-602 of the Criminal Law Article, or an offense under the laws of another state that would constitute child sexual abuse under § 3-602 of the Criminal Law Article if committed in this State; or
- (3) A crime of violence as defined in § 14-101 of the Criminal Law Article, or an offense under the laws of another state that would be a violation of § 14-101 of the Criminal Law Article if committed in this State.

**Contractor/Subcontractor's 's Certification of Compliance  
With Maryland Criminal History Records Check Requirement**

[REDACTED], hereby certifies as follows:

[ Nola Cromer ] has complied, and will continue to comply with § 5-561 of the Family Law Article of the Maryland Code, which provides that a contractor or subcontractor shall require an employee that will have direct, unsupervised, and uncontrolled access to children in a public school to obtain a criminal history records check.

**Certification**

**The undersigned Contractor hereby certifies to the St. Mary's County Board of Education that no employee, subcontractor, subcontractor employee, or material supplier that is a registered sex offender will be allowed to enter onto school system property at any time in the performance of the work or services for which the contract is awarded.**

Name of Individual/Organization (Contractor): [REDACTED]  
(Print or type name)

Name of Authorized Representative: [REDACTED]  
(Print or type name)

Signature of Authorized Representative: [REDACTED]

St. Mary's County Public Schools  
Purchasing Office, Suite 107  
23160 Moakley Street  
Leonardtown, MD 20650  
301-475-5511

### REQUEST FOR QUOTES

Quote Title: Title I – Consultant on Federal Changes from Every Student Succeeds Act (ESSA)  
Issue Date: May 29, 2020  
RFQ Due Date: **June 12, 2020 at 2:00 p.m. Late quotes will not be considered.**  
Term: July 1, 2020 – December 31, 2021  
Estimated Budget: Not to exceed \$25,000  
Return Quotes Via: Email to: [btcosner@smcps.org](mailto:btcosner@smcps.org)  
Deadline for Questions: Submit questions in writing to [btcosner@smcps.org](mailto:btcosner@smcps.org) by 12 p.m. on June 4, 2020

### ALL QUOTES MUST BE COMPLETED AND RETURNED ON THIS RFQ FORM TO BE CONSIDERED

The Board of Education of St. Mary's County Public Schools (SMCPS) is requesting price quotes from qualified consultants to provide services for the SMCPS Title I program within the department of Supplemental School Programs, to assist with the successful implementation of Every Student Succeeds Act (ESSA). The consultant will also be required to research braiding of other grants including Federal and State funds that could support the Title I program.

Services would include guidance, research, active participation with non-public consultation, and follow up with the United States Department of Education (USDE) and the Maryland State Department of Education (MSDE) regarding recently enacted federal changes impacting Title I, including but not limited to:

- Equitable Services;
- Foster Care;
- Homeless;
- Teacher and Staff Licensure and Credentials;
- TSI and CSI schools;
- New or revised Title I Policies and Regulations;
- Federal and State Grants that can be braided with Title I; and
- Other components of Title I as applicable.

Services also include a review of Title I policy, procedures, and reports at the state and local level and providing technical assistance to identified staff as requested.

It is anticipated that one contract will be awarded as a result of this RFQ process. However, SMCPS reserves the right to award this contract in whole or in part as it determines to be in the best interest of SMCPS. The successful

consultant will be required to sign the attached General Independent Contractor Agreement defining the general terms and conditions of the agreement (copy attached).

The selected Consultant will be required to schedule up to twenty-six (26), eight (8) hour days, the dates to be mutually agreed upon, to meet with SMCPS staff in St. Mary's County, Maryland (specific locations to be determined); meetings may also occur virtually or via phone. Meeting dates will take place between July 2020 and December 2021.

A complete response to this RFQ shall include the following:

- A cover letter and résumé for the person or persons proposed to fulfill the requirements of this request for quotes that demonstrates the expertise, knowledge, skills and experience with Title I, ESSA and related grants.
- This RFQ form, completed with a proposed daily rate that is fully burdened to include all associated costs including meals, travel expenses and mileage. No additional fees will be approved.

Item	Description	Fee per Day
1	Daily consulting fee (includes all meals, travel expenses and mileage)	\$750.00

Contractor Name (Print): \_\_\_\_\_ Date: 6/1/2020

Address: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

Email Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_

Authorized Signature: \_\_\_\_\_

Print or Type Name: \_\_\_\_\_

**St. Mary's County Public Schools**  
**Title I, Part A Application Appendices**  
**2021-2022**

**2. Addendum: Progress Monitoring  
through Growth Measures and  
Outcomes**

**2-1a. Districtwide Progress Monitoring  
Equity Analyst**

**2-1b. Title I Equity Analysis Protocol**

**2-2. Districtwide Progress Monitoring TSI  
Academic Dean GWCES**

**2-3 Districtwide Progress Monitoring  
ECE/Title I IRT**

(2-1a.) Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

Area of Growth: Title I Equity Analyst

Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to Parent and Family Engagement Activities?

X YES ☐ NO

If Yes, complete the table below:

	Goals	Provide Rationale-through an equity lens	Timeline and monitoring	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth (i.e. surveys, program evaluation, attendance)	What measures will be used at intervals to check progress	Baseline and final outcome measures. Were goals met, was strategy effective.
<b>The Equity Analyst will:</b>							
1. Administer an Equity Protocol for the planning and implementation of initiatives and activities and for decision-making guidance	Create uniformity and consistency among the Title I schools for making instructional and programming decisions using an Equity Protocol.	The Title I Office is committed to providing every student in a Title I school with equitable access to high-quality, culturally -relevant instruction, curriculum, and academic support so that all academic disparities in student groups will be identified and addressed.	Ongoing use September to June  Review/Revise Equity Protocol December 2021 and May 2022	Title I, Part A	The frequency with which schools are using the Equity Protocol	Schools will share their completed Equity Protocol to be reviewed  School teams will evaluate the process and use of the protocol so that adjustments can be made in December and May	Each school will submit its completed Equity Protocol(s) along with the SANE documentation to support the event, activity or decision-making session to which the protocol was applied.
2. Monitor and support revision, refinement, and implementation of Title I school plans	Increase the percentage of students performing on grade level in various content areas	The Title I Office is committed to providing every student in a Title I school with equitable access to high-quality, culturally -relevant instruction, curriculum, and academic support so that all academic disparities in student groups will be identified and addressed.	October/November 2021 December 2021/January 2022 May/June 2022	Title I, Part A	Emails, agendas, feedback	MCAP, County Benchmark Assessments, IRLA, DIBELS/IGDIS, Attendance, Discipline (data will be disaggregated by race, gender, SWD, ED, and EL status).	Progress from the baseline data, SANE documentation from meetings, Surveys
3. Analyze programmatic and school data	Increase the percentage of students performing on grade level in various content areas	The Title I Office is committed to providing every student in a Title I school with equitable access to high-quality, culturally -relevant instruction, curriculum, and academic support so that all academic disparities in student groups will be identified and addressed.	Ongoing October 2021-June 2022	Title I, Part A	Analyses of data for Title I schools collectively and individually. Documentation of how the analyses were shared with schools.	County Benchmark Assessments, IRLA, DIBELS/IGDIS, Attendance, Discipline (data will be disaggregated by race, gender, SWD, ED, and EL status).	Progress from the baseline data Surveys
4. Provide coaching and professional development on equity strategies	Increase the percentage of students performing on grade level in various content areas	The Title I Office is committed to providing every student in a Title I school with equitable access to high-quality, culturally -relevant instruction, curriculum, and academic support so that all academic disparities in student groups will be identified and addressed.	At Principals' request or as an outgrowth of site-specific meetings August 2021-June 2022	Title I, Part A	Professional development evaluations, sign in sheets, agendas, feedback to staff, email communication	County Benchmark Assessments, IRLA, DIBELS/IGDIS, Attendance, Discipline (data will be disaggregated by race, gender, SWD, ED, and EL status).	Progress from the baseline data, SANE documentation from PD sessions, Surveys

**(2-1a.) Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.**

Area of Growth: Title I Equity Analyst

Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to Parent and Family Engagement Activities?

X YES ☐ NO

If Yes, complete the table below:

	Goals	Provide Rationale through an equity lens	Timeline and monitoring	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth (i.e. surveys, program evaluation, attendance)	What measures will be used at intervals to check progress	Baseline and final outcome measures. Were goals met, was strategy effective.
<b>The Equity Analyst will:</b>							
5. Model and provide coaching to staff focusing on areas identified on the Comprehensive Needs Assessment related to equity	Increase teacher knowledge, understanding, and instructional practices, with a focus on equity, that lead to an increase in the percentage of students performing on grade level in various content areas	The Title I Office is committed to providing every student in a Title I school with equitable access to high-quality, culturally -relevant instruction, curriculum, and academic support so that all academic disparities in student groups will be identified and addressed.	At Principals' request or as an outgrowth of site-specific meetings	Title I, Part A	Professional development evaluations, sign in sheets, agendas, feedback to staff	Surveys to determine teacher needs and evaluations of sessions  County Benchmark Assessments, IRLA, DIBELS/IGDIS, Attendance, Discipline (data will be disaggregated by race, gender, SWD, ED, and EL status).	SANE documentation from meetings, Surveys
6. Monitor student progress and assist staff in analyzing data through an equity lens	Increase the percentage of students performing on grade level in various content areas	The Title I Office is committed to providing every student in a Title I school with equitable access to high-quality, culturally -relevant instruction, curriculum, and academic support so that all academic disparities in student groups will be identified and addressed.	Ongoing October 2021-June 2022	Title I, Part A	Analysis of data, documentation of the sharing of data with staff through an equity lens	MCPA, County Benchmark Assessments, IRLA, DIBELS/IGDIS, Attendance, Discipline (data will be disaggregated by race, gender, SWD, ED, and EL status).	Baseline and Periodic Performance Data, Meeting Summaries
7. Assist teachers in the interpretation of formal and informal assessment data	Increase the percentage of students performing on grade level in various content areas	The Title I Office is committed to providing every student in a Title I school with equitable access to high-quality, culturally -relevant instruction, curriculum, and academic support so that all academic disparities in student groups will be identified and addressed.	At Principals' request or as an outgrowth of site-specific meetings	Title I, Part A	Surveys, Agendas, Sign-ins, Written feedback to staff, Summaries	MCAP, County Benchmark Assessments, IRLA, DIBELS/IGDIS, Connectivity, Attendance, Discipline (data will be disaggregated by race, gender, SWD, ED, and EL status).	SANE documentation from meetings, Surveys
8. Provide workshops for parents at each Title I school regarding equity practices, based on the Comprehensive Needs Assessment.	Increase parents' awareness and understanding of the equitable practices in each of the Title I schools and request feedback from them as part of our continuous improvement efforts. <i>Feedback received from evaluations drives additional workshop opportunities. Feedback received may also be communicated to school staff via memo, staff meeting agenda item, additional workshop for staff, etc.</i>	The Title I Office is committed to providing every student in a Title I school with equitable access to high-quality, culturally -relevant instruction, curriculum, and academic support so that all academic disparities in student groups will be identified and addressed.	At Principals' request or as an outgrowth of site-specific meetings	Title I, Part A	Agendas, Sign-ins, Feedback, and Summaries	Feedback from participants via evaluations and surveys <i>following SANE documentation.</i>	Feedback from participants via evaluations, surveys and artifacts, <i>SANE Documentation</i>



(2-1a.) Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

Area of Growth: Title I Equity Analyst

Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to Parent and Family Engagement Activities?

X YES ☐ NO

If Yes, complete the table below:

	Goals	Provide Rationale-through an equity lens	Timeline and monitoring	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth (i.e. surveys, program evaluation, attendance)	What measures will be used at intervals to check progress	Baseline and final outcome measures. Were goals met, was strategy effective.
The Equity Analyst will:							
9. Provide workshops for the District Parent Advisory Council regarding equity practices in our Title I schools in collaboration with the Director of Parent and Family Engagement	Increase parents' awareness and understanding of the equity practices in the Title I schools and request feedback from them as part of our continuous improvement efforts at the district level. <i>Feedback received from evaluations drives additional workshop opportunities. Feedback received may also be communicated to school staff via memo, staff meeting agenda item, additional workshop for staff, etc.</i>	The Title I Office is committed to providing every student in a Title I school with equitable access to high-quality, culturally -relevant instruction, curriculum, and academic support so that all academic disparities in student groups will be identified and addressed.	Meetings will be scheduled by the Title I Student, Family, and Staff Engagement Supervisor	Title I, Part A	Agendas, Sign-ins, Feedback, Evaluations and Summaries	Feedback from participants via evaluations and surveys <i>following SANE documentation.</i>	Feedback from participants via evaluations and surveys and artifacts, <i>SANE Documentation</i>



Phone: 301-475-5511 ext. 32136; Fax: 301-475-4254

**St. Mary's County Public Schools**  
**Division of Instruction**  
Department of Equity, Engagement, and Early Access  
23160 Moakley Street, Suite 103  
Leonardtown, Maryland 20650

**Dr. Kelly Murray Hall**  
Chief

## **Addendum 2-1b**

### **St. Mary's County Public Schools Title I Equity Analysis Protocol (EAP)**

**Date:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Initiative/Plan/Activity:** \_\_\_\_\_

**Filtered by:** \_\_\_\_\_

**Groups include:** *Race/Ethnicity, Gender, ED, SWD, Connectivity, Homeless, EL*

<b>EAP Questions</b>	<b>EAP Responses</b>
<b>1. What is the overarching purpose of the initiative/plan/activity?</b>	
<b>2. Is the initiative, plan or activity resourced to guarantee full implementation and monitoring?</b>	
<b>3. Which groups could be inequitably affected by this initiative/plan/activity? How?</b>	
<b>4. Which group(s) will have the most concerns with this initiative/plan/activity? Why?</b>	



5. What unintended consequences could result from the initiative/plan/activity?	
6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the initiative/plan/activity? How did the process go? What was the feedback?	
7. What factors may be producing and perpetuating inequities associated with this issue? Does this initiative/plan/activity deepen these inequities or improve them?	
8. Who (e.g., individual, department, team) is the main driver for improving equity for this particular initiative/plan/activity?	
<b>Next Steps</b>	
After using the EAP for this initiative/plan/activity, should it move forward?	
If yes, what changes will you make in moving forward that could be more inclusive?	
What is the deadline on the changes before moving forward?	

\* Adapted from Jefferson County Public Schools, Louisville, KY

**(2-2.) Area of Growth for Title I, Part A Needs assessment driven for School Quality and Student Success**

**Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to School Quality and Student Success?**

☒ YES ☐ NO

If Yes, complete the table below:

Academic Dean – George Washington Carver Elementary School

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale-through an equity lens (including how this strategy supports the needs of student groups, if applicable)	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth	What measures will be used at intervals to check progress	Baseline and final outcome measures. Were goals met, was strategy effective.
1.  Monitor student progress and assist staff in analyzing school data.	Increase the percentage of students performing on grade level in various content areas, specifically focusing on students who carry an IEP for ELA and/or Math.	The Title I office is committed to providing every student in a Title I school with equitable access to high-quality, culturally relevant instruction, curriculum, and academic support so that all academic disparities in student groups will be identified and addressed.	Ongoing September 2021-June 2022	.3 Title I Part A school allocation funds .2 TSI reservation district .5 ESSER	Analysis of data, documentation of the sharing and analyzing of data with staff	MCAP data when available, County Benchmark Assessments, IRLA, DIBELS/IGDIS, Heggerty, Attendance, Discipline, IEP referrals	Baseline and Periodic Performance Data, IEP Progress Reports, fewer students qualifying for an IEP, Meeting Summaries
2.  Based on data, identify students in need of academic interventions and develop intervention plans for ELA and Math.	Increase the percentage of students performing on grade level in various content areas, specifically focusing on students who carry an IEP for ELA and/or Math.	The Title I office is committed to providing every student in a Title I school with equitable access to high-quality, culturally relevant instruction, curriculum, and academic support so that all academic disparities in student groups will be identified and addressed.	Initially, September 2021  Ongoing; re-evaluate groups in need of intervention	.3 Title I Part A school allocation funds .2 TSI reservation district .5 ESSER	Analysis of data, documentation of the sharing and analyzing of data with staff	MCAP data when available, County Benchmark Assessments, IRLA, DIBELS/IGDIS, Heggerty, Attendance, Discipline, IEP referrals	Baseline and Periodic Performance Data, IEP Progress Reports, fewer students qualifying for an IEP, Meeting Summaries

3.  Develop and monitor an intervention schedule.	Increase opportunities for identified students to obtain academic skills through appropriate and research-based interventions.	The Title I office is committed to providing every student in a Title I school with equitable access to high-quality, culturally relevant instruction, curriculum, and academic support so that all academic disparities in student groups will be identified and addressed.	Initially, September 2021  Quarterly, Monitor and revise scheduled as appropriate based on data	.3 Title I Part A school allocation funds .2 TSI reservation district .5 ESSER	Intervention data, IEP progress, IEP referral data	County Benchmark Assessments, IRLA, DIBELS/IGDIS, Heggerty, Attendance, Discipline, IEP progress, IEP referrals	Baseline and Periodic Performance Data, IEP Progress Reports, fewer students qualifying for an IEP, Meeting Summaries
4.  Create and maintain a Master Schedule specific to TSI including interventions	To create a Master Schedule specific to TSI that maximizes opportunities for students to access increased ELA, Math, and SEL instruction.	The Title I office is committed to providing every student in a Title I school with equitable access to high-quality, culturally relevant instruction, curriculum, and academic support so that all academic disparities in student groups will be identified and addressed.	August 2021	.3 Title I Part A school allocation funds .2 TSI reservation district .5 ESSER	The development of the Master Schedule specific to TSI including interventions	Feedback from staff	Feedback from staff
5.  Provide academic support through professional development, coaching, modeling co-teaching, observations/ Evaluations of staff, and parent involvement.	To improve instructional practices for all students resulting in improved academic achievement and the reduction of IEP referrals.	The Title I office is committed to providing every student in a Title I school with equitable access to high-quality, culturally relevant instruction, curriculum, and academic support so that all academic disparities in student groups will be identified and addressed.	Minimally: October/November 2021 January/February 2022 May 2022	.3 Title I Part A school allocation funds .2 TSI reservation district .5 ESSER	Professional Development evaluations, agendas, sign-in sheets, emails to staff pre and post training/coaching / modeling/co-teaching, feedback to staff, Teacher Observations/ Evaluations, parent communication log	County Benchmark Assessments, IRLA, DIBELS/IGDIS, Heggerty, Attendance, Discipline, IEP progress, IEP referrals	Progress from baseline data Surveys, Evaluations, Observation Reports

6.  Participate in and facilitate PLC's with teacher teams, vertical teams, general education teachers and special education teachers.	To improve instructional practices for all students resulting in improved academic achievement and the reduction of IEP referrals.	The Title I office is committed to providing every student in a Title I school with equitable access to high-quality, culturally relevant instruction, curriculum, and academic support so that all academic disparities in student groups will be identified and addressed.	Minimally, monthly	.3 Title I Part A school allocation funds .2 TSI reservation district .5 ESSER	Analysis of data, Intervention data, IEP Progress	County Benchmark Assessments, IRLA, DIBELS/IGDIS, Heggerty, Attendance, Discipline, IEP progress, IEP referrals	Baseline and Periodic Performance Data, IEP Progress Reports, fewer students qualifying for an IEP, Meeting Summaries
--	--	--	--------------------	--	---	---	---

**(2-3.) Area of Growth for Title I, Part A Needs assessment driven for School Quality and Student Success**

**Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to School Quality and Student Success?**

☒ YES ☐ NO

If Yes, complete the table below:

**Title I IRT/Early Childhood Transition**

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale-through an equity lens (including how this strategy supports the needs of student groups, if applicable)	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth	What measures will be used at intervals to check progress	Baseline and final outcome measures. Were goals met, was strategy effective.
1.  Provide academic support through professional development, coaching, and modeling to early childhood teachers and staff and childcare providers.	To improve developmentally appropriate practices for all ECE students through improved instruction and to improve the instructional practices of ECE teachers.	Early childhood programs provide service to income eligible children first and then spaces are offered to at risk students. Given the concentration of risk, more professional development is needed for staff, work with childcare providers through the Judy Center Early Learning Hub.	Baseline data will become available in October Minimally: October/November 2021 January/February 2022 May 2022 Monthly meeting with the IRT to review data and plan next steps	.4 Title I Part A funds	Professional Development evaluations, agendas, sign-in sheets, emails to staff pre and post training/coaching / modeling, feedback to staff, surveys to staff, to Judy Center staff and childcare providers	Progress on Nationally Normed Assessments, DIBELS/IGDIS, Heggerty, KRA surveys to teachers driving PD topics, coaching needs	Progress from baseline data, Surveys, Evaluations
2.  Provide support, plan, implement, facilitate transition activities with Title I schools. Provide assistance to Title I schools in the development,	To improve transition activities and transition plans through collaboration with early childhood staff and childcare providers.	Early childhood programs provide service to income eligible children first and then spaces are offered to at risk students. Given the concentration of risk, more professional development is needed for staff, work with childcare providers through the Judy Center Early Learning Hub.	Initially: January Follow-up: March May/June	.4 Title I Part A funds	Transition Plan, Documentation of implementation of the Transition Plan, Evaluations, agendas, sign-in sheets, email communication, transition documents	sign-in sheets, agendas, meeting notes	Feedback from schools via surveys, Parent survey?

implementation, and evaluation of plans and activities designed to assist students in transitioning from early childhood programs to elementary school programs.							
3.  Provide support and assist schools in the development and implementation of Parent and Family Engagement activities and events related to school readiness.	To increase opportunities for parents to obtain skills, resources, and strategies designed to increase readiness skills for ECE students.	Early childhood programs provide service to income eligible children first and then spaces are offered to at risk students. Given the concentration of risk, more professional development is needed for staff, work with childcare providers through the Judy Center Early Learning Hub.	Quarterly	.4 Title I Part A funds	Evaluations, agendas, sign-in sheets, email communication, transition documents	Feedback from participants via evaluations and surveys	Feedback from participants via evaluations and surveys

# **St. Mary's County Public Schools**

## **Title I, Part A Application Appendices**

### **2021-2022**

#### **3. Negotiated Agreements**

**3.a Negotiated Agreement Between the St. Mary's Association of Supervisors and Administrators and the Board of Education of St. Mary's County (Media Allocation) and EDGAR Guidance**

**3.b Negotiated Agreement Between the Education Association of St. Mary's County and the Board of Education of St. Mary's County for Education Support Professionals**

**3.c Negotiated Agreement Between the Education Association of St. Mary's County and the Board of Education of St. Mary's County for Certificated Professionals**



**Agreement Between the  
St. Mary's Association of Supervisors  
and Administrators and the Board of  
Education of St. Mary's County**



**St. Mary's County Public Schools**

**July 1, 2021 through June 30, 2025**



- M. Media Allocation - High School Assistant Principals (11- and 12-month), Principals, Directors, and cabinet-level positions will be given a \$1200 media allocation each year to be used for the purchase of cell phones, tablets, data plans, and other technological items and services that will facilitate their ability to perform their assigned work. Academic Deans, Assistant principals (Elementary & Middle), Coordinators, Supervisors, and Coordinating Supervisors will receive \$900 for the same purpose. This allocation may be prorated if less than a full year is worked (i.e., reimbursement may be requested if a unit member leaves the school system prior to the end of the school year, or the allocation may be adjusted if a unit member is hired after the start of the school year, or a unit member's assignment changes to reflect a change in the allocation) and will not be included for retirement calculation purposes.
- N. Extra Pay for Extra Duty - SMASA unit members may fill Extra Pay for Extra Duty (EPED) positions, provided the positions were offered to EASMC-Certificated and EASMC-ESP unit members first. If no EASMC members wish to fulfill an EPED position, SMASA unit members may fulfill vacant EPED positions, provided they are performed after the normal duty day for SMASA unit members. Approved EPED positions are listed in Appendix C.
- O. Incentive for Advanced Notification of Retirement - The Board and SMASA mutually agree that early notification by employees of their intent to retire will increase the opportunity for successful employee assignments, reassignments, and transfers, and will decrease the risk of reductions in force due to budgetary constraints. Annually on or about February 15, the Board and SMASA will meet to discuss the availability of funds for the purpose of offering an incentive for advanced notification of retirement. The availability and total amount of funds will be determined by the Superintendent. If funds are available, the Board and SMASA will open negotiations for this item only to reach agreement on the terms of the incentive.
- P. Unit members who wish to participate in state or national professional organizations, subscribe to educational or work-related periodicals, or obtain other professional materials, shall first seek to obtain funding through budgetary funding allocated within each department's operating budget. If the unit member's supervisor does not support or cannot afford such request(s), the employee may submit a written request and justification for the request to the Superintendent for consideration.
- Q. If, during the term of this agreement, legislation is signed into law that requires compensation greater than that negotiated herein, then the parties will open negotiations for the specific and sole purpose of meeting that legislative requirement.

Welcome to the new eCFR! Check out our [Getting Started](#) guide to make the most of the new site.

Browse

Titles

Agencies

Incorporation by Reference

Recent Updates

Search

Recent Changes

Corrections

Reader Aids

My eCFR

Reader Aids Home

Sign In

Search the eCFR

Using the eCFR Point-in-Time System

Understanding the eCFR

Government Policy and OFR Procedures

Developer Resources

Title 2

Displaying title 2, up to date as of 9/28/2021. Title 2 was last amended 6/02/2021.

view historical versions

Go to CFR Reference

ex: 1 CFR 1.1

Go

Title 2 / Subtitle A / Chapter II / Part 200 / Subpart E / General Provisions for Selected Items of Cost / § 200.431

Previous / Next / Top

ECFR CONTENT

Table of Contents

Timeline

Go to Date

Compare Dates

Search

Subscribe

Share

Published Edition

Display Options

Print

§ 200.431 Compensation - fringe benefits.

(a) *General.* Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans. Except as provided elsewhere in these principles, the costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, non-Federal entity-employee agreement, or an established policy of the non-Federal entity.

(b) *Leave.* The cost of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

(1) They are provided under established written leave policies;

(2) The costs are equitably allocated to all related activities, including Federal activities;

(3) The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the non-Federal entity or specified grouping of employees.

(i) When a non-Federal entity uses the cash basis of accounting, the cost of leave is recognized in the period that the leave is taken and paid for. Payments for unused leave when an employee retires or terminates employment are allowable in the year of payment.

(ii) The accrual basis may be only used for those types of leave for which a liability as defined by GAAP exists when the leave is earned. When a non-Federal entity uses the accrual basis of accounting, allowable leave costs are the lesser of the amount accrued or funded.

(c) *Fringe benefits.* The cost of fringe benefits in the form of employer contributions or expenses for

Site Feedback

https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E/subject-group-ECFRred1f39f9b3d4e72/section-200.431[9/30/2021 11:39:12 AM]



social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in [§ 200.447](#)); pension plan costs (see [paragraph \(i\)](#) of this section); and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits, must be allocated to Federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such Federal awards and other activities, and charged as direct or indirect costs in accordance with the non-Federal entity's accounting practices.

- (d) *Cost objectives.* Fringe benefits may be assigned to cost objectives by identifying specific benefits to specific individual employees or by allocating on the basis of entity-wide salaries and wages of the employees receiving the benefits. When the allocation method is used, separate allocations must be made to selective groupings of employees, unless the non-Federal entity demonstrates that costs in relationship to salaries and wages do not differ significantly for different groups of employees.
- (e) *Insurance.* See also [§ 200.447\(d\)\(1\)](#) and [\(2\)](#).
  - (1) Provisions for a reserve under a self-insurance program for unemployment compensation or workers' compensation are allowable to the extent that the provisions represent reasonable estimates of the liabilities for such compensation, and the types of coverage, extent of coverage, and rates and premiums would have been allowable had insurance been purchased to cover the risks. However, provisions for self-insured liabilities which do not become payable for more than one year after the provision is made must not exceed the present value of the liability.
  - (2) Costs of insurance on the lives of trustees, officers, or other employees holding positions of similar responsibility are allowable only to the extent that the insurance represents additional compensation. The costs of such insurance when the non-Federal entity is named as beneficiary are unallowable.
  - (3) Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits), are allowable in the year of payment provided that the non-Federal entity follows a consistent costing policy.
- (f) *Automobiles.* That portion of automobile costs furnished by the non-Federal entity that relates to personal use by employees (including transportation to and from work) is unallowable as fringe benefit or indirect (F&A) costs regardless of whether the cost is reported as taxable income to the employees.
- (g) *Pension plan costs.* Pension plan costs which are incurred in accordance with the established policies of the non-Federal entity are allowable, provided that:
  - (1) Such policies meet the test of reasonableness.
  - (2) The methods of cost allocation are not discriminatory.
  - (3) Except for State and Local Governments, the cost assigned to each fiscal year should be determined in accordance with GAAP.
  - (4) The costs assigned to a given fiscal year are funded for all plan participants within six months after the end of that year. However, increases to normal and past service pension costs caused by a delay in funding the actuarial liability beyond 30 calendar days after each quarter of the year to which such costs are assignable are unallowable. Non-Federal entity may elect to follow the "Cost Accounting Standard for Composition and Measurement of Pension Costs" ([48 CFR 9904.412](#)).
  - (5) Pension plan termination insurance premiums paid pursuant to the Employee Retirement Income Security Act (ERISA) of 1974 ([29 U.S.C. 1301-1461](#)) are allowable. Late payment charges on such premiums are unallowable. Excise taxes on accumulated funding deficiencies and other penalties imposed under ERISA are unallowable.
  - (6) Pension plan costs may be computed using a pay-as-you-go method or an acceptable

actuarial cost method in accordance with established written policies of the non-Federal entity.

- (i) For pension plans financed on a pay-as-you-go method, allowable costs will be limited to those representing actual payments to retirees or their beneficiaries.
  - (ii) Pension costs calculated using an actuarial cost-based method recognized by GAAP are allowable for a given fiscal year if they are funded for that year within six months after the end of that year. Costs funded after the six-month period (or a later period agreed to by the cognizant agency for indirect costs) are allowable in the year funded. The cognizant agency for indirect costs may agree to an extension of the six-month period if an appropriate adjustment is made to compensate for the timing of the charges to the Federal Government and related Federal reimbursement and the non-Federal entity's contribution to the pension fund. Adjustments may be made by cash refund or other equitable procedures to compensate the Federal Government for the time value of Federal reimbursements in excess of contributions to the pension fund.
  - (iii) Amounts funded by the non-Federal entity in excess of the actuarially determined amount for a fiscal year may be used as the non-Federal entity's contribution in future periods.
  - (iv) When a non-Federal entity converts to an acceptable actuarial cost method, as defined by GAAP, and funds pension costs in accordance with this method, the unfunded liability at the time of conversion is allowable if amortized over a period of years in accordance with GAAP.
  - (v) The Federal Government must receive an equitable share of any previously allowed pension costs (including earnings thereon) which revert or inure to the non-Federal entity in the form of a refund, withdrawal, or other credit.
- (h) *Post-retirement health.* Post-retirement health plans (PRHP) refers to costs of health insurance or health services not included in a pension plan covered by [paragraph \(g\)](#) of this section for retirees and their spouses, dependents, and survivors. PRHP costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the non-Federal entity.
- (1) For PRHP financed on a pay-as-you-go method, allowable costs will be limited to those representing actual payments to retirees or their beneficiaries.
  - (2) PRHP costs calculated using an actuarial cost method recognized by GAAP are allowable if they are funded for that year within six months after the end of that year. Costs funded after the six-month period (or a later period agreed to by the cognizant agency) are allowable in the year funded. The Federal cognizant agency for indirect costs may agree to an extension of the six-month period if an appropriate adjustment is made to compensate for the timing of the charges to the Federal Government and related Federal reimbursements and the non-Federal entity's contributions to the PRHP fund. Adjustments may be made by cash refund, reduction in current year's PRHP costs, or other equitable procedures to compensate the Federal Government for the time value of Federal reimbursements in excess of contributions to the PRHP fund.
  - (3) Amounts funded in excess of the actuarially determined amount for a fiscal year may be used as the non-Federal entity contribution in a future period.
  - (4) When a non-Federal entity converts to an acceptable actuarial cost method and funds PRHP costs in accordance with this method, the initial unfunded liability attributable to prior years is allowable if amortized over a period of years in accordance with GAAP, or, if no such GAAP period exists, over a period negotiated with the cognizant agency for indirect costs.
  - (5) To be allowable in the current year, the PRHP costs must be paid either to:
    - (i) An insurer or other benefit provider as current year costs or premiums, or
    - (ii) An insurer or trustee to maintain a trust fund or reserve for the sole purpose of providing post-retirement benefits to retirees and other beneficiaries.



- (6) The Federal Government must receive an equitable share of any amounts of previously allowed post-retirement benefit costs (including earnings thereon) which revert or inure to the non-Federal entity in the form of a refund, withdrawal, or other credit.
- (i) *Severance pay.*
  - (1) Severance pay, also commonly referred to as dismissal wages, is a payment in addition to regular salaries and wages, by non-Federal entities to workers whose employment is being terminated. Costs of severance pay are allowable only to the extent that in each case, it is required by
    - (i) Law;
    - (ii) Employer-employee agreement;
    - (iii) Established policy that constitutes, in effect, an implied agreement on the non-Federal entity's part; or
    - (iv) Circumstances of the particular employment.
  - (2) Costs of severance payments are divided into two categories as follows:
    - (i) Actual normal turnover severance payments must be allocated to all activities; or, where the non-Federal entity provides for a reserve for normal severances, such method will be acceptable if the charge to current operations is reasonable in light of payments actually made for normal severances over a representative past period, and if amounts charged are allocated to all activities of the non-Federal entity.
    - (ii) Measurement of costs of abnormal or mass severance pay by means of an accrual will not achieve equity to both parties. Thus, accruals for this purpose are not allowable. However, the Federal Government recognizes its responsibility to participate, to the extent of its fair share, in any specific payment. Prior approval by the Federal awarding agency or cognizant agency for indirect cost, as appropriate, is required.
  - (3) Costs incurred in certain severance pay packages which are in an amount in excess of the normal severance pay paid by the non-Federal entity to an employee upon termination of employment and are paid to the employee contingent upon a change in management control over, or ownership of, the non-Federal entity's assets, are unallowable.
  - (4) Severance payments to foreign nationals employed by the non-Federal entity outside the United States, to the extent that the amount exceeds the customary or prevailing practices for the non-Federal entity in the United States, are unallowable, unless they are necessary for the performance of Federal programs and approved by the Federal awarding agency.
  - (5) Severance payments to foreign nationals employed by the non-Federal entity outside the United States due to the termination of the foreign national as a result of the closing of, or curtailment of activities by, the non-Federal entity in that country, are unallowable, unless they are necessary for the performance of Federal programs and approved by the Federal awarding agency.
- (j) *For IHEs only.*
  - (1) Fringe benefits in the form of undergraduate and graduate tuition or remission of tuition for individual employees are allowable, provided such benefits are granted in accordance with established non-Federal entity policies, and are distributed to all non-Federal entity activities on an equitable basis. Tuition benefits for family members other than the employee are unallowable.
  - (2) Fringe benefits in the form of tuition or remission of tuition for individual employees not employed by IHEs are limited to the tax-free amount allowed per section 127 of the Internal Revenue Code as amended.
  - (3) IHEs may offer employees tuition waivers or tuition reductions, provided that the benefit does not discriminate in favor of highly compensated employees. Employees can exercise these benefits at other institutions according to institutional policy. See § 200.466, for treatment of tuition remission provided to students.

- (k) *Fringe benefit programs and other benefit costs.* For IHEs whose costs are paid by state or local governments, fringe benefit programs (such as pension costs and FICA) and any other benefits costs specifically incurred on behalf of, and in direct benefit to, the non-Federal entity, are allowable costs of such non-Federal entities whether or not these costs are recorded in the accounting records of the non-Federal entities, subject to the following:
- (1) The costs meet the requirements of Basic Considerations in §§ 200.402 through 200.411;
  - (2) The costs are properly supported by approved cost allocation plans in accordance with applicable Federal cost accounting principles; and
  - (3) The costs are not otherwise borne directly or indirectly by the Federal Government.

[85 FR 49565, Aug. 13, 2020]

ECFR CONTENT

## PAGES

- [Home](#)
- [Titles](#)
- [Search](#)
- [Recent Changes](#)
- [Corrections](#)

## READER AIDS

- [Using the eCFR Point-in-Time System](#)
- [Understanding the eCFR](#)
- [Government Policy and OFR Procedures](#)
- [Developer Resources](#)

## INFORMATION

- [About This Site](#)
- [Legal Status](#)
- [Privacy](#)
- [Accessibility](#)
- [FOIA](#)
- [No Fear Act](#)
- [Continuity Information](#)

## MY ECFR

- [My Subscriptions](#)
- [Sign In / Sign Up](#)

## SOCIAL MEDIA

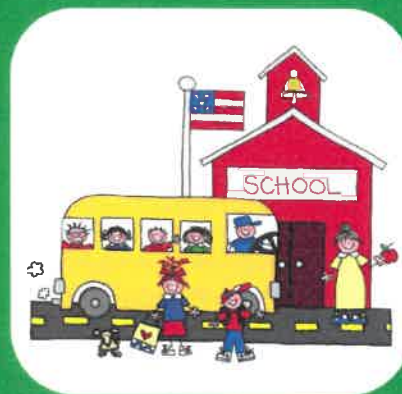
- [Facebook](#)
- [Twitter](#)



July 1, 2020  
through  
June 30, 2024  
Revision A 12-16-20

Agreement Between the Education Association of St. Mary's County  
and the Board of Education of St. Mary's County  
for Education Support Professionals

*Collaboration*



Non-discrimination Statement

The St. Mary's County Public School System does not discriminate on the basis of race, color, gender, age, national origin, marital status or sexual orientation, religion, or disability in matters affecting employment, admission to or treatment in providing access to programs. For inquiries related to this policy, please contact:

Department of Human Resources  
St. Mary's County Public Schools  
23160 Moakley Street  
Leonardtown, Maryland 20650  
(301) 475-5511, Option 1

## TABLE OF CONTENTS

Article 1, Recognition .....	1
Article 2, Dues Check Off .....	4
Article 3, Grievance and Arbitration .....	5
Article 4, Working Conditions.....	7
Article 5, Association Privileges and Responsibilities .....	13
Article 6, Employee Rights.....	16
Article 7, Job Security.....	19
Article 8, Leaves .....	24
Article 9, Fringe Benefits.....	36
Article 10, Educational Assistance Benefits .....	46
Article 11, Salary .....	50
Article 12, Severability .....	56
Article 13, Distribution .....	56
Article 14, Duration .....	56
Appendix A, Schedule of Classifications .....	A-1
Appendix B, EASMC ESP Salary and Hourly Wage Scales.....	B-1
Appendix C, Extra Pay for Extra Duty Payment Schedule .....	C-1
Appendix D, EASMC, SMASA, and SMCPS Joint Sick Leave Bank and Exchange Operational Guidelines .....	D-1
Appendix E, Stipend Payment Schedule .....	E-1
Appendix F, Mobile Phone Allocation .....	F-1
Appendix G, Placement on Salary Scale .....	G-1
Appendix H, Record of Changes .....	H-1



Agreement or to make any award which will in any way deprive the Board of any of the powers delegated to the Board by law. The award, in writing, of the arbitrator, except as noted in the above statement, shall be final and binding on the aggrieved and the Board.

## **ARTICLE 4 WORKING CONDITIONS**

### **4.1 HOURS OF A NORMAL WORKDAY EXCLUDING LUNCH**

- a. Full-time employees shall work the hours (excluding lunch) specified in Appendix A, Schedule of Classifications. Additional hours worked by nonexempt employees will be paid at the employee's hourly rate up to 40 hours worked per week, after which overtime guidelines apply. The employee categories are meant to be characteristic of the types of employees hired by SMCPS to work the indicated number of hours and may not include every single job classification.
- b. Half-time employees will normally work 50% of the above schedule.
- c. If planning time between paraeducators and teachers is warranted, it will be scheduled during the paraeducator's normal workday. This will not prohibit those reasonable activities traditionally carried on after normal student hours but within the duty day.
- d. All full-time employees shall have a one-half hour duty free lunch period.
- e. All full-time nonexempt employees shall be granted two 15-minute breaks, one scheduled during the first half of the shift and one scheduled during the second half of the shift. The specific scheduling of the breaks shall be done by mutual agreement of the employee and supervisor. Nonexempt employees working overtime will be entitled to an additional 15-minute break for every additional two hours worked.

### **4.2 ADJUSTMENTS TO THE NORMAL WORKDAY**

The needs of the school system may require adjustment in the hours assigned during the normal workday. Except in cases of emergency, SMCPS will provide the employee with ten workdays notice if there is an involuntary shift change.

SMCPS may implement a compressed summer schedule of up to five weeks when regular school is closed for students excluding the week of the July 4, holiday. After seeking and considering input from EASMC, the Board will announce the following summer's schedule no later than March 1st of each year so that employees can plan accordingly. The compressed summer schedule shall cease and related language be removed and/or considered moot should other impacted bargaining units agree to the same. The duty day of all eleven- and twelve-month employees

scheduled to work in any resulting compressed summer schedule weeks will be extended by 25% off their normal work hours on Monday through Thursday, and employees will be off on Friday, excluding the week of the July 4 holiday. The normal core work day should be maintained. The schedule for implementing the additional 25% duty day will be mutually determined around the core work day by the employee and their supervisor on a case-by-case basis. Affected employees may use personal/annual leave for the 25% extension following the normal leave approval procedures defined in Article 8.1. If leave is taken on any workday, it will be assessed at 1.25% of the work hours of a normal duty day.

#### 4.3 ADJUSTMENTS TO THE SCHEDULED WORKWEEK FOR NONEXEMPT EMPLOYEES

- a. The SMCPS has the right to schedule a normal workweek for five, eight hour days in any period of seven consecutive days, on any basis including a split period of days; e.g., Monday through Wednesday and Saturday and Sunday, to cover the needs of the school system. Except in cases of emergency, SMCPS will provide the employee with ten workdays notice if it is an involuntary change in the workweek.
- b. SMCPS also has the right under the contract to meet the needs of the school system for the Saturday, Sunday, or holiday work, or on other days without incurring overtime pay by increasing or reducing preceding daily work hours.

#### 4.4 OVERTIME FOR NONEXEMPT EMPLOYEES

- a. In the event that an employee works more than the number of hours designated for their position in a normal workweek and does not exceed 40 hours, they shall be compensated at the hourly rate of pay. In the event that they work more than 40 hours in a normal workweek, they shall be compensated at 1½ times their rate of pay for all hours worked in excess of 40 hours in a normal workweek.
- b. They may request compensatory time which will be calculated 1½ times the hours worked.
- c. An employee may not volunteer or choose to give up additional compensation for extra hours worked, whether at the hourly rate or at the overtime rate of pay. SMCPS must either award the appropriate compensation or disallow the employee from working the extra hours either on site or at home. All extra hours for which an employee is to receive compensation must be approved in advance by the employee's immediate supervisor.
- d. Nothing in this section will preclude an employee from volunteering for non-paying activities.
- e. If an employee reports to assigned extended duty (beyond the normal assigned duty day) as requested and is no longer required to work the extended hours, then the

employee will be paid a minimum of two additional hours for their effort whether or not the two hours are worked.

- f. When maintenance, operations, and/or technology staff members are called in for or respond to emergencies, they will receive a minimum of two hours of compensatory time or hourly rate of pay. The hourly rate of pay or compensatory time shall be at the rate of time and one-half for all time worked portal to portal. When a disaster is declared by the Superintendent, the hourly rate of pay will be 2½ times the normal rate of pay (regular hourly rate plus 1½ times the regular hourly rate). Compensatory time will not be accumulated beyond 80 hours. All overtime and compensatory time must be pre-approved via an SMCPs overtime/compensatory time form and documented through the payroll system.
- g. Employees shall receive notice of requested overtime work as far in advance as possible.
- h. An employee being paid for overtime shall be paid for the overtime at the employee's rate of pay existing at the time of the payment, regardless of whether that is higher than their rate paid at the time the work was performed.
- i. Upon termination from employment, either voluntary or involuntary, an employee (or their family in the case of death) will be paid for all unused compensatory time accumulated at the final rate of pay received by the employee or the average regular rate of pay received by the employee during the last three years of employment, whichever is higher.

#### 4.5 HEALTH AND SAFETY

The Board shall ensure that all employees have safe and healthful working conditions.

- a. The Health and Safety Committee of each school will include at least one EASMC representative to be elected by the unit members at each school. The Board will publish a membership list of the Health and Safety Committee of each site by September 15 of each year, with a copy of such membership list to EASMC.
- b. Unit members shall not be required to handle or search for: (1) any object suspected of being an improvised explosive device (IED) or similar device that could be life-threatening, or (2) any substance for which they have not received training or have not been provided with personal protection equipment. In the interest of student and staff well-being, unit members may volunteer to assist in such search, but in no way shall be subject to reprisal for choosing not to participate.
- c. All employees, who as part of their job are required to handle or are exposed to hazardous conditions, will be provided with job-appropriate training necessary for the safe performance of such job responsibilities.



July 1, 2020  
through  
June 30, 2024  
Revision A 12-16-20

Agreement Between the Education Association of St. Mary's County  
and the Board of Education of St. Mary's County  
for Certificated Professionals

*Collaboration*



Non-discrimination Statement

The St. Mary's County Public School System does not discriminate on the basis of race, color, gender, age, national origin, marital status or sexual orientation, religion, or disability in matters affecting employment, admission to or treatment in providing access to programs. For inquiries related to this policy, please contact:

Department of Human Resources  
St. Mary's County Public Schools  
23160 Moakley Street  
Leonardtown, Maryland 20650  
(301) 475-5511, Option 1

## TABLE OF CONTENTS

Preamble .....	1
Article I, Definitions .....	2
Article II, Recognition .....	3
Article III, Employees Assignment .....	3
Article IV, Working Conditions .....	5
Article V, Duty Days .....	10
Article VI, Salary .....	10
Article VII, Insurance .....	18
Article VIII, Leaves .....	25
Article IX, Course Tuition .....	38
Article X, Deductions .....	42
Article XI, Employee Protection.....	43
Article XII, Promotional Vacancies .....	45
Article XIII, Procedures for Handling Grievances .....	46
Article XIV, Association Privileges and Responsibilities .....	48
Article XV, Voluntary Transfers and Reassignments .....	49
Article XVI, Involuntary Transfers and Reassignments .....	50
Article XVII, Extra Pay for Extra Duty .....	51
Article XVIII, Health and Safety .....	54
Article XIX, Just Cause .....	55
Article XX, Teacher Observation and Evaluation .....	55
Article XXI, Plans of Assistance .....	57
Article XXII, Academic Freedom.....	57
Article XXIII, End of Service Pay .....	58
Article XXIV, Employee Rights.....	58
Article XXV, General .....	58
Article XXVI, Duration .....	59

Appendix A, Schedule of Classifications .....	A-1
Appendix B, EASMC Salary Scales .....	B-1
Appendix C, Extra Pay for Extra Duty Payment Schedule .....	C-1
Appendix D, EASMC, SMASA, and SMCPS Joint Sick Leave Bank and Exchange Operational Guidelines .....	D-1
Appendix E, Stipend Payment Schedule .....	E-1
Appendix F, Mobile Phone Allocation .....	F-1
Appendix G, Placement on Salary Scale .....	G-1
Appendix H, Record of Changes .....	H-1



- D. Unit members shall not be required to handle or search for any object suspected of being an improvised explosive device (IED) or similar device, that could be life threatening. In the interest of student and staff well-being, unit members may volunteer to assist in such a search, but in no way shall be subject to reprisal for choosing not to participate.
- E. Employees will not be expected to return to buildings when IED threats have occurred until a decision has been made by the site administrator in consultation with the Superintendent's office and the responding law enforcement agency.

## **ARTICLE XIX JUST CAUSE**

Tenured teachers and nonprobationary unit members shall not be disciplined or reduced in compensation without just cause.

All noncertificated employees shall serve a probationary period of six work months. At any time during the probationary period, a noncertificated employee may be discharged, disciplined, reprimanded, or demoted, without cause. The appropriate supervisor should inform the noncertificated employee of the areas of weakness and give suggestions for improvement in time for the employee to demonstrate improvement.

## **ARTICLE XX TEACHER OBSERVATION AND EVALUATION**

- A. All observations of the teacher will be conducted openly with full knowledge of the teacher.
- B. No more than ten workdays after an observation and sufficiently prior (at least 24 hours) to the holding of a conference on this matter, the "observed" teacher shall receive a copy of the evaluator's draft observation/evaluation report and/or notes. The draft and/or notes will cover, in substance, the areas of the final report, but may be subject to modifications as a result of the post-conference or evaluation meeting. If modifications result from either the post-conference or from an employee/evaluator meeting, the evaluator will provide the employee with the final, revised report within five workdays of the associated conference/meeting.
- C. Nontenured teachers shall be observed not less than four times each year. The observation of the nontenured teachers shall be done by more than one qualified evaluator certificated in supervision by the Maryland State Department of Education. Administrators and supervisors may complete an observation together, co-sign, and consider that single observation session as two observations. If the observation report is rated ineffective, or if the employee so requests (within ten workdays of the post-observation conference), another separate observation will be performed by a different administrator or supervisor.
- D. Nontenured teachers will receive two formal evaluations each year.

- E. Tenured teachers shall be observed at reasonable intervals as mandated by state law. The observation of tenured teachers for the purposes of evaluation (versus coaching or mentoring) shall be done by a qualified evaluator certificated in supervision by the Maryland State Department of Education. Administrators and supervisors may complete an observation together, co-sign, and consider that single observation session as two observations. If the observation report is unsatisfactory, or if the employee so requests (within ten workdays of the post-observation conference), another separate observation will be performed by a different administrator or supervisor.
- F. Employees with ten or more years of teaching experience in St. Mary's County and who are not currently on an Employee Improvement Plan may pursue a personal professional development plan at their own expense for one in-service day if approved by their site or instructional supervisor. The plan must address the individual growth needs of the employee and be submitted at least ten workdays prior to the scheduled in-service day.
- G. At the request of the Board, employees occasionally accept assignments that are not within their certification area due to the Board's difficulty in filling positions within critical shortage areas. During the first two years of such assignments (if the assignment extends beyond a year), these personnel shall not be penalized on their evaluations or in any other form for lack of expertise in the assigned area. During this two-year period, the employee shall not be assigned extra duties (i.e., bus duty, lunch duty, homeroom, etc.) unless the employee so requests in writing and the Board shall provide additional support to assist the employee in gaining knowledge in the assigned area.
- H. If student grades and/or test scores are used for any purpose in employee evaluation, only data from attributed students shall be used. Attributed students shall be jointly determined by the employee and the appropriate administrator at the outset of each given school year.
- I. In a given year, no employee shall be terminated from employment as a result of an ineffective rating based solely on student growth.
- J. The Board and the Association agree to develop a joint study committee to develop an appropriate performance assessment tool for unit employees whose assignments do not fit into any existing performance assessment system (PAS). The committee will be comprised of Board and Association appointees.
- K. Employer recording/videotaping of an employee will not be conducted without the employee's permission and will not be used for evaluative purposes.
- L. Any information contained in the employee's site file shall be shredded upon the permanent departure of a sitting site administrator from that site and prior to the arrival of the new site administrator at that same site, except in the case where a site administrator does not complete the school year at the location. In that case, the file will be stored in Human Resources, separate from the official personnel file, for its use only during that school year as site file content. Contents will be shredded at the end of the school year.



- M. Letters of discipline such as letters of warning and/or reprimand shall not be included as artifacts in the PAS. No electronic PAS shall be used to replace the site or official personnel file as a place to store records of progressive discipline.

## **ARTICLE XXI PLANS OF ASSISTANCE**

- A. In order to promote fairness and continuous self-improvement, employees will be notified as soon as possible of areas of concern in performance and will be afforded the opportunity for improvement.
- B. In the event of documentation other than formal evaluation of less than effective performance by an employee, the site administrator may meet with the employee to develop a plan of assistance.
- C. If an employee receives an evaluation that indicates areas of ineffective performance, the site administrator shall meet with the employee to develop a plan of assistance for improvement and to ensure subsequent counseling and assistance. In developing the plan of assistance and timelines, the employee shall have the right to EASMC representation.
- D. The plan of assistance shall include the following:
1. Statement of problem(s) or concern(s) related to areas ineffective performance
  2. Desired improvement including specific, measurable criteria
  3. Suggestions for improvement
  4. Provisions for assisting the employee including responsible parties and associated timelines (such as peer coaching, additional training, assignment of a mentor, opportunities for visitation, and modeling/demonstration)
  5. Timeline and criteria for monitoring employee's future performance including an end or reevaluation date for the plan of assistance
  6. Signatures of site administrator and the employee

## **ARTICLE XXII ACADEMIC FREEDOM**

In performance of their teaching functions, teachers shall be responsible to provide students with the opportunity to investigate all facets, sides, and/or opinions of and about any and all topics and materials introduced or presented and shall have a special responsibility to provide such opportunity with regard to those which are or may be of a controversial nature. Such material presented to students must be relevant to the basic content of the course and appropriate to the maturity level and intellectual ability of the students. The teacher shall further be responsible to permit the expression of the views and opinions of others and to encourage students to examine, analyze, evaluate and synthesize all available information about such topics and materials and to encourage each to form their own views and opinions of others and for the right of individuals to

**St. Mary's County Public Schools**  
**Title I, Part A Application Appendices**  
**2021-2022**

**4. Title I Schools Budget Narrative**

- . GHES**
- . GKES**
- . GWCS**
- . LPES**
- . PHES**

# **GHER FY22 Title I Budget Narrative Template**

### GHES Title I Budget Template 2021-2022

<i>Date submitted by principal:</i>	7/28/2021	<i>Revisions needed?</i> YES
<i>Date revision submitted by principal:</i>	8/4/2021	<i>Revisions needed?</i> YES
<i>Date conditionally approved by Title I Chief:</i>	8/5/2021	

		Amount	Calculation & Description	Justification	
Professional Development					
SD-01	Supplemental Pay	11.03.300.0803.013.7170	\$1,350.00	45 hrs @ \$30 (15 staff/3 1 hr sessions)	Stipends for teachers participating in the after hours Book Study (Emotional Poverty); purpose is to address equity and social-emotional needs. (21-23)
SD-01	Curriculum Workshop Attendance	11.03.300.0803.013.7176			
SD-01	Curriculum Workshop Instruction	11.03.300.0803.013.7177			
SD-01	Substitutes	11.03.300.0803.013.7180			
FIX-04	FICA	11.12.300.7200.013.7830	\$108.00		
FIX-04	Workers Comp	11.12.300.7200.013.7817			
SD-02	Contracted Consultants	11.05.300.0803.013.7212			
SD-03	PD Materials	11.04.300.0803.013.7325	\$750.00	12 books @\$62.50; Emotional Poverty (Ruby Payne) 15 staff members will participate in the book study. Only 12 books need to be ordered because GHES already has three "Emotional Poverty" books in inventory.	The GHES Equity Team participated in a Title I Equity Retreat. The book "Emotional Poverty" was chosen as a GHES book study. Feedback from the team determined that this title will support our poverty & trauma-informed instruction & SEL practices ( pgs. 22-24 )
SD-04	PD Travel / Conferences	11.05.300.0803.013.7407			
Sub-Total		\$2,208.00			

<b>Regular Instruction</b>					
REG-01	Supplemental Pay	11.03.202.0803.013.7170	\$2,460.00	41 hrs @ \$30 (2 hrs per teacher)	Provide before & after school additional planning sessions for data analysis & instructional planning to ensure effective implementation of IRLA, Bridges. Literacy initiative IRLA, Math initiative Bridges. 2 hours will be provided for 41 GHES teachers. (pg. 5-19)
REG-01	Instruction Substitutes	11.03.202.0803.013.7180			
FIX-04	FICA	11.12.202.7200.013.7830	\$196.80		

FIX-04	Workers Comp	11.12.202.7200.013.7817			
REG-02	Hourly Paras temp agency/(\$15.81)	11.05.202.0803.013.7282	\$19,970.60	Credentialed, 30 hrs per week/36 weeks	An Additional Title I Abacus Paraeducator interventionist to reduce class size and implemented targeted, research based instruction. (p. 5-19)
	Abacus Retired Teacher-Hourly (\$38)	11.05.202.0803.013.7282			
REG-02	Contracted Programs - Students	11.05.202.0803.013.7299			
REG-03	Software - Student Instruction	11.04.202.0803.013.7355	\$8,117.00	SchoolPace \$6500, Study Island \$1007, Discovery Ed \$610	Provide the software listed to support teachers in monitoring students' independent reading levels(pg. 13-22) School Pace allows teachers to document student progress through the IRLA steps to support families during virtual learning. Discovery Education cost is \$1860, which will funded between grant funds, cost is \$610. Discovery Education and Study Island are on-line resources that support the reading and math standards that GHES students, K through 5th grade, have struggled with as well as additional STEM-based instructional resources (p. 5-24)
REG-03	Computers / Hardware	11.04.202.0803.013.7356			
REG-03	Materials of Instruction	11.04.202.0803.013.7399	\$6,189.66	Scholastic Magazines 1st - 4th (\$1,603.53) Time for Kids 5th grade (50 copies) (\$247.50) Stenhouse Building Fact Fluency Toolkit (Grades K-5) (IRT) (\$533.0) Story Works (4th Grade) (60 copies) \$560.34 ARC Thematic Sets (K)- Animal Adaptions 9 bins (\$1,800.00)	Support Prek through 5th grade curriculum and instruction by providing materials for hands-on activities including: phonemic sound cards, vocabulary activities, portfolio organization; increases access to titles, text, expository text, and genre, and increases conceptual development for mathematics using evidence-based strategies. (p. 4-14)
REG-04	Student Support Awards - PBIS	11.05.2020803.013.7468	\$211.46	Modest academic & attendance incentives, including books, medals, journals, & other take-home materials at approximately \$2.00 per book/item to be awarded at quarterly celebrations, to support PBIS attendance goals & academic performance goals.	Modest incentives (approximately \$2.00 per item) will be used to support our PBIS initiative as well as consistent attendance. Attendance is an issue that is addressed in our SW Plan. Awards will be used to promote consistent attendance. Goal setting will be differentiated and set by teacher and student. (p.18-22)

REG-04	Travel - Instruction, no students	11.05.202.0803.013.7432			
REG-04	Special Events- includes Field T. / no Buses	11.05.202.0803.013.7461	\$300.00	Funds for families that can not afford to pay for field trips. (Tentatively planned field trips for SY 21-22 Field Trips: K - 2 Calvert Marine Museum, 3-5 Science Center) 30 students X \$10.00 (estimated cost) for each trip	Provide funding for field trips for families that can not afford to pay. Field trips to the Calvert Marine Museum and Science Center will support reading/math standards and curriculum. Real world experiences and connections to non-fiction vocabulary have been identified as an area of need for our K-5 students. Access to field trips will also address equity issues by enabling everyone to participate). (pgs. 5-21 and pgs.22-24)
TRANS-	Student Transportation - Buses	11.09.202.0803.013.7432	\$0.00		
<b>Sub-Total</b>			<b>\$37,445.52</b>		

#### Parent Involvement

REG-02	Contracted Programs for Parents	11.05.193.0803.013.7299	\$1,270.00	Reptile World Presentation: \$775.00 Conscious Discipline Presentation: \$495.00	CD presentation to address the SEL needs of families. Reptile World will connect the presentation to science/math standards. Math/Science portfolio night will be right after the presentation. The target audience for Reptile World will be 3rd through 5th grade families. (p. 5-21) The target audience for CD presentation will be PreK through 5th grade families. (p. 22-23)
REG-03	Food for Parent Involvement	11.04.193.0803.013.7332	\$750.00	Cost per person estimated at \$10.00 x 75 estimated participants	Healthy, modest food will be to encourage participation. Events will be held at 6pm or after to encourage participation. Based on feedback from Parent Survey and feedback from 2021 Health and Fitness Night, a need for healthy, affordable food ideas is an area of need for our families. We are modeling family-friendly practice per our Needs Assessment. Estimated attendance to be 75 people. Estimated cost \$5.00 per person (two events planned). RSVPs will drive food order. (p. 20-23)

REG-03	Materials / Communication Support for Parent Inv.	11.04.193.0803.013.7399	\$2,819.66	School Pace Connect & eLibraries (\$2000) Books & Supplies for home study & Parent Nights Case of Paper (WB Mason \$27.20 per case X 10 cases) 4th grade novel for Home use, Saving Shiloh (60 students X \$8.00 per book) Paper Plates 10" (pack of 100, Dixie, Walmart x 5 = 53.90) Paper Napkins (pack of 400, Bounty, Walmart 3 packs x \$5.47 = 16.41)	School Pace allows teachers to document student progress through the IRLA steps. Many online options of this program will also support families during home use. Copy paper is needed for the Parent Night "make and take" activities as well as printed materials to support content. Plates and napkins are needed for the food provided during the Parent Involvement events. (p. 21-23).
REG-04	Other Parent Inv. ( cabs, buses)	11.05.193.0803.013.7499			
REG-01	Supplemental Pay to staff event	11.03.193.0803.013.7170	\$930.00	31 hrs @ \$30, teacher support for Parent Instructional Nights for planning & participation for parent events; negotiated agreement for teacher hourly stipend	Provide 15 staff members with stipends to work after the school day to plan, create and staff family engagement sessions (literacy, math, wellness, assessment, & transition activities) Family Engagement events provide opportunities to strengthen relationships between staff and families. ( pg. 22-24)
FIX-04	FICA	11.12.193.7200.013.7830	\$74.40		
FIX-04	Workers Comp	11.12.193.7200.013.7817			
<b>Sub-Total</b>			<b>\$5,844.06</b>	This total equals the parent involvement reservation.	

FTE - Salary & Fixed Charges

**\$406,281.82**

Principal:

I attest to the above Title I budget

**Grand Total**

**\$451,779.40**

Date:

**Allocation**

**\$445,935.34**

**Required Parent Involvement Reservation**

**\$5,844.06**

Director PFE:

Variance: (exceeded allocations) under allocations

**\$0.00**

Date:

FTE - Salary & Fixed Charges - detail

Title I Chief:

REG-01	FTE (TEACHER / RESOURCE TEACHER)	SALARY	\$345,537.62
FIX-04	(TEACHER / RESOURCE TEACHER)	FIXED	\$20,340.44
REG-01	FTE (PARENT LIAISON)	SALARY	\$0.00
FIX-04	(PARENT LIAISON)	FIXED	\$0.00
REG-01	FTE (PARAEDUCATOR)	SALARY	\$38,254.80
FIX-04	(PARAEDUCATOR)	FIXED	\$2,148.96

**\$406,281.82** Salary and Fixed includes sub reservation; discussion to follow

Date:

C-125	Summary	
REG-01		\$387,182.42
REG-02		\$21,240.60
REG-03		\$17,876.32
REG-04		\$511.46
SD-01		\$1,350.00
SD-02		
SD-03		\$750.00
SD-04		
TRANS-04		\$0.00
FIX-04		\$22,868.60
Total		\$451,779.40



## **GKES FY22 Title I Budget Narrative Template**

**GKES Title I Budget Template 2021-2022**

<i>Date submitted by principal:</i>	7/28/2021	<i>Revisions needed?</i> YES
<i>Date revision submitted by principal:</i>	8/4/2021	<i>Revisions needed?</i> YES
<i>Date conditionally approved by Title I Chief:</i>	8/6/2021	

			Amount	Calculation & Description	Justification
<b>Professional Development</b>					
SD-01	Supplemental Pay	11.03.300.0810.008.7170	\$540.00	3 hours @ 30.00 per hour = 90.00 x 6 staff = 540.00	Stipends to provide August planning time beyond the duty day for 10 month teacher staff who represent the GK Equity Team to development school level PD from the June Title 1 Equity Retreat-CNA pg.33
SD-01	Curriculum Workshop Attendance	11.03.300.0810.008.7176			
SD-01	Curriculum Workshop Instruction	11.03.300.0810.008.7177			
SD-01	Substitutes	11.03.300.0810.008.7180			
FIX-04	FICA	11.12.300.7200.008.7830	\$43.20		
FIX-04	Workers Comp	11.12.300.7200.008.7817			
SD-02	Contracted Consultants	11.05.300.0810.008.7212			
SD-03	PD Materials	11.04.300.0810.008.7325	\$691.90	1 book @ 62.90 x11=691.90	Staff Book Study - <b>Emotional Poverty</b> by Dr. R. Payne- Support staff understanding how poverty impacts relationships, connectedness, environmental/setting with evidence-based strategies and continues topics shared at the July Equity Retreat-CNA pg. 33
SD-04	PD Travel / Conferences	11.05.300.0810.008.7407			
<b>Sub-Total</b>			<b>\$1,275.10</b>		

<b>Regular Instruction</b>					
REG-01	Supplemental Pay	11.03.202.0810.008.7170	\$600.00	3 PLCs w/ 3 teachers 20 hours @ 30.00 per hour	Provide before & after school collaborative planning for data analysis/instructional planning to ensure effective implementation of interventions, IRLA and rigorous classroom instruction -CNA pg. 6-31
REG-01	Instruction Substitutes	11.03.202.0810.008.7180	\$3,000.00	33 Substitute days @90.00	Provide classroom support/coverage for planning and developing formative assessments. CNA pg.6-31
FIX-04	FICA	11.12.202.7200.008.7830	\$288.00		
FIX-04	Workers Comp	11.12.202.7200.008.7817			
REG-02	Hourly Paras temp agency/(\$15.81)	11.05.202.0810.008.7282			
	Abacus Retired Teacher-Hourly (\$38)	11.05.202.0810.008.7282	\$10,360.35	Hourly retired certified teacher (\$30/hr) 7 hrs. a week for 39 weeks	1 temp. retired teacher to support multiple classrms for interventions/diagnostic assessments in support of expected academic skill deficits-This position will allow for additional learning time-CNA pg.6-29

REG-02	Contracted Programs - Students	11.05.202.0810.008.7299			
REG-03	Software - Student Instruction	11.04.202.0810.008.7355	\$5,500.00	School Pace Program @5500.00	School Pace will assist w/ tracking students' independent reading levels for IRLA and support instructional decisions impacting interventions/small group-CNA pg. 5, 28
REG-03	Computers / Hardware	11.04.202.0810.008.7356			
REG-03	Materials of Instruction	11.04.202.0810.008.7399	\$7,266.87	<p>*7 copies of Gorilla Thumps &amp; Bear Hugs @ 16.99 =118.93</p> <p>*19 five minute timers @ 6.99 =132.81</p> <p>*Scholastic Magazines 1st -4th quote @1, 603.53</p> <p>*Learning Resources All About Me 2 in 1 Mirrors set of 6 @ 26.98 x 12= 323.76</p> <p>*Foundations Fluency Kit 2 @ 98.40</p> <p>*Foundations Fluency Kit 1 @ 76.00</p> <p>*REWARDS Consumables set of 10 @ 99.95</p> <p>*Tools 4 Reading Kid Lips Picture cards 1 set 40.00 x 2= 80.00</p> <p>*Tools 4 Reading-The T4R Value Pack 150.00 x 4= 600.00</p> <p>*Press Book Buddy Bags set of 6 @ 11.49 x 50=574.50</p> <p>*Multiplication/division Flash cards sets @ 5.00 x 80 = 479.20</p> <p>*Classroom Connector School-to-Home Folder set of 25 @38.20 x 13 =496.60</p> <p>*Additional instructional supports to be determined as system needs materialize = 420 students x estimated 6.15= 2,590.00 (an example of the materials may include: leveled text \$2/book, math counters \$2/set, dice \$1/set, unifix cubes \$5/set, place value discs \$1/set, fraction strips/tiles/circles \$5/set)</p>	<p>Conscious Discipline resources to extend student knowledge of self-regulation, ex. book Gorilla Thumps &amp; Bear Hugs; 5 Minute Timers in support of establishing clrm Safe/Calm Spaces; (pg. 31-34)Mini Mirrors-use w/beginning readers; Foundation Fluency packs and REWARDS consumables, evidence-based literacy interventions, in support of student acquisition of foundational skills ; Scholastic Magazines 1st -4th supplemental resource to increase literacy and language skills(pg. ; Book Buddy Bags for home/school transport to continue reading leveled IRLA books at home; (pgs.5-30) Classroom Connector School-to-Home Folders in support of parent communication &amp; promoting GK Compact Contract(pg. 34); Multiplication/division cards for students to use at school and home to build fact fluency (pgs. 25-27) Provide instructional support materials may be purchased in consultation with staff when they return this school year which may include; Math Tier 1 Intervention materials; manipulatives (ex.counters, flash cards, fraction strips); individual student classroom supplies; classroom supplies to support ELA &amp; SEL goals( pgs. 29-31; 32-34 in addition to SMCPs purchased curriculum resources , etc.</p>
REG-04	Student Support Awards - PBIS	11.05.2020810.008.7468	\$500.00	<p>*Star Student Wristbands set of 60 @ 16.99 x 8 =135.92</p> <p>*Additional items to be developed as school needs materialize during the school year /360 K-5 students x estimated @ 1.00= 360.00 (an example of the materials may include: Assorted Pencils 16.00/set, Positive Behavior Certificates 8.99/set, Winner Award Medals 14.99/set, Positive button pins 10.99/set)</p>	<p>Provide modest incentives/awards to reinforce PBIS/ Conscious Discipline celebrations/program as students demonstrate school wide behavior expectations; IRLA incentives for achieving reading steps with the goal of achieving grade level expectation -CNA pg. 28, 31, 33, 34,</p>
REG-04	Travel - Instruction, no students	11.05.202.0810.008.7432			

REG-04	Special Events- includes Field T. / no Buses	11.05.202.0810.008.7461	\$500.00	Trips @ approximated 7.00 per student for curriculum-based, instructional field trips will provide coverage up to 71 students.	In support of educational equity, cover the cost of registration/trips for students whose families are identified as economically disadvantage and are unable to fund an educational event such as a field trips (pg. 3-4). Field trips to Washington D.C. Zoo, ELMs, Calvert Marine Muesum will support reading/math/science standards. Access to all will support educational equity. Cost would be approximtely \$7.00 per student.
TRANS-	Student Transportation - Buses	11.09.202.0810.008.7432			
<b>Sub-Total</b>			<b>\$28,015.22</b>		

### Parent Involvement

REG-02	Contracted Programs for Parents	11.05.193.0810.008.7299	\$1,270.00	Reptile World @ 775.00/Conscious Discipline Parent Workshop @ 495.00/ea	Nov. PFE Science/Math Curr. Night aligned to science standards; Conscious Discipline Parent WS: Skills, ex. self-regulation, for Successful Parenting in alignment of school strategies- CNA pg. 33, 34.
REG-03	Food for Parent Involvement	11.04.193.0810.008.7332	\$198.00	*Estimated attendance for Coffee & Partners In Education P.I.E) is 20. *Estimated attendance for Book Bingo is 40. *Estimated cost of 3.30 per person (two events) =198.99	Provide families healthy modest meal for family engagement events. Parent family events are designed to be family friendly with a simple meal to increase attendance and participation-CNA pg. 34.

REG-03	Materials / Communication Support for Parent Inv.	11.04.193.0810.008.7399	\$3,040.18	GKES Magnets @ 332.00 IRLA eLibraries @ 2708.18	GK Magnets will provide important school information to support transition to 5 days a week of school; IRLA eLibraries provide literature for parents/guardians to read with students at home-CNA-pg.4.-& Ref. Parental Involvement Plan
REG-04	Other Parent Inv. ( cabs, buses)	11.05.193.0810.008.7499			
REG-01	Supplemental Pay to staff event	11.03.193.0810.008.7170			
FIX-04	FICA	11.12.193.7200.008.7830	\$0.00		
FIX-04	Workers Comp	11.12.193.7200.008.7817			
<b>Sub-Total</b>			<b>\$4,508.18</b>	This total equals the parent involvement reservation.	

FTE - Salary & Fixed Charges

**\$314,704.38**

**Principal:**

**Grand Total**

**\$348,502.88**

**Date:**

**Allocation**

**\$343,994.70**

**Required Parent Involvement Reservation**

**\$4,508.18**

**Director PFE:**

Variance: (exceeded allocations) under allocations

**\$0.00**

**Date:**

**Title I Chief:**

**Date:**

FTE - Salary & Fixed Charges - detail

REG-01	FTE (TEACHER / RESOURCE TEACHER)	SALARY	\$240,908.84
FIX-04	(TEACHER / RESOURCE TEACHER)	FIXED	\$13,782.16
REG-01	FTE (PARENT LIAISON)	SALARY	\$0.00
FIX-04	(PARENT LIAISON)	FIXED	\$0.00
REG-01	FTE (PARAEDUCATOR)	SALARY	\$57,535.70
FIX-04	(PARAEDUCATOR)	FIXED	\$2,477.68
			<b>\$314,704.38</b>

C-125 Summary

REG-01	\$302,044.54
REG-02	\$11,630.35
REG-03	\$16,005.05
REG-04	\$1,000.00

SD-01	\$540.00
SD-02	
SD-03	\$691.90
SD-04	
TRANS-04	
FIX-04	\$16,591.04
Total	\$348,502.88

**GWCES FY22 Title I Budget Narrative Template**

**GWCES Title I Budget Template 2021-2022**

<i>Date submitted by principal:</i>	8/4/2021	<i>Revisions needed?</i> YES
<i>Date revision submitted by principal:</i>	8/17/2021	<i>Revisions needed?</i> NO
<i>Date conditionally approved by Title I Chief:</i>	8/17/2021	

		Amount	Calculation & Description	Justification	
Professional Development					
SD-01	Supplemental Pay	11.03.300.0805.015.7170	\$5,400.00	Book studies and TILT (Trauma Informed LeadershipTeam) Meetings: 9 hours x \$30/hr x 20 people	Stipends to support 30 teachers in before and after-school professional development in equity and instructional practices, including: <i>Consious Discipline Handbook</i> (reusing - no cost) <i>Managing Emotional Mayhem</i> (reusing - no cost), <i>Creating School Family</i> (reusing - no cost), <i>White Fragility</i> (resuing - no cost), <i>Whistling Vivaldi</i> (reusing - no cost), <i>Why Are All The Black Kids Sitting Together in the Cafeteria</i> (reusing - no cost), <i>Reading Strategies</i> (new - cost delineated below). These professional development opportunities have been identified as necessary based upon data collected for our School Wide Plan (pages 2-9).
SD-01	Curriculum Workshop Attendance	11.03.300.0805.015.7176			
SD-01	Curriculum Workshop Instruction	11.03.300.0805.015.7177	\$0.00		
SD-01	Substitutes	11.03.300.0805.015.7180	\$2,700.00	Estimate 30 subs @ \$90/day average sub rate of pay	Thirty substitutes to support and provide student/classroom coverage for teachers' professional development for research-based trauma-informed instructional practices and academic interventions / SEL, including but not limited to: Wilson, Foundations, Conscious Discipline, and LETRS (Language Essentials for Teachers of Reading and Spelling) as identified in the SWP (pages 2-5 of SWP).
FIX-04	FICA	11.12.300.7200.015.7830	\$648.00		
FIX-04	Workers Comp	11.12.300.7200.015.7817			



SD-02	Contracted Consultants	11.05.300.0805.015.7212			
SD-03	PD Materials	11.04.300.0805.015.7325	\$660.00	10 staff members x \$36.50 + shipping (Reading Strategies) 10 staff members x \$21 (Dealing with Difficult Parents)	Our needs assessment indicates our focus should be on improving student reading levels which will impact both our reading and math achievement (pages 2-5 of SWP). The <i>Dealing with Difficult Parents</i> book study will build teacher capacity for working with all parents, in turn increasing the level of family engagement which is identified as a critical need in the SWP (pages 10-11 of the SWP).
SD-04	PD Travel / Conferences	11.05.300.0805.015.7407	\$7,800.00	CD Institute for Administrative staff (principal, assistant principal): 2 people x \$3900 = \$7800 Airfare \$800/person Per diem \$55/day x 7 days = \$385/person Registration \$1,500/person Mileage \$60/person Parking \$64/person Hotel \$150/night x7 = \$1,050/person	Provide Conscious Discipline (our research-based Tier I intervention) training for Admin school staff to advance our trauma-informed instructional practices (pages 7-8 of the SWP) and to ensure fidelity to the model.
Sub-Total			\$17,208.00		

**Regular Instruction**

REG-01	Supplemental Pay	11.03.202.0805.015.7170	\$10,000.00	25 hours x \$30/hr x 12 teachers 10 hours x hourly rate (estimated \$20/hr) x 5 paras	Time in addition to the duty day for review and planning of reading intervention, including but not limited to Wilson, Foundations, LETRS, Geodes, along with data analysis, progress monitoring, and matching students with research-based instructional and social emotional interventions (pages 2-5 and 7-8 of SWP).
REG-01	Instruction Substitutes	11.03.202.0805.015.7180	\$7,020.00	26 teachers x 3 days x \$90/day	Substitutes to cover classes while teachers administer and review assessments for progress monitoring, and forming and implementing group interventions (pages 2-7 of SWP).
FIX-04	FICA	11.12.202.7200.015.7830	\$1,361.60		
FIX-04	Workers Comp	11.12.202.7200.015.7817			
REG-02	Hourly Paras temp agency/(\$15.81)	11.05.202.0805.015.7282			
	Abacus Retired Teacher-Hourly (\$38)	11.05.202.0805.015.7282			
REG-02	Contracted Programs - Students	11.05.202.0805.015.7299			
REG-03	Software - Student Instruction	11.04.202.0805.015.7355	\$600.00	\$600/year for 4 teacher licenses (Grade 3) and 1 admin license.	Provide education.com access to support teachers in monitoring students' progress, providing additional instructional resources, and engage students in educational online skill enhancement activities (pages 2-7 of SWP).
REG-03	Computers / Hardware	11.04.202.0805.015.7356			

REG-03	Materials of Instruction	11.04.202.0805.015.7399	\$36,533.31	<p>[FUNdations Materials: \$1600/kit x 4 kits (2/grade level) = \$4800] + [Heggerty Primary Extension Curriculum: \$60/set x 6 sets = \$360] + [Heggerty Bridge the Gap Manuals: \$59.99/set x 3 sets = 179.97] + [Early PreKindergarten Curriculum: \$85/set x 1 set = \$85] + [Rewards Reading Intervention Intermediate Teacher Set: \$97.95/set x 4 sets = \$391.80] + [Rewards Intermediate Student Book: \$99.95/set of 10 x 3 sets = \$299.85] + [Read Naturally: \$23/seat x 30 seats = \$690] + [Wilson Geodes Level 2 Classroom Library: \$3,695 /set x 4 sets = \$14780] + [Conscious Discipline Site License x 1 = \$779] + [Skills on a String: \$18/set x 2 set = \$36] + [Wishwell Boards (metal pizza sheets): \$11.49/pack x 5 packs = \$57.45] + [Wishwell Magnets (magnet cards): \$14.25 /pack x 15 packs = 213.75] + [Popsicle Sticks (CD Safekeeper ritual): \$11.25/box x 2 box = \$22.50] + [Safekeeper Boxes (pencil boxes): \$12.49/pack x 4 packs = \$49.96] + [Shubert Book Set: 1 set x 49.00] + [Brain State Poster Set: \$21/set x 5 sets = \$105] + [Colored Dry Erase Markers: \$6.99/set x 2 sets = \$13.98] + [Black Dry Erase markers: \$4.49/set x 1 set = \$4.49]</p> <p>600 laptop sleeves with SMCPs logo - \$7740.00 + shipping (10%)</p> <p>550 white boards (1 side lined, 1 side unlined) - 1383.90</p> <p>550 packs colored dry erase markers - 3844.50</p>	<p>Wilson and FUNdations programs are used as Tier I, II, and III interventions to promote literacy in grades PK - 5 (pages 5-7 of the SWP). Heggerty programs will be used to target phonemic awareness needs to help students in phonemic proficiency (pages 5-7 of the SWP). Early PreKindergarten Curriculum is a systematic, research-based language play activity set for 3 and 4 year olds (pages 5-7 of the SWP). Rewards Reading intervention is a research-based Tier I intervention targeting decoding multisyllabic words and text comprehension (pages 5-7 of the SWP). Read Naturally is an interactive reading intervention that easily differentiates student needs, building motivation and skills (pages 5-7 of the SWP). The Wilson Geodes Set is aligned with FUNdations. SMCPs is purchasing sets for grades K-1. We are purchasing additional sets to provide for grade 2 classes and allow for additional teachers to teach with the sets at the same time (pages 5-7 of the SWP). The CD site license will allow for staff members to continue professional development to better understand the content (pages 7-8 of the SWP). The Shubert Book Set, Skills on a String, Brain State Posters, Wish Well Boards and Magnets, Pencil Boxes, Popsicle sticks, Emotional ABCs, and Dry Erase Markers are all materials used to implement CD rituals and practices with students (pages 7-8 of the SWP).</p>
REG-04	Student Support Awards - PBIS	11.05.2020805.015.7468	\$100.00	(100 ct cardstock at \$19/pack x3) + (400 printed photos at .10/photo)	<p>Positive incentives for monthly SOAR citizens in support of attendance and reward students for implementing behaviors as they learn through SEL education as identified in the needs assessment (pages 7-8 of SWP).</p>
REG-04	Travel - Instruction, no students	11.05.202.0805.015.7432			

REG-04	Special Events- includes Field T. / no Buses	11.05.202.0805.015.7461	\$1,500.00	Curriculum-based instructional field trips in the Southern Maryland and Washington DC area, including but not limited to the Calvert Marine Museum, and Historic St. Mary's City.	Offset the cost of instructional field trips because most of our students live in poverty and are unable to pay the full per pupil cost, which would be approximately \$15 per student, for 100 students (page 1 of SWP) this addresses Equity.
TRANS-	Student Transportation - Buses	11.09.202.0805.015.7432			
<b>Sub-Total</b>			<b>\$57,114.91</b>		

#### Parent Involvement

REG-02	Contracted Programs for Parents	11.05.193.0805.015.7299			
REG-03	Food for Parent Involvement	11.04.193.0805.015.7332	\$1,080.00	Modest refreshments for approximately 40 participants at monthly parent involvement events.	Increase attendance and engagement at family events by providing modest refreshments (\$10/person) for approximately 40 family participants at monthly meetings (pages 10-11 of SWP).

REG-03	Materials / Communication Support for Parent Inv.	11.04.193.0805.015.7399	\$3,764.74	[Take home books: \$5/book x 160 books = \$800] + [Phonemic Sound Cards: \$10/set x 80 sets = \$800] + [Magnetic Letters: \$7/set x 100 sets = \$700] + [Primary Composition Books: \$23/pack of 6 x 15 = \$345] + [Cardstock for printing recipes, writing and reading prompts, craft directions: \$10/pack x 10 packs = \$100] + [Classroom pack of construction paper for crafts: \$70/pack x 2 packs = \$140] + [glue sticks: \$7/pack of 12 x 7 packs = \$84] + [large popsicle sticks: \$7/pack x 2 packs = \$14] + [Pack of crayons for crafts: \$35/ case of 24 packs x 4 cases = \$140] + [Ingredients and supplies for Cherry Pie (flour, salt, shortening, butter, sugar, cherries, pie plate, bowl, whisk, spoon): \$9/pie x 41 = \$369] + [Trifold poster boards for cultural presentations: \$26.89/pack of 2 x 10 packs = \$268.90] + [Pack of poster markers for presentations: \$3.84/pack x 1 pack = 3.84]	Support parent involvement in their child's learning by providing hands-on activities and books and enhancing their literacy development (pg 2-11 of SWP), including but not limited to read-aloud tips, questions and activities, phonemic sound cards, magnetic letters, comprehension games and activities, reading directions and materials to create a project, journals and reading prompts, recipes to learn to follow directions (such as <i>How to Make a Cherry Pie and See the U.S.A.</i> - Social studies, math, and reading tie in).
REG-04	Other Parent Inv. ( cabs, buses)	11.05.193.0805.015.7499			
REG-01	Supplemental Pay to staff event	11.03.193.0805.015.7170	\$4,200.00	10 events x 5 teachers x \$30/hr x 2 hours 10 events x 3 paras x \$20/hr x 2 hours	Provide support (sign-in/sign-out, materials distribution, station manning) for monthly PFE activities, including, but not limited to: reading nights, math nights, cultural nights, cooking/nutrition nights (pages 10-11 of SWP).
FIX-04	FICA	11.12.193.7200.015.7830	\$336.00		
FIX-04	Workers Comp	11.12.193.7200.015.7817			
<b>Sub-Total</b>			<b>\$9,380.74</b>	This total equals the parent involvement reservation.	

FTE - Salary & Fixed Charges

**\$641,477.37**

Principal:

**Grand Total**

**\$725,181.02**

Date:

**Allocation**

**\$715,800.28**

**Required Parent Involvement Reservation**

**\$9,380.74**

Director PFE:

Variance: (exceeded allocations) under allocations

**\$0.00**

I attest to the above Title I budget

Date: \_\_\_\_\_

Title I Chief: \_\_\_\_\_

Date: \_\_\_\_\_

FTE - Salary & Fixed Charges - detail		
REG-01	FTE (TEACHER / RESOURCE TEACHER)	SALARY
FIX-04	(TEACHER / RESOURCE TEACHER)	FIXED
REG-01	FTE (PARENT LIAISON)	SALARY
FIX-04	(PARENT LIAISON)	FIXED
REG-01	FTE (PARAEDUCATOR)	SALARY
FIX-04	(PARAEDUCATOR)	FIXED
		<u>\$641,477.37</u>

Includes \$32k for Academic Dean

Includes \$46k for new Para

Includes \$4K for new Para

*Salary and Fixed includes sub reservation; d*

71588.34

C-125	Summary	
REG-01		\$625,472.24
REG-02		\$0.00
REG-03		\$41,978.05
REG-04		\$1,600.00
SD-01		\$8,100.00
SD-02		
SD-03		\$660.00
SD-04		\$7,800.00
TRANS-04		
FIX-04		\$39,570.73
Total		<u>\$725,181.02</u>

## **LPES FY22 Title I Budget Narrative Template**

## LPES Title I Budget Template 2021-2022

<i>Date submitted by principal:</i>	7/22/2021	<i>Revisions needed?</i> YES
<i>Date revision submitted by principal:</i>	7/31/2021	<i>Revisions needed?</i> NO
<i>Date conditionally approved by Title I Chief:</i>	8/2/2021	

			Amount	Calculation & Description	Justification
<b>Professional Development</b>					
SD-01	Supplemental Pay	11.03.300.0804.014.7170	\$6,750.00	9 hrs for 25 teachers @ \$30 per hr	Stipends to support 25 teachers in before & afterschool professional development in resarch-based instructional practices & interventions, including: Heggarty, Daily 5, Lucy Caulkins Units of Study Writing, Conscious Discipline & Responsive Classroom as identified in our ELA & SEL needs assessment, goals & strategies (Pgs. 5-13)
SD-01	Curriculum Workshop Attendance	11.03.300.0804.014.7176			
SD-01	Curriculum Workshop Instruction	11.03.300.0804.014.7177			
SD-01	Substitutes	11.03.300.0804.014.7180	\$3,600.00	30 substitutes @ \$90 @ day(the average cost per substitute contract)	30 Substitutes to support professional development for resarch-based trauma-informed instructional practices & interventions including Heggarty, Daily 5, Lucy Caulkins Units of Study Writing, Conscious Discipline & Responsive Classroom PD participation, planning, & coaching as identified in our ELA & SEL needs assessment, goals & strategies (Pg. 5-13 )
FIX-04	FICA	11.12.300.7200.014.7830	\$828.00	Fixed Charges	
FIX-04	Workers Comp	11.12.300.7200.014.7817			
SD-02	Contracted Consultants	11.05.300.0804.014.7212			



Budget Narrative Template 2021-2022 LPES

SD-03	PD Materials	11.04.300.0804.014.7325	\$7,147.10	Books for our 2021-2022 book study groups including: (20 copies of Emotional Poverty & Emotional Poverty Volume I & II, @ 29.95 each, 20 copies of School Culture Recharged, @ \$23.14, and 20 copies of Culturally Responsive Teaching & the Brain @ 19.95), 2 copies of The Brain Architecture Game @ \$99 to deepen the learning in the book study groups	Provide professional development materials as listed needed to support our poverty & trauma-informed instruction & SEL practices (pgs 5-13 & pgs. 21-23 )
SD-04	PD Travel / Conferences	11.05.300.0804.014.7407	\$13,302.00	Responsive Classroom virtual 4-day intensive PD for 2 new instructional staff members @ \$870 per teacher, and registration (\$595 per person & travel/lodging/food (per diem per local policy aligned with Federal guidelines) fees \$1350 per person for 4 staff members to attend Ruby Payne conference on poverty & trauma in September.	Provide Responsive Classroom (our research-based Tier I intervention) training for teachers new to LPES & provide our leadership team with additional support to advance our trauma-informed instructional practices by attending the Ruby Payne conference on poverty & trauma. (pg. 2-13 & 21-23)
<b>Sub-Total</b>			<b>\$31,627.10</b>		

<b>Regular Instruction</b>					
REG-01	Supplemental Pay	11.03.202.0804.014.7170	\$4,800.00	8 hrs for 20 teachers @ \$30 per hr	Provide before & after school monthly planning sessions for data analysis & instructional planning to ensure effective implementation of IRLA, Units of Study & Interdisciplinary STEAM units (pgs. 11-15)
REG-01	Instruction Substitutes	11.03.202.0804.014.7180	\$3,600.00	40 substitute days @ \$90 @ day (the average cost per substitute contract)	Provide classroom support & coverage for planning, observing & coaching for both our SEL & instructional goals & strategies (pgs 11-15)
FIX-04	FICA	11.12.202.7200.014.7830	\$672.00		
FIX-04	Workers Comp	11.12.202.7200.014.7817			
REG-02	Hourly Credentialed Paras from temp agency/(\$15.81)	11.05.202.0804.014.7282	\$19,920.60	7 hrs. @ day @ \$15.81 for 180 days	Engage a competent & credentialed paraeducator to support teachers in improving students' independent reading levels and provide additional instructional intervention/acceleration support (pgs.12-15)

Budget Narrative Template 2021-2022 LPES

	Abacus Retired Teacher-Hourly (\$38)	11.05.202.0804.014.7282			
REG-02	Contracted Programs - Students	11.05.202.0804.014.7299	\$3,600.00	Young Audiences Arts for Learning Performances & Residencies	Engage students in assemblies & residencies, including Kaleesha-Thorpe Rice, Kevin Gift, & Renee Georges Kidz Music Club, to support & enrich curriculum interdisciplinary units available for review @ approximately \$600 per event. (pgs. 25-19)
REG-03	Software - Student Instruction	11.04.202.0804.014.7355	\$9,544.77	School Pace @ \$6,550, Discovery Education @ \$2,600, Raz Kids @ \$980, & Field Trip Zoom @ 875.99	Provide the software listed to support teachers in monitoring students' independent reading levels, providing additional STEM-based instructional resources, & engage students in virtual, curricular-based field trips like Colonial Williamsburg, Boston Children's Museum, Monterey Bay Aquarium, etc. that support curriculum-based interdisciplinary units (pgs. 12-19)
REG-	Computers / Hardware	11.04.202.0804.014.7356			
REG-03	Materials of Instruction	11.04.202.0804.014.7399	\$11,684.00	Hands on instructional materials, including additional leveled texts (Scholastic/American Reading Co., etc., trade books (Scholastic, First Book, etc.) @ approximately \$3 per book to support expository writing, as well as tools to support students in managing the returning to in-person learning stress (eg-stress balls, & direction cards) @ approximately \$2 per student to support identified SEL & ELA goals & strategies	Provide the hands-on materials of instruction listed to include leveled texts from American Reading Company, Scholastic, etc. & classroom supplies to support the ELA & SEL goals & strategies as identified in our CNS & schoolwide plan (pgs. 12-17)
REG-04	Student Support Awards - PBIS	11.05.2020804.014.7468	\$900.00	Modest academic & attendance incentives, including books, medals, journals, & other take-home materials at approximately \$2.00 per book/item to be awarded at quarterly celebrations, to support PBIS attendance goals & academic performance goals.	Provide the modest (approximately \$2.00 per item) incentives listed to support & recognize students for academic achievement & attendance goals (pgs.13-20 )
REG-	Travel - Instruction, no students	11.05.202.0804.014.7432			
REG-	Special Events- includes Field T. / no	11.05.202.0804.014.7461			

Budget Narrative Template 2021-2022 LPES

TRANS -04	Student Transportation - Buses	11.09.202.0804.014.7432	\$2,500.00	Buses @ approximated \$500 per bus for curriculum-based, instructional field trips in the Southern Maryland & Washington DC area, including trips to the African American History & Culture Museum, Calvert Marine Museum, Historic St. Mary's City, etc.	Offset student cost of instructional field trips because most of our students live in poverty and are unable to pay the full per pupil cost, which would be approximately \$15 per student (pg 3, 21, 28 )
<b>Sub-Total</b>			<b>\$57,221.37</b>		

<b>Parent Involvement</b>					
REG-	Contracted Programs for Parents	11.05.193.0804.014.7299			
REG-03	Food for Parent Involvement	11.04.193.0804.014.7332	\$1,000.00	Modest meals for approximately 150 families @ each of our six parent involvement events (not to exceed \$10/person)	Increase attendance & engagement at family events by providing modest dinner (\$10 @ person) for approximately 150 families & opportunities for parents to develop home food prep skills by expanding our Super Pantry and ordered based on RSVPs. (pg. 27-28)
REG-03	Materials / Communication Support for Parent Inv.	11.04.193.0804.014.7399	\$2,885.76	IRLA eLibrary subscription with Bookshelf, take home books & additional hands-on resources for families to support their children's academic program	Support parent involvement in their child's learning by providing hands-on activities, & enhance their children's literacy development (pg. 25-26), including: read-aloud tips, questions, & activities, phonemic sound cards, magnetic letters, comprehension games & activities, reading directions to create a project, journals & writing prompts
REG-	Other Parent Inv. ( cabs, buses)	11.05.193.0804.014.7499			
REG-01	Supplemental Pay to staff event	11.03.193.0804.014.7170	\$2,100.00	70 hrs @ \$30 per hour stipend teacher planning & participation for parent events; negotiated agreement for teacher hourly stipend	Provide 20 staff members with stipends to work after the school day to plan, create and staff the quarterly family engagement sessions (literacy, math, wellness, assessment, & transition activities) both in English & Spanish in order to increase family engagement (pgs. 21-28)
FIX-04	FICA	11.12.193.7200.014.7830	\$168.00		
FIX-04	Workers Comp	11.12.193.7200.014.7817			
<b>Sub-Total</b>			<b>\$6,153.76</b>	This total equals the parent involvement reservation.	

Budget Narrative Template 2021-2022 LPES

FTE - Salary & Fixed Charges

**\$380,710.65**

Principal:

I attest to the above Title I budget

**Grand Total**

**\$475,712.88**

Date:

**Allocation**

**\$469,559.12**

**Required Parent Involvement**

**\$6,153.76**

Director PFE:

Variance: (exceeded allocations) under

**\$0.00**

Date:

FTE - Salary & Fixed Charges - detail

Title I Chief:

Date:

REG-	FTE (TEACHER / RESOURCE TEACHER)	SALARY	\$251,593.89	
FIX-04	(TEACHER / RESOURCE TEACHER)	FIXED	\$14,998.04	
REG-	FTE (PARENT LIAISON)	SALARY	\$0.00	
FIX-04	(PARENT LIAISON)	FIXED	\$0.00	
REG-	FTE (PARAEDUCATOR)	SALARY	\$106,693.95	Includes \$46k for new Para
FIX-04	(PARAEDUCATOR)	FIXED	\$7,424.77	Includes \$4K for new Para
			<b>\$380,710.65</b>	<i>Salary and Fixed includes sub reservation; discussion to follow</i>

C-125	Summary	
REG-		\$368,787.84
REG-		\$23,520.60
REG-		\$25,114.53
REG-		\$900.00
SD-01		\$10,350.00
SD-02		
SD-03		\$7,147.10
SD-04		\$13,302.00
TRANS		\$2,500.00
FIX-04		\$24,090.81
Total		<b>\$475,712.88</b>

## **PHES FY22 Title I Budget Narrative Template**

**PHES Title I Budget Template 2021-2022**

<i>Date submitted by principal:</i>	8/5/2021	<i>Revisions needed?</i> YES
<i>Date revision submitted by principal:</i>	8/5/2021	<i>Revisions needed?</i> NO
<i>Date conditionally approved by Title I Chief:</i>	8/5/2021	

			Amount	Calculation & Description	Justification
<b>Professional Development</b>					
SD-01	Supplemental Pay	11.03.300.0808.018.7170			
SD-01	Curriculum Workshop Attendance	11.03.300.0808.018.7176			
SD-01	Curriculum Workshop Instruction	11.03.300.0808.018.7177			
SD-01	Substitutes	11.03.300.0808.018.7180			
FIX-04	FICA	11.12.300.7200.018.7830	\$0.00		
FIX-04	Workers Comp	11.12.300.7200.018.7817			
SD-02	Contracted Consultants	11.05.300.0808.018.7212			
SD-03	PD Materials	11.04.300.0808.018.7325			
SD-04	PD Travel / Conferences	11.05.300.0808.018.7407			
<b>Sub-Total</b>			<b>\$0.00</b>		

<b>Regular Instruction</b>					
REG-01	Supplemental Pay	11.03.202.0808.018.7170			
REG-01	Instruction Substitutes	11.03.202.0808.018.7180			
FIX-04	FICA	11.12.202.7200.018.7830	\$0.00		
FIX-04	Workers Comp	11.12.202.7200.018.7817			
REG-02	Hourly Paras temp agency/(\$15.81)	11.05.202.0808.018.7282	\$17,707.20	7 hrs/day x \$15.81/hr x 160 days	Math and Reading Interventionist to support student achievement and to close the achievement gap with FARMS, ELL, and SPED utilizing research-based interventions and recording student progress (See page 15 of the Comprehensive Needs Assessment)
REG-02	Contracted Programs - Students	11.05.202.0808.018.7299			
REG-03	Software - Student Instruction	11.04.202.0808.018.7355			

	Abacus Certified Teacher-Hourly (\$38)	11.05.202.0808.018.7282	\$74,981.66	6 hrs/day x \$38/hr x 110 days x 3 people	Math and Reading Interventionist to support student achievement and to close the achievement gap with FARMS, ELL, and SPED utilizing research-based interventions and recording student progress (See page 15 of the Comprehensive Needs Assessment)
REG-03	Computers / Hardware	11.04.202.0808.018.7356			
REG-03	Materials of Instruction	11.04.202.0808.018.7399			
REG-04	Student Support Awards - PBIS	11.05.2020808.018.7468			
REG-04	Travel - Instruction, no students	11.05.202.0808.018.7432			
REG-04	Special Events- includes Field T. / no Buses	11.05.202.0808.018.7461			
TRANS-	Student Transportation - Buses	11.09.202.0808.018.7432			
<b>Sub-Total</b>			<b>\$92,688.86</b>		

<b>Parent Involvement</b>					
REG-02	Contracted Programs for Parents	11.05.193.0808.018.7299			
REG-03	Food for Parent Involvement	11.04.193.0808.018.7332	\$1,474.26	2 events with 150 family members in attendance x \$737.13 = 1474.26 This equates to \$4.91 per person per meal	Title 1 Reading/Conferences and Math Nights will provide food as these are evening events; family friendly (See page 6/7, 12, 18 of the Comprehensive needs assessment)
REG-03	Materials / Communication Support for Parent Inv.	11.04.193.0808.018.7399	\$700.00	\$700 parent folders	Home/School Parent Folders to assist with communication between home and school as per School-wide plan/Needs assessment (page 20 of the Coordination and integration of Federal, State and Local Services and Programs)
REG-04	Other Parent Inv. ( cabs, buses)	11.05.193.0808.018.7499			

REG-01	Supplemental Pay to staff event	11.03.193.0808.018.7170	\$3,750.00	25 teachers x \$30 per hour x 5 hours	Teachers will attend the Title 1 reading night as well as the second Title 1 Math night in the spring (See page 6/7, 12, 18 of the Comprehensive needs assessment)
FIX-04	FICA	11.12.193.7200.018.7830	\$300.00		
FIX-04	Workers Comp	11.12.193.7200.018.7817			
<b>Sub-Total</b>			<b>\$6,224.26</b>	This total equals the parent involvement reservation.	

FTE - Salary & Fixed Charges

**\$382,246.70**

Principal:

I attest to the above Title I budget

**Grand Total**

**\$481,159.82**

Date:

**Allocation**

**\$474,935.56**

**Required Parent Involvement Reservation**

**\$6,224.26**

Director PFE:

Variance: (exceeded allocations) under allocations

**\$0.00**

Date:

FTE - Salary & Fixed Charges - detail

Title I Chief:

Date:

REG-01	FTE (TEACHER / RESOURCE TEACHER)	SALARY	\$252,679.83
FIX-04	(TEACHER / RESOURCE TEACHER)	FIXED	\$15,175.76
REG-01	FTE (PARENT LIAISON)	SALARY	\$54,564.22
FIX-04	(PARENT LIAISON)	FIXED	\$3,794.32
REG-01	FTE (PARAEDUCATOR)	SALARY	\$53,484.01
FIX-04	(PARAEDUCATOR)	FIXED	\$2,548.56
			<b>\$382,246.70</b>

C-125	Summary	
REG-01		\$364,478.06
REG-02		\$92,688.86
REG-03		\$77,155.92
REG-04		\$0.00
SD-01		\$0.00
SD-02		
SD-03		
SD-04		
TRANS-04		
FIX-04		\$21,818.64
Total		<b>\$556,141.48</b>



# **Title I, Part A Application Appendices**

## **2021-2022**

### **5. Teacher Performance Assessment System (TPAS)**

- Teacher Performance Assessment System (TPAS) Reference Guide Danielson
- SMCPS TPAS Chapter 1 Intro.
- SMCPS TPAS Chapter 2 Domains
- SMCPS TPAS Chapter 6 Plan of Assistance



## SMART CARD

# THE FRAMEWORK FOR TEACHING

1

### PLANNING AND PREPARATION

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

2

### CLASSROOM ENVIRONMENT

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

### PROFESSIONAL RESPONSIBILITIES

4

### INSTRUCTION

3

THE FRAMEWORK GIVES VOICE TO WHAT ALL EDUCATORS KNOW: THAT TEACHING IS VERY COMPLEX WORK. IT'S A THINKING PERSON'S JOB."

*Charlotte Danielson*

### COMMON THEMES

**Equity**

**High Expectations**

**Cultural Competence**

**Meeting the Needs of All Learners**

**Student Assumption of Responsibility**

# THE FRAMEWORK FOR TEACHING

## DOMAIN 1: PLANNING AND PREPARATION

### 1a Demonstrating Knowledge of Content and Pedagogy

- Content and the structure of the discipline
- Prerequisite relationships
- Content-related pedagogy

### 1b Demonstrating Knowledge of Students

- Child and adolescent development
- Learning process
- Students' skills, knowledge, and language proficiency
- Students' interests and cultural heritage
- Students' special need

### 1c Setting Instructional Outcomes

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse students

### 1d Demonstrating Knowledge of Resources

- For classroom use
- To extend content knowledge and pedagogy
- Resources for students

### 1e Designing Coherent Instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

### 1f Designing Student Assessments

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### 2a Creating an Environment of Respect and Rapport

- Teacher interactions with students, including both words and actions
- Student interactions with other students, including both words and action

### 2b Establishing a Culture for Learning

- Importance of content and of learning
- Expectations for learning and achievement
- Student pride in work

### 2c Managing Classroom Procedures

- Instructional groups
- Transitions
- Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

### 2d Managing Student Behavior

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

### 2e Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and use of physical resources

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

### 4a Reflecting on Teaching

- Accuracy
- Use in future teaching

### 4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

### 4c Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

### 4d Participating in a Professional Community

- Relationships with colleagues
- Involvement in culture of professional inquiry
- Service to the school
- Participation in school and district projects

### 4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

### 4f Showing Professionalism

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school and district regulations

## DOMAIN 3: INSTRUCTION

### 3a Communicating With Students

- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

### 3b Using Questioning and Discussion Techniques

- Quality of questions/prompts
- Discussion techniques
- Student participation

### 3c Engaging Students in Learning

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

### 3d Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

### 3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

### Executive Summary

This document contains the philosophy and procedures of the St. Mary's County Public Schools Teacher Performance Assessment System. This new system:

- reflects the mission and philosophy of the school system,
- promotes and encourages professional development for teachers, and
- adheres to rigorous standards of reliability and validity.

Combining these features is no small accomplishment. The new system for St. Mary's County Public Schools is innovative in that it simultaneously satisfies both the need for accountability and the desire of both teachers and administrators for meaningful professional growth.

The school system's new assessment system is characterized by:

- both formative and summative assessment processes,
- self-directed professional growth for teachers,
- clear criteria and standards, supporting the school system's mission and beliefs,
- clear procedures for the evaluation of performance, and
- adequate training for both teachers and administrators.

These elements, taken together, permit reliable and valid judgments to be made regarding teacher performance.

### Mission Statement

Know the learner and the learning, expecting excellence in both.

Accept no excuses, educating ALL with rigor, relevance, respect, and positive relationships.

•

### **Underlying Concepts of the Teacher Performance Assessment System**

The St. Mary's County system for the assessment of teaching is grounded in the school system's mission, beliefs, and commitments regarding the purpose of schools, the nature of learning, and the role of teaching. These are briefly described here.

St. Mary's County Public Schools' beliefs and commitments are based on a view of schools as the institution in society whose mission is to enable students to be successful in the complex and information-rich world of the next century.

It is therefore the purpose of schools to develop in each student the capacity to think and reason, and to ensure that each student develops those understandings, skills, and habits of mind that make it possible to participate fully in this information-based society.

While the acquisition of knowledge is necessary for an educated person in an information-rich society, it is not sufficient. Students must acquire knowledge, be able to apply it to new situations, and use it to resolve unforeseen problems.

Teachers have a particular responsibility in St. Mary's County Public Schools if students are to develop problem-solving skills. Students must engage in work that develops those skills. The design of that work is the challenge for teachers. They must, of course, ensure that their students acquire the traditional knowledge and skills essential to contribute to their roles in families, communities, and society. Also, they must design their lessons in such a manner that students engage with the content and develop conceptual understanding rather than mere rote recall. Students must learn to apply their knowledge in new situations, and operate in the world of ideas and abstractions.

Each teacher in SMCPs serves as a leader and designer of knowledge work for students. As a professional self-regulated team member, each teacher makes decisions about the use of time, space, information, people, and technology for the purpose of designing knowledge work that engages students to maximize their academic success. Such a role for teachers requires a high level of support from the Division of Instruction.

### **St. Mary's County Public Schools' Teacher Performance Standards**

St. Mary's County Public Schools uses the following standards of teaching as a structure for the evaluation of teaching:

- The teacher supports the beliefs, vision, and mission adopted by SMCPs.
- The teacher designs curriculum containing customer-focused design qualities.
- The teacher manages the resources of time, people, space, information, and technology in order to enhance the quality of the work provided to students.
- The teacher continually monitors the extent to which students are engaging the work, persisting with the work, experiencing satisfaction in the products of the work, and learning what is expected as a result of doing the work and modifies the work accordingly.
- The teacher demonstrates leadership patterns that are consistent with expectations of outstanding teachers in SMCPs.

### Operationalizing the Teacher Performance Standards

As written, of course, these standards do not constitute an assessment system. Rather, they comprise a guiding vision for an assessment system, providing a conceptual umbrella for the specific components, elements, and descriptions of performance, and the techniques used to document that performance.

Therefore, the teacher evaluation committee for the SMCPs Teacher Performance Assessment System recommended the adoption and adaptation of the model of teaching described in *Enhancing Professional Practice: A Framework for Teaching*, 2<sup>nd</sup> Ed by Charlotte Danielson (2007). This framework is based on extensive research at Educational Testing Service in the development of the Praxis III: Classroom Performance Assessments, which is available for states to use in the licensing of beginning teachers. It also closely mirrors the vision of teaching articulated by educators in SMCPs, and serves as an operational definition of SMCPs' teaching standards.

### Summary of the Teacher Performance Assessment System

The SMCPs assessment system reflects the following:

- the use of multiple sources of information to evaluate teaching in addition to direct classroom observation (for example student work, teacher artifacts, planning documents, teacher reflection);
- an emphasis on teacher self-assessment, reflection, and collegial support;
- a role for teacher autonomy in the assessment process, combined with adherence to accepted measurement principles in the assessment processes for accountability purposes;
- the use of multi-year assessment cycles, with different procedures for teachers in different phases of the cycle; and
- the inclusion of the evidence of student learning to reflect the effectiveness of instruction.

The assessment system includes two different processes: a formative process, under the direction of the teacher, and a summative process which involves administrators in making judgments regarding teaching performances. All probationary teachers are engaged in the summative process each year. Once teachers receive continuing contracts, however, they participate annually in either the formative process or the summative process.

## Section 1: Introduction

---

### References

- Black, Susan. (1998). "Taking Teachers' Measure," *The American School Board Journal*, (February) pp. 39-42.
- Bushweller, Kevin. (1998). "Other Voices. Listening to What Fellow Teachers, Parents, and Students Have to Say in Teacher Evaluation," *The American School Board Journal*, (September), pp. 24-26, ff.
- Danielson, Charlotte. (2007, 1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, Charlotte & McGreal, Thomas L. (2000). *Teacher Evaluation to Enhance Professional Practice*. Alexandria, VA: Association for Supervision and Curriculum Development.
- DuFour, Richard and Robert Eaker. (1998). *Professional Learning Communities at Work. Best Practices for Enhancing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Fullan, Michael and Hargreaves, Andy. (1996). *What's Worth Fighting for in Your School*. New York: Teachers College Press.
- Harrington-Lueker, Donna. (1996). "Chuck the Checklist," *The Executive Educator* (June), pp. 21-24.
- Harvey, Stephanie and Anne Goudvis. (2000). *Strategies That Work: Teaching Comprehension to Enhance Understanding*. York, Maine: Stenhouse Publishers.
- Katzenmeyer, Marilyn & Moller, Gayle. (1996). *Awakening the Sleeping Giant: Leadership Development for Teachers*. Thousand Oaks, CA: Corwin Press, Inc.
- Maryland State Department of Education. (1998). *Maryland Reading Task Force Final Report*. Baltimore, MD: MSDE (Author).
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Moller, Gayle & Katzenmeyer, Marilyn. (1996). *Every Teacher as a Leader: Realizing the Potential of Teacher Leadership*. San Francisco: Jossey-Bass, Inc., Publishers.
- Schlechty, Phillip C. (1997). *Inventing Better Schools*. San Francisco: Jossey-Bass, Inc., Publishers.
- Schlechty, Phillip C. (1990). *Schools for the 21st Century*. San Francisco: Jossey-Bass, Inc., Publishers.
- Tomlinson, Carol Ann. (1995). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, Carol Ann. (1999). *The Differentiated Classroom. Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Vacca, Richard T. and Vacca, Jo Anne L. (1999). *Content Area Reading. Literacy and Learning Across the Curriculum. Sixth Edition*. New York: Longman.
- Wolf, Kenneth. (1996). "Developing an Effective Teaching Portfolio," *Educational Leadership* (March), pp. 34-41.

## **The Framework for the Teacher Performance Assessment System**

The narratives and rubrics in this section have been adapted from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching, 2<sup>nd</sup> Ed.* (2007, ASCD). The domains and components align with the *Maryland Teacher Evaluation Framework*.

<b>Domain 1</b>	<b>Planning and Preparation</b>
Component 1a	Demonstrates Knowledge of Content and Pedagogy
Component 1b	Demonstrates Knowledge of Students
Component 1c	Selects Instructional Outcomes
Component 1d	Demonstrates Utilization of Resources
Component 1e	Designs Coherent Instruction
Component 1f	Assesses Student Learning
<b>Domain 2</b>	<b>The Learning Environment</b>
Component 2a	Establishes an Environment of Respect and Rapport
Component 2b	Establishes a Culture for Learning
Component 2c	Manages Classroom Procedures
Component 2d	Manages Student Behavior
Component 2e	Organizes Physical Space
<b>Domain 3</b>	<b>Instruction</b>
Component 3a	Communicates Clearly and Accurately
Component 3b	Uses Higher Order Questioning and Discussion Techniques
Component 3c	Engages Students in Learning
Component 3d	Uses Assessment in Instruction
Component 3e	Demonstrates Flexibility and Responsiveness
<b>Domain 4</b>	<b>Professional Responsibilities</b>
Component 4a	Grows and Develops Professionally
Component 4b	Communicates with Families
Component 4c	Participates in a Professional Learning Community
Component 4d	Shows Professionalism
Component 4e	Maintains Accurate Records
<b>Domain 5</b>	<b>Evidence of Student Learning</b>
Component 5a	Summative Assessments
Component 5b	Formative Assessments
Component 5c	Performance Assessments
Component 5d	Growth Assessments



## Section 6: Plan of Assistance

---

### Plan of Assistance: Intervention for Less-Than-Satisfactory Teacher Performance

If an employee receives an evaluation that indicates areas of unsatisfactory performance, the principal shall meet with the employee to develop a plan of assistance for improvement. The plan is intended to ensure subsequent counseling and assistance. In developing the plan of assistance and timelines, the employee shall have the right to EASMC representation.

The Plan of Assistance, which is to assist the employee in achieving a satisfactory assessment, must be completed on the SMCPS Plan of Assistance (Form 5:3-4) and shall include the following:

- statement of problem(s) or concern(s);
- desired improvement;
- suggestion for improvement;
- provisions for assisting the employee (such as peer coaching, additional training, assignment of a mentor, opportunities for a mentor; opportunities for visitation, and modeling/demonstration);
- timeline for monitoring employee's future performance; and
- signatures of the principal and the employee.

In the event of documentation other than formal evaluation of a less-than-satisfactory performance by an employee, the principal may meet with the employee to develop a Plan of Assistance.

All aspects of the Plan of Assistance must be discussed with the teacher in order to minimize misunderstandings. This discussion must include establishing the procedures for formal and informal classroom observations, clarification of assessment criteria and procedures, and clarification of the roles and responsibilities of all parties included in the Plan of Assistance.

The principal will conduct periodic conferences with the employee according to the established timelines in the Plan of Assistance. The purpose of these conferences is to discuss the results of the employee's progress towards the successful completion of the Plan of Assistance and to make any needed adjustments to the plan.

A Conference Summary Form (Form 5:5) will be completed at the conclusion of each Plan of Assistance conference. A copy of the Conference Summary Form must be provided to the employee.

Conference Summary Forms will be retained by the principal. If the employee does not satisfactorily complete the Plan of Assistance, the principal may place the employee on a second Plan of Assistance.

If a non-tenured teacher fails to successfully complete the Plan of Assistance, the principal must discuss the situation with the Director of Human Resources. If it is determined that the non-tenured employee is not making satisfactory progress in meeting the performance expectations of the school system, a cover letter will be given to the teacher by **April 1** along with a completed evaluation indicating that non-renewal is being recommended.

If a tenured teacher fails to successfully complete the Plan of Assistance, the principal must discuss the situation with the Director of Human Resources. If it is determined that the tenured employee is not making satisfactory progress in meeting the performance expectations of the school system, the employee will be provided with a completed evaluation of performance. Alternatives may include: placing the tenured teacher upon another Plan of Assistance, recommending that the tenured teacher receive a Second Class Certificate, or recommending dismissal.

If there is sufficient evidence that a teacher's performance continues to be unsatisfactory, the principal will recommend to the Superintendent of Schools that the teacher receive a rating of second class. Procedures for dismissal and rating teachers as second class will be consistent with state regulations, the negotiated agreement, and St. Mary's County Public Schools policies.

## Section 6: Plan of Assistance

---

### Timeline and Procedures for Addressing Less-Than-Satisfactory Performance

Unless the teacher is being considered for non-renewal of a contract, these listed dates are recommendations only. Any deviation from these dates will not be considered a due process violation of the Summative Assessment (Evaluation Process).

- October 15:** The principal should inform the appropriate Director and the Director of Human Resources of any employee currently under a Plan of Assistance or any whom they plan to place under a Plan of Assistance. Existing documentation and timelines for a plan should be reviewed.
- January 30:** The principal, in concert with the instructional supervisor, will complete the performance evaluation. The principal reports to the Director of Human Resources any employee who is not making satisfactory progress in completing the Plan of Assistance.
- April 15:** The principal will notify the non-tenured employee in writing of the recommendation for non-renewal.
- A copy of this written recommendation and documentation supporting it will be sent to the Director of Human Resources. All documentation will be reviewed by the Director of Human Resources.
- By May 1:** The Superintendent will provide written notification to any non-tenured teacher who is not being recommended for contract renewal.
- Prior to May 15:** The principal will meet with the teacher in an evaluation conference and present the teacher with the performance evaluation. If the tenured teacher's performance continues to be unsatisfactory, the principal will inform the teacher in a scheduled meeting that a second class rating will be recommended to the Superintendent. The reasons for recommending a second class rating will be reviewed. A written record of the meeting will become a part of the teacher's personnel file.

## Section 6: Plan of Assistance

### SMCPS Employee Plan of Assistance Form

Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Site: \_\_\_\_\_

#### Documentation of Unsatisfactory Performance (type):

This confidential form is required to be completed whenever an employee receives an evaluation or there is other documentation of unsatisfactory performance. The assigned administrator and employee cooperatively develop the Plan of Assistance.

#### A. List the areas of documented unsatisfactory performance.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

#### B. Describe the desired improvement or change for each area of documented unsatisfactory performance listed above in Section A.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

#### C. List required and suggested employee tasks/actions to support the desired improvements listed above in Section B. Include due date, whether a required or suggested action, point of contact, resources, and the party responsible for providing the resources for each.

Description of Task/Action	Due Date	Required? Suggested? (R/S)	Point of Contact or Recipient	Available or Needed Resources	Party Responsible for Resources
1.		R/S			
2.		R/S			
3.		R/S			
4.		R/S			
5.		R/S			
6.		R/S			

Plan of Assistance, Page \_\_\_\_ Of \_\_\_\_

## Section 6: Plan of Assistance

- D. List employer tasks/actions (such as peer coaching, training, mentoring, visitations, modeling and demonstration, etc.) to be performed or coordinated to assist the employee in making the desired improvements listed above in Section B. Include due date and responsible parties for each.

Description of Task/Action	Due Date or Frequency	Parties Responsible for Task/Action

- E. Detail the timelines for monitoring and providing feedback on the employee's success in making the desired improvements listed above in Section B, the status of required and suggested employee tasks/actions listed above in Section C, and the status of employer tasks/actions for employee assistance listed above in Section D.

Description of Task/Action	Due Date	Parties Responsible for Task/Action
Provide informal feedback, both positive and negative, to the employee on the quality of performance in the areas of desired improvement and on any required or suggested employee tasks/actions.		
Midway through the performance of the plan, formally review with the employee and document the midway status of the plan of assistance relative to Sections B, C, and D. Make necessary deletions, additions, and revisions.		
Formally review with the employee the quality of the desired improvements and changes documented in Section B. Based on the results, either remove the employee from the Plan of Assistance or document a new or continued Plan of Assistance.		

### Signatures

The subject employee had the opportunity to collaborate with the assigned supervisor in the design of this plan of assistance. Signatures below indicate that this resulting plan was presented to the employee on the date below and that the employee previously had the opportunity to provide feedback.

**Employee:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Evaluator:** \_\_\_\_\_ **Site:** \_\_\_\_\_

**Distribution:**    1 copy Teacher                      1 copy Evaluator                      1 copy Director of Human Resources

Plan of Assistance, Page \_\_\_\_\_ Of \_\_\_\_\_

## Section 6: Plan of Assistance

### Plan of Assistance Form: Conference Summary Form

Statement of Problem(s) or Concern(s):

Pre-Conference Data Collection:

Conference Notes:

Status of the Plan of Action:

Future Strategies:

Teacher Signature

Employer's ID

Date

Evaluator Signature

Date

Distribution:    **1 copy Teacher**                      **1 copy Evaluator**                      **1 copy Director of Human Resources**  
St. Mary's County Public Schools    Teacher Performance Assessment System                      5:5  
©2016

# **Title I, Part A Application Appendices**

## **2021-2022**

### **6. St. Mary's County Public School Mileage Chart**

Mileage Chart	Benjamin Banneker Elementary	Bethune - ITS	George Washington Carver	Central Administration	Chesapeake Public Charter	Chopticon High	Letitia Marshall Dent Elementary	Dynard Elementary	Esperanza Middle	Evergreen Elementary	Dr. James A. Forrest Center	Great Mills High	Green Holly Elementary	Greenview Knolls Elementary	Hollywood Elementary	Leonardtown Elementary	Leonardtown High	Leonardtown Middle	Lexington Park Elementary	Margaret Brent Middle	Mechanicsville Elementary	Oakville Elementary	Park Hall Elementary	Piney Point Elementary	Ridge Elementary	Spring Ridge Middle	Supporting Services	Town Creek Elementary	White Marsh Elementary	Fairhead Academy
Banneker	—	7.3	15.4	3	14.1	3.6	13.4	7.3	12.9	14.9	5.9	14.6	13.3	16.8	10.9	4.1	5.9	9.9	17.1	4.7	11	6	15.7	22	29.8	19.2	—	14.8	12.9	13.9
Bethune - ITS	7.3	—	20.8	10.3	19.5	6.2	18.2	3.2	17.7	19	11.2	18.8	18.7	20.6	16.1	9	11.2	11.2	21.2	8.7	14.8	12	20.8	22.6	31.2	23.5	7.3	25.3	16.7	16.1
Carver	15.4	20.8	—	13.1	1.4	19	24.5	20	4.2	7.1	9.4	1.1	4.9	3.2	9.7	15.5	9.4	9.4	2	20.2	22.4	15.3	4.8	9.5	15	7.8	18.5	5.2	24.3	1.7
Central Administration	3	10.3	13.1	—	11.8	8.8	16.4	6.3	11.6	11	3.3	13.7	12.6	12.7	9.6	2.7	3.3	3.3	16.1	7.7	14	10.9	16.8	17.2	28.1	18.2	3	13.7	15.9	13
Chesapeake Charter	14.1	19.5	1.4	11.8	—	17.7	24.1	18.7	3.8	11.1	8.1	0.5	4.5	2.8	9.3	14.2	8.1	8.1	2.6	18.9	22	14.9	3.3	8.2	13.7	6.5	14.2	4.9	23.9	0.3
Chopticon	3.6	6.2	19	6.6	17.7	—	11.2	20.2	17.5	15.3	9.3	17.1	16.5	18.4	13.7	7.7	9.5	9.3	20.7	2.5	8.8	5.8	19.4	25.7	32.2	23.2	3.7	17.6	10.7	18.4
Dent	13.4	18.2	24.5	16.4	24.1	11.2	—	17.2	22.1	21.2	19.1	25	21.4	22.4	17.9	17.4	19.1	19.1	25.3	8.8	2.4	10.1	30.8	30.7	37.7	30.1	14.4	22.4	1.1	24.3
Dynard	7.3	3.2	20	6.3	18.7	5.4	17.2	—	16.9	18.4	10.7	18	18.1	19.8	15.3	9	10.7	10.7	20.4	7.9	14.8	11.2	20	21.8	30.4	24.5	7.3	25.3	16.7	17.3
Esperanza	12.9	17.7	4.2	11.6	3.8	17.5	22.1	16.9	—	5.6	11.4	3.5	1.2	1.2	6.4	8.9	11.4	11.4	4.4	17.4	19.7	12	6.4	11.2	17	9.2	12.9	1.3	21.6	4.2
Evergreen Elem.	14.9	19	7.1	11	11.1	15.3	21.2	18.4	5.6	—	10.1	9.2	8.4	8.2	5.8	16.5	10.1	10.1	16.5	16.9	18.9	11.7	12.9	17	21	13.1	13	6	21	9.2
Forrest Center	5.9	11.2	9.4	3.3	8.1	9.3	19.1	10.7	11.4	10.1	—	8.1	9.8	10.2	9.8	2.4	—	—	10.3	9.9	16.6	11.7	9.9	11.7	20.2	13.1	5.9	12.7	19.1	7.4
Great Mills	14.6	18.8	1.1	13.7	0.5	17.1	25	18	3.5	9.2	8.1	—	3.9	2.4	9.7	11	8.1	6.1	2.7	18.7	22.6	14.9	5.7	8.3	16.5	8.7	14.6	4.8	24.5	0.7
Green Holly	13.3	18.7	4.9	12.6	4.5	16.5	21.4	18.1	1.2	8.4	9.8	3.9	—	2	6.5	9.9	9.8	9.8	3	16.5	19	11.8	6.2	11.7	15.5	7.7	13.3	2.7	21.2	4.6
Greenview Knolls	16.8	20.6	3.2	12.7	7.8	18.4	22.4	19.8	1.2	8.2	10.2	2.4	2	—	7.6	10	10.2	10.2	4.9	18	20.3	12.6	8.1	10.7	17.8	8.9	13.3	2.2	22.2	3.1
Hollywood	10.9	16.1	9.7	9.6	9.5	13.7	17.9	15.3	8.4	5.8	9.8	9.7	8.5	7.6	—	6.9	9.8	9.8	10.5	12.6	15.5	7.9	13.7	17.7	23.7	15.9	10.9	6.6	17.5	10.4
Leonardtown Elem.	4.1	9	15.5	2.7	14.2	7.7	17.4	9	8.9	16.5	2.4	11	9.9	10	6.9	—	2.4	2.4	13.4	8.2	15	10	14.1	14.3	26.4	15.5	4.1	11	18	10.3
Leonardtown High	5.9	11.2	9.4	3.3	8.1	9.3	19.1	10.7	11.4	10.1	—	8.1	9.8	10.2	9.8	2.4	—	—	10.3	9.1	16.6	11.4	9.9	11.7	20.2	13.1	5.9	12.7	19.1	7.4
Leonardtown Middle	5.9	11.2	9.4	3.3	8.1	9.3	19.1	10.7	11.4	10.1	—	8.1	9.8	10.2	9.8	2.4	—	—	10.3	9.1	16.6	11.4	9.9	11.7	20.2	13.1	5.9	12.7	19.1	7.4
Lexington Park	17.1	21.2	2	16.1	2.6	20.7	25.3	20.4	4.4	16.5	10.3	2.7	3	4.9	10.5	13.4	10.3	10.3	—	20.9	22.9	15.6	3.6	11	14.4	6.6	17.1	5.4	24.9	3.4
Margaret Brent	4.7	8.7	20.2	7.7	18.9	2.5	9.8	7.9	17.4	16.9	9.9	18.7	16.5	18	12.6	8.2	9.1	9.1	20.9	—	6.3	4.7	21.8	21.9	33.5	25.7	4.7	18.6	11.2	18
Mechanicsville	11	14.8	22.4	14	22	8.8	2.4	14.8	19.7	18.9	16.6	22.6	19	20.3	15.5	15	16.6	16.6	22.9	6.3	—	7.7	28.4	28.2	35.2	27.7	11	20	1.9	23.3
Oakville	6	12	15.3	10.9	14.9	5.8	10.1	11.2	12	11.7	11.4	14.9	11.8	12.6	7.9	10	11.4	11.4	15.6	4.7	7.7	—	19.2	23.7	27.9	20.4	6	12.3	9.6	15.6
Park Hall	15.7	20.8	4.6	16.8	3.3	19.4	30.6	20	6.4	12.9	9.9	5.7	6.2	8.1	13.7	14.1	9.9	9.9	3.6	21.8	28.4	19.2	—	10.4	10.8	3.3	15.7	8.8	25.5	5
Piney Point	22	22.6	9.5	17.2	8.2	25.7	30.7	21.8	11.2	17	11.7	8.3	11.7	10.7	17.7	14.3	11.7	11.7	11	21.9	28.2	23.7	10.4	—	21.2	13.7	22	13.2	10.6	7.6
Ridge	29.8	31.2	15	29.1	13.7	32.3	37.7	30.4	17	21	20.2	16.5	15.5	17.6	23.7	26.4	20.2	20.2	14.4	33.5	35.2	27.9	10.8	21.2	—	7.8	29.8	18	35.8	15.8
Spring Ridge	19.2	23.5	7.8	18.2	6.5	23.2	38.1	24.5	9.2	13.1	13.1	8.7	7.7	8.9	15.9	15.5	13.1	13.1	6.6	25.7	27.7	20.4	3.3	13.7	7.8	—	19.2	10.2	29.6	9.4
Supporting Services	—	7.3	15.5	3	14.2	3.7	14.4	7.3	12.9	13	5.9	14.6	13.3	13.3	10.9	4.1	5.9	5.9	17.1	4.7	11	6	15.7	22	29.8	19.2	—	14.8	12.9	13.9
Town Creek	14.8	25.3	6.2	13.7	4.9	17.8	22.4	25.3	1.3	6	12.7	4.6	2.7	2.2	6.8	11	12.7	12.7	5.4	16.6	20	12.3	8.8	13.2	18	10.2	14.8	—	21.9	5.3
White Marsh	12.9	16.7	24.3	16.9	23.9	10.7	1.1	16.7	21.6	21	19.1	24.5	21.2	22.2	17.5	16	19.1	19.1	24.9	8.2	1.9	9.6	28.5	30.6	36.6	29.6	12.9	21.9	—	25.2



Fairlead Academy	13.9	18.1	1.7	13	0.3	16.4	24.3	17.3	4.2	9.2	7.4	0.7	4.6	3.1	10.4	10.3	7.4	7.4	3.4	18	23.3	15.8	5	7.6	15.8	9.4	13.9	5.3	25.2	—
------------------	------	------	-----	----	-----	------	------	------	-----	-----	-----	-----	-----	-----	------	------	-----	-----	-----	----	------	------	---	-----	------	-----	------	-----	------	---



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

Original Grant Budget	\$3,317,220	Amended budget #		Request Date	08/26/21
Grant Name	Title I, Part A	Grant Recipient Name	St. Mary's County Public Schools		
MSDE Grant #		Recipient Grant #	010-22		
Revenue Source	F	Recipient Agency Name	St. Mary's County Public Schools		
Fund Source Code		Grand Period	7/1/2021	9/30/2023	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
<b>201 Administration</b>							
Prog. 21 General Support							
Prog. 22 Business Support						61,727.10	61,727.10
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	300,917.80	52,570.00	1,000.00	10,000.00			364,487.80
<b>203-205 Instruction Categories</b>							0.00
Prog. 01 Regular Prog.	10,980.00	2,540.00	17,712.60				31,232.60
Prog. 02 Special Prog.	1,619,559.10	146,540.41	87,235.61	5,211.46			1,858,546.58
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						106,151.00	106,151.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	20,340.00		9,249.00	23,602.00			53,191.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							0.00
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
<b>207 Student Personnel Serv.</b>			20,028.00				20,028.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>				4,725.00			4,725.00
<b>210 Plant Operation</b>							0.00
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				817,130.92			817,130.92
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							0.00
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	1,951,796.90	201,650.41	135,225.21	860,669.38	0.00	167,878.10	3,317,220.00

Finance Official Approval	Subha Manivannan		10/20/2021	301-475-5511 x32120
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. J. Scott Smith		10/22/21	301-475-5511 x32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

# Title II

## Appendix D

**Revised March 2021**



innovate



collaborate



elevate

### **Title II, Part A**

### **Systems of Support for Excellent Teaching and Leading**

**Local School System: St. Mary's County Public Schools**

**Fiscal Year: 2022**

**Title II-A Coordinator: Jessica Cotugno**

**Telephone: 301-475-5511, extension 32115**

**E-mail: [jwcotugno@smcps.org](mailto:jwcotugno@smcps.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**)

7.0: Assurances (**Required**)

**The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—**

- (1) increase student achievement consistent with the challenging State academic standards;
- (2) improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

**To be eligible to receive a subgrant, a local 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 following:**

- (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 teachers 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, 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 improve LSS activities to meet the purpose of the title
- (C) Consult with your local school system's educational equity point of contact in completing this application, as required by COMAR 13A.01.06.
- (D) Coordinate activities with related strategies, programs, and activities being conducted in the community.
- (E) Required consultation cannot interfere with the timely submission of the application

**1.0 TARGETED SUPPORTS AND CONSULTATION – Required**

Please provide a description of how the local education agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124 (c).

St. Mary's County Public Schools is committed to the following priorities as evidenced in this plan:

- Reduction of Class Size to improve student achievement through the recruiting, hiring, and retainment of highly qualified and effective teachers.
- Support literacy skill development across content areas in secondary schools through teacher coaching and student support.
- Providing personalized professional learning, including conferences, workshops, and courses, to all staff that educate our children, that is focused on improving teaching, student learning, and achievement.
- Support new teacher induction and mentoring programs designed to improve classroom instruction and student learning and achievement while increasing retention of effective teachers.
- Support teachers in critical shortage areas and that teach children with disabilities and English Language Learners.
- Support identified TSI schools by providing stipends and substitutes for TSI Assistance Teams to meet, review data throughout the year as it is collected, and plan the next steps for identified students.
- Support identified TSI Assistance Team members with the Professional Development needs to be identified through the data review and reflection process.

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.

St. Mary's County Public Schools does the following to ensure that meaningful consultation with school system leaders, principals, teachers, and paraprofessionals occur to address the priorities as listed above:

- Weekly Superintendent's Cabinet Meetings
- Weekly Division of Instruction Meetings with Instructional Directors
- Weekly Department of Curriculum and Instruction Meetings with Instructional Supervisors and members of the Office of Assessment and Accountability
- Joint meetings of the Department of Curriculum and Instruction, the Department of Special Education, and the Office of Assessment and Accountability
- Monthly county-wide Administrator and Supervisor meetings with all facets of the school system represented
- Monthly New Teacher Seminars with all first-year teachers
- Monthly Staff Meetings at all schools with all staff, including paraprofessionals and other support staff, as the agenda warrants
- Monthly Instructional Resource Teacher meetings



- Monthly Special Education IEP Chair meetings
- Professional Learning Communities at work throughout the year and supported with monies from Title II
- Meetings and joint committee meetings (ex: Assessment Committee) held in collaboration with the educational associations as well as community groups such as Patuxent Partnerships and NAACP
- Ongoing, regular communication and feedback collection with all staff through multiple sources (ex: Signal Newsletter, Content Supervisor Memos, and emailed Monday Messages)
- Establish TSI Assistance Teams for each of the three TSI schools. These teams will be composed of central office staff and school-based staff and led by the Director of Special Education. The teams will meet on a monthly basis to “dissect” incoming formative and summative data on those students identified in the subgroup cohort to make instructional plans and deploy resources as is needed.

The Title II core stakeholder group stretches across multiple school divisions and community groups. Information about the Title II, Part A Grant opportunity was shared with the Superintendent, the Deputy Superintendent, Department Directors (ex: Curriculum and Instruction, Special Education, Student Services, Supplemental School Programs, Assessment and Accountability), and instructional supervisors. In addition to working with their department and school-based leadership/staff, these individuals work closely with a variety of community agencies to identify and address student, staff, and school needs. School-based leadership also works with community agencies, staff, parents, and students to identify and address school-based needs through avenues such as School Improvement Team (SIP) and Parent Teacher Association (PTA) / Parent Teacher Organization (PTO) meetings.

A Title II and Title IV need assessment survey was distributed to all building administrators and school system staff. This needs assessment survey was also shared with community partners. Information about the Title II grant was shared with the survey:

<https://docs.google.com/document/d/1m6mcDI0ajQ5ECbCug3dJBLh8UdruqxPxMjxK0ykCmeo/edit?usp=sharing>

Department Directors and Instructional Supervisors in the Department of Curriculum and Instruction work collaboratively with local organizations such as the St. Mary's County Early Childhood Advisory Council (ECAC), St. Mary's Citizens' Advisory Committee for Special Education (CACSE), St. Mary's County School Health Council, and St. Mary's County Public Libraries. Each of these groups meets multiple times throughout the school year and are provided with opportunities to offer input that informs our participation in Federally Funded Grant programs.

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.

St. Mary's County Public Schools has a robust communication structure in place as evidenced in how we consult with one another in regard to our system priorities. Multiple data sources are used throughout the year to update and improve the activities that are supported by our Title II, Part A funds. These include but are not limited to:

- Use of Schoology and Google Docs to document both meeting agendas and meeting minutes for Cabinet, Division of Instruction, and Department of Curriculum and Instruction Meetings.
- Use of Schoology and Google Sites to document meeting agendas and provide needed resources and supports for Administrator/Supervisor Staff and Instructional Resource Teacher meetings.
- Use of surveys to provide feedback after Administrator and Supervisory meetings, New Teacher Seminars, and Instructional Resource Teacher meetings to determine next steps to meet identified needs.

- Ongoing analysis of student data from multiple sources to determine system supports and professional development needed as well as what support and training are needed for individual schools and teachers based on the data.
- Use of Performance Matters/UNIFY to monitor student achievement data.
- Use of School Improvement Plans by all to determine supports and resources schools and their staffs need
- Data analysis throughout the year of courses taken/taught; evaluation ratings of both professional and support staff; and use of professional development funds at individual schools.
- TSI Assistance Teams- School, district, and community members work together to review data charts and multiple assessment measures, redacted when necessary, to determine the root cause interfering with student achievement, and to develop a TSI plan. The TSI plan will be shared with stakeholders and approved for any TSI school. The school's TSI plan will include growth targets, the schedule and process for progress monitoring, responsible staff, and an implementation schedule. The Equity Analyst will also review the plan to ensure there are no resource inequities. The schools designated as TSI are obligated to work with the district team to implement their TSI plans.



**TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**  
**Local School System: St. Mary's County Public Schools**      **Fiscal Year: 2022**

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.

**2.0 ADMINISTRATIVE COSTS - Allowable**

Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures

Item	Line Item	Description	Public School Costs
2.1	Not Applicable		
2.2			
2.3			
2.4			
		Total for section 2.0	\$0.00

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)).

### 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.

The SMCPS [Recovery plan](#) and its February 2021 [Addendum](#) were developed in collaboration with a comprehensive and representative team of stakeholders (as noted in the Recovery Plan, p. 5). The [Reopening plan](#) builds on the key elements of this recovery plan, and the essential elements to recover, refine, and return to the normalcy of a full 180-day in-person school year schedule.

Our goal is to reopen schools with consistency to pre-pandemic policies and procedures with an understanding and sensitivity to the transition needed for students, staff, and the entire learning community.

In the transition to returning students to school safely, actions will be guided by key principles that will frame our operational guidelines. They include:

- **Social and Emotional Supports** - Addressing the social and emotional needs of students as they transition back to full-time schedules.
- **Instructional Recovery and Acceleration** - Providing academic supports, scaffolding, and engaging learning to ensure success for all students.
- **Providing Alternative Instructional Models** - Providing models for synchronous and asynchronous learning platforms that students can access for both in-person and online learning environments.
- **Clean and Healthy Environments** - Ensuring students and staff are working, learning, traveling, and eating in spaces that are clean and healthy.

Further, the following elements are addressed throughout our practices:

- **Equity** - All actions and plans will be reviewed through an equity and inclusion lens. It is imperative that all students have access and opportunity for success and supports.
- **Engaging and High-Quality Instruction** - Instruction is designed to ensure students work toward mastery of the instructional outcomes for their grade level and content. As students return to school, instruction is designed to help them recover and accelerate their learning.
- **High-Quality Professional Development** - Staff at all levels of the organization participate in ongoing professional development designed to assist them in their roles and meet the needs of their students.
- **Communication and Collaboration** - Open, multi-faceted, and collaborative planning and communication provide our greatest opportunities for growth.

- **Technology Sustainability and Support** - We must ensure that the resources are available and connected for the continuity of learning - whether in person or wherever is necessary.

During the 2020-2021 school year, teachers and students experienced a combination of learning environments including virtual, face-to-face, and hybrid instruction. Access to new technologies presented uncharted opportunities for educators, school administrators, and families to leverage the benefits of technology to support student learning and encouraging meaningful parent participation. Teaching and learning will continue to look different during the 2021-2022 school year as teachers combine the best practices from the various instructional models they've experienced as they now work to meet student needs in daily face-to-face learning environments. Teachers will also need to balance additional considerations including public health considerations and equity. As a result, it is essential that we provide all staff with ongoing professional development to meet their needs and the needs of their students.

While the extended school closures had a significant impact on the education of Maryland students statewide, the mix of virtual, hybrid, and face-to-face learning environments also presented its own set of challenges. While some students thrived in the virtual learning environment, others did not. It is recognized that students with disabilities or from marginalized populations may have experienced increased distress and negative educational consequences due to the changes in instructional methods and environments that occurred during the 2020-2021 school year.

With the exception of our Virtual Academy, all St. Mary's County Public School students began this school year with the return to the five-day-a-week, face-to-face instructional model. As schools reopen for the 2021-2022 school year, it is also important to plan for the mental and social-emotional well-being of students, staff, and families. SMCPs will continue to implement a tiered system of support to address the mental health and social-emotional needs of students, identify resources, and plan to support the social-emotional needs of staff, identify resources and help support the social-emotional needs of parents. Mental health and wellness resources will be communicated and made available to all staff. Each school location has a unique student body and faculty, individualized programming, and specific needs. Our work this year will be accomplished in concert with relevant stakeholders specific to each school campus, and with appropriate central servicing that supports identified needs.

As a result of the collected information the current priorities are as follows:

- Provide students with teachers and school leaders that are effective in improving student academic achievement in a variety of teaching models (virtual, face-to-face)
- Braid funds from multiple sources in order to deliver good, consistent, and uniform Professional Development to all of our staff. Working together to develop and provide professional development has been a collaborative effort between and among the Department of Curriculum and Instruction; the Department of Special Education; the Office of Assessment and Accountability; the Department of Equity, Engagement, and Early Access; and the Office of Student Services and all the grants they receive – Titles I, II, III, and IV, Safe to Learn.
- Participate in all training and supports offered by MSDE to both our system leadership, such as content supervisors, as well as to our teachers, such as FAME training and LETRS
- Support the professional learning of teacher leaders through participation in national and state conferences, ensuring that we are sending a representative cohort, with the expectation that they would return and bring back those resources and training to all our teachers
- Support teachers in their efforts to work collaboratively to identify and address student needs.
- Provide opportunities for teacher mentoring to help build capacity and retain effective teachers.

Specific equity gaps that are priorities for SMCPs and are identified as focus areas for this school year include The Fairlead Freshman Academy and Social/Emotional/Mental Health Supports. The Fairlead Freshman Academy program



**TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**  
**Local School System: St. Mary's County Public Schools** **Fiscal Year: 2022**

is designed specifically to address learning gaps for students, with focused attention for students who have had academic struggles in the 2020-2021 school year. Students in grade 9 are identified for this program based on their middle school academic performance, specifically over the last two school years (SY20 and 21), which were impacted directly by the COVID-19 pandemic. Some students were disproportionately impacted as a result of the COVID-19 closures, including students who receive Free and Reduced Meals. This program provides direct supports, with a focus on students who have struggled academically with an emphasis on differentiation and personalized learning. The program focuses on students at risk academically, which have included disproportionate numbers of students from identified student groups. The Freshman Academy is designed to be a "school within a school" providing a specially selected team of teachers (English 9, Algebra I, U.S. History, Earth/Space Science, and a Freshman Seminar course that fosters development of executive functioning skills) that work together to support this cohort of students throughout their Freshman year. This support is designed to mitigate the transition issues that many students have traditionally struggled to overcome. The Freshman Academy will utilize the research-based intervention School Connects within the Freshman Seminar course to foster SEL skills such as self-advocacy, self-regulation, and executive functioning skills. The students will also be in small classes (class cap of 15). Secondary School Literacy coaches will work collaboratively with both students and staff in The Fairlead Freshman Academy to support student achievement.

Due to school closures on March 16, 2020, no 2020 MCAP data is available. No MCAP assessments occurred during the 2020-2021 school year. As a result, MCAP data from 2019 and 2018 are included below.

MCAP Reading Scores, two-year comparison, reflecting the percentage of those students scoring the "passing" score of a 4 or a 5:

Assessment Year	Grade Assessed	State	SMCPS	SMCPS African American	SMCPS FARMS	SMCPS Special Education
2018	3	38.8	44.3	17.9	23.7	8.7
2019	3	41.2	46.6	27.1	28.6	9.5
2018	4	43.1	47.1	18.1	24.9	7.6
2019	4	43.6	50.3	23.7	29.4	8.2
2018	5	42.1	48.8	22.4	25.3	9.2
2019	5	43.9	50.6	22.3	28.3	7.2
2018	6	38.6	40.3	10.9	10.4	6.1
2019	6	41.1	44.2	19.5	22.6	6.0
2018	7	45.6	46.2	19.4	21.0	7.2
2019	7	47.3	50.2	27.3	28.3	9.2
2018	8	41.3	45.1	20.2	22.7	3.3
2019	8	45.0	49.1	21.1	23.4	6.0
2018	10	48.5	51.1	22.4	24.0	11.5
2019	10	42.6	56.5	31.1	29.3	9.4

MCAP Mathematics Scores, two-year comparison, reflecting percentage of those students scoring the "passing" score of a 4 or a 5:

Assessment Year	Grade Assessed	State	SMCPS	SMCPS African American	SMCPS FARMS	SMCPS Special Education
2018	3	42.2	46.8	13.6	22.9	14.5
2019	3	42.5	46.8	24.9	27.0	15.6

**TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**  
**Local School System: St. Mary's County Public Schools** **Fiscal Year: 2022**

2018	4	38.7	45.8	16.5	22.2	10.9
2019	4	39.4	48.2	16.5	24.7	13.7
2018	5	38.0	47.3	16.7	24.3	11.8
2019	5	36.7	45.1	14.2	22.2	9.0
2018	6	31.8	35.3	10.2	13.8	5.4
2019	6	30.1	37.9	10.8	14.2	6.0
2018	7	28.6	43.7	16.9	21.1	6.5
2019	7	26.6	38.8	11.9	18.9	3.9
2018	8	15.8	21.6	9.4	12.6	4.2
2019	8	12.5	22.8	7.1	11.8	3.2
2018	Algebra I	34.9	45.2	18.7	20.7	8.8
2019	Algebra I	27.2	43.9	19.9	20.8	12.9



**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 Your Activity including: <ul style="list-style-type: none"> <li>• anticipated outcomes</li> <li>• implementation plan</li> <li>• intended audience</li> <li>• specific timeline</li> <li>• plan for evaluation</li> </ul>	Cite: <ul style="list-style-type: none"> <li>• the level of evidence</li> <li>• study or studies that support this activity/series</li> <li>• the rationale for your rating</li> </ul>	Total Public School Costs
<b>1. Strategies and Activities to Recruit and Hire Effective Teachers and Principals</b>				
1.1	Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B).  The LSS may develop initiatives that provide:	Not Applicable		
1.1.1	expert help in screening candidates and enabling early hiring [Section 2103](b)(3)(B)(i)	Not Applicable		
1.1.2	ii. differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems  <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</i>	Not Applicable		

**TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**  
**Local School System: St. Mary's County Public Schools** **Fiscal Year: 2022**

	<i>bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].</i>			
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)	<p>Anticipated Outcome: Improve the quality of the administrative, teaching, and paraeducator force through payment of test fees for staff who take and pass the appropriate content area tests required to become certificated or highly qualified. Examples include but are not limited to the PRAXIS exams, Principal tests (SLLA), and ParaPro assessments.</p> <p>Specific Timeline: These funds will be made available throughout the 2021-2022 school year until exhausted.</p> <p>Intended Audience: Any administrator, teacher, or paraeducator that works directly with students.</p> <p>Implementation Plan: The Human Resources Department in collaboration with the Department of Curriculum and Instruction will publicize that this support is available and work with individuals who are seeking additional certifications.</p> <p>Plan for Evaluation: Data will be collected to determine what certifications were obtained given the funds allotted to ensure that they foster the certification and retention of highly qualified teachers.</p>	<p>US Department of Education, Office of Postsecondary Education. (2009). The secretary's sixth annual report on teacher quality: A highly qualified teacher in every classroom.  <a href="https://eric.ed.gov/?q=highly+qualified+teachers+student+achievement&amp;ft=on&amp;pg=2&amp;id=ED513872">https://eric.ed.gov/?q=highly+qualified+teachers+student+achievement&amp;ft=on&amp;pg=2&amp;id=ED513872</a></p> <p>This report addressed the teacher shortage, particularly in Maryland, and various research-based avenues that states have employed in order to increase the number of Highly Qualified Teachers they have. Maryland is specially referenced in this paper citing the "Quality Teacher Incentive Act". State assessments such as the PRAXIS and National Board Certification are specially referenced in this document.</p> <p>This is a level 4 program. While no empirical studies have been conducted for the reimbursement of tests needed for certifications, there is a rationale that reimbursement of tests needed for certifications is likely to improve relevant outcomes based on the high-quality research findings cited above.</p>	\$4,350
1.2	<b>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</b>	Not Applicable		



**TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**  
**Local School System: St. Mary's County Public Schools** **Fiscal Year: 2022**

	graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;			
1.3	Reducing class size to a level that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers	<p>Anticipated Outcome: Increase student achievement by funding salaries and fringe benefits for teachers to reduce class size. Four schools will receive a full-time employee (FTE) to help with class size reduction. These schools and the data used to make this decision are as follows:</p> <p>Benjamin Banneker Elementary School- Grade 2 – an additional FTE reduces the class size from 29 students per class to 22 students per class.</p> <p>Dynard Elementary School- Grade 2 – an additional FTE reduces the class size from 25 students per class to 19 students per class.</p> <p>Greenview Knolls Elementary School- Grade 2 – an additional FTE reduces the class size from 26 students per class to 17 students per class.</p> <p>Piney Point Elementary School- Grade 1 – an additional FTE reduces the class size from 36 students per class to 24 students per class.</p> <p>Specific Timeline: These FTE will be employed for the 2021-2022 school year.</p> <p>Intended Audience: Benjamin Banneker Elementary School; Dynard Elementary School; Greenview Knolls Elementary School; and Piney Point Elementary School.</p> <p>Implementation Plan: Human Resources will work with the building principals to hire highly qualified teachers for these classroom positions</p>	<p>Phelps, J. L. (2011). Another look at the Glass and Smith study on class size. <i>Educational Considerations</i>, 39(1), 3-17. <a href="https://eric.ed.gov/?id=EJ964520">https://eric.ed.gov/?id=EJ964520</a></p> <p>This study takes the research done in 1978 by Glass and Smith's and recalculates the data using more sophisticated statistical tools. The data continues to show that there is a likely relationship between increased student achievement in class sizes between 15-32 and a marked decrease in classes over 33 students. Class sizes 15-22 showed the most marked achievement gains. It is to be noted that this research did not take into account factors such as socio-economic status, support staff, and materials.</p> <p>Small Elementary Classes Clearing House: What Works for Health  Rating: Some Evidence- This program had a positive impact based on high-quality evidence <a href="https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/small-elementary-classes">https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/small-elementary-classes</a></p> <p>This is a level 4 program. While no empirical studies have been conducted for the reduction of class size and student achievement, there is a rationale that the reduction of class size is likely to improve relevant outcomes based on the</p>	\$308,294



**TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**  
**Local School System: St. Mary's County Public Schools** **Fiscal Year: 2022**

		<p>if needed. Currently, all teachers in these positions are highly qualified and have classroom experience.</p> <p>Plan for Evaluation: Student achievement in these classrooms will be monitored throughout the year to see how they perform academically in comparison to their grade level cohort.</p>	high-quality research findings cited above.	
	Other Evidence-Based Activities Related to Recruiting and Hiring Effective Teachers and Principals:	Not Applicable		
<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>				
<b>2.1</b>	<p><b>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.</b></p> <p><b>The LSS may develop initiatives that:</b></p>	Not Applicable		
2.1.1	help all students develop the skills essential for learning readiness and academic success;	Not Applicable		
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;	Not Applicable		
2.1.3	effectively engage parents, families, and community partners, and coordinate services between school and community;	Not Applicable		

**TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**  
**Local School System: St. Mary's County Public Schools**      **Fiscal Year: 2022**

2.1.4	effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);	Not Applicable		
2.1.5	provide opportunities for experiential learning through observation	Not Applicable		
2.1.6	provide training, technical assistance, and capacity-building to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement (which may include providing additional time for teachers to review student data and respond, as appropriate)	<p>Anticipated Outcome: Provide substitute funds and stipends for school-based Professional Learning Communities. PLC anticipated outcomes include:</p> <ul style="list-style-type: none"> <li>• Teachers will collaboratively plan and incorporate UDL strategies into daily lesson planning.</li> <li>• Teachers will use assessment data to identify and track deficit standards.</li> <li>• Teachers will use assessment data to determine student-specific intervention, support, and enrichment needs.</li> <li>• Teachers will collaboratively design and implement formative and/or summative assessments based on identified needs.</li> <li>• Teachers will collaboratively review student work samples to determine instructional next steps.</li> <li>• Teachers will increase comfort with standards-based grading.</li> </ul> <p>Specific Timeline: These funds are to be used for stipends or substitutes for the 2021-2022 school year or until exhausted.</p> <p>Intended Audience: All schools in SMCPS.</p> <p>Implementation Plan: The Department of Curriculum and Instruction (DCI) will inform schools of these funds and how these funds can be requested, accessed, and utilized.</p>	<p>Crow, T. (2015). Pieces of the learning puzzle. <i>The Learning Professional</i>, 36(2), 10.  <a href="https://learningforward.org/journal/april-2015-issue/pieces-of-the-learning-puzzle/">https://learningforward.org/journal/april-2015-issue/pieces-of-the-learning-puzzle/</a></p> <p>“The Standards for Professional Learning outline the characteristics of professional learning that leads to effective teacher practices, supportive leadership, and improved student results... Learning Forward leads the field in understanding what links professional learning to improved student achievement.”</p> <p>This is a level 4 program. While no empirical studies have been conducted for the support of the work of Professional Learning Communities (PLCs) and student achievement, there is a rationale that the funding of support for PLCs is likely to improve relevant outcomes based on the high-quality research findings cited above.</p>	\$15,420

**TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**  
**Local School System: St. Mary's County Public Schools** **Fiscal Year: 2022**

		<p>The DCI will monitor schools' use of funds throughout the year giving guidance as needed and paying particular attention to those schools not utilizing designated funds to determine if additional supports are needed.</p> <p>Plan for Evaluation: Select various groups/teams/teachers utilizing the money to survey about the experience to determine the influence it had on their own professional learning and the impact it had on the achievement of their students. Collect sample artifacts for activities undertaken by school teams to validate the use of funds as well as create models for other schools. Review survey feedback and sample artifacts to determine the effect this funding had on the identified outcomes.</p>		
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	Not Applicable		
2.2	<p><b>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</b></p> <p><b>The LSS may develop initiatives that increase:</b></p>	Not Applicable		
2.2.1	the knowledge base of teachers, principals, or other school leaders	Not Applicable		

**TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**  
**Local School System: St. Mary's County Public Schools** **Fiscal Year: 2022**

	on instruction in the early grades and on strategies to measure whether young children are progressing;			
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 school staff and educators in preschool programs that address the transition to elementary school;	Not Applicable		
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	Not Applicable		
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	Not Applicable		
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	Not Applicable		
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	Not Applicable		
2.2.7	providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals,	Not Applicable		



**TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**  
**Local School System: St. Mary's County Public Schools** **Fiscal Year: 2022**

	regarding how to prevent and recognize child sexual abuse			
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)	Not Applicable		
2.2.9	Other Evidence-Based Activities Related to Improving the Quality of the Teaching Force:	<p>Anticipated Outcome: Increase student achievement by funding the salary and fringe benefits for a Secondary School Literacy Coach (FTE). The Literacy Coach will work with school staff to mentor, model, guide, and enhance the delivery of instruction to students. The Literacy Coach will also work with individual and small groups of students to provide focused instruction.</p> <p>Specific Timeline: The Secondary School Literacy Coach (FTE) will be employed for the 2021-2022 school year.</p> <p>Intended Audience: Secondary school teachers and students.</p> <p>Implementation Plan: Human Resources will work with the building principal to hire a highly qualified individual for this position. The Secondary School Literacy Coach will facilitate collaborative team discussions and other data-based decision-making sessions including PLC and Department Meetings, quarterly during the 2021-2022 school year. The Secondary School Literacy Coach will provide instructional coaching for staff and school mentor teams focusing on areas identified by the system leadership and/or the school site to support increased student achievement during the 2021-2022 school year. The Secondary School Literacy Coach will provide focused instruction to individual and small groups of students as identified by the</p>	<p>Di Domenico, P. M., Elish-Piper, L., Manderino, M., &amp; L'Allier, S. K. (2018). Coaching to support disciplinary literacy instruction: Navigating complexity and challenges for sustained teacher change. <i>Literacy Research and Instruction</i>, 57(2), 81-99. <a href="http://eric.ed.gov/?id=EJ1170283">http://eric.ed.gov/?id=EJ1170283</a></p> <p>This study investigated how a high school literacy coach provided coaching to support teachers' understanding and implementation of disciplinary literacy instruction. Findings suggest when the coach situated herself as a collaborator, rather than an expert, and positioned the teacher as the disciplinary expert, the coach and teacher were able to foreground the discipline and plan meaningful disciplinary literacy instruction.</p> <p>Hinton, K., &amp; Suh, Y. (2019). Foregrounding collaboration in disciplinary literacy: Implications from JAAL, 2008-2017. <i>Journal of Adolescent &amp; Adult Literacy</i>, 63(3), 279-287.</p> <p>In this review, the authors examined articles on collaboration within the context of disciplinary literacy that appeared in the <i>Journal of</i></p>	\$110,283

**TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**  
**Local School System: St. Mary's County Public Schools** **Fiscal Year: 2022**

		<p>collaborative team discussions during the 2021-2022 school year.</p> <p>Plan for Evaluation: Session sign-in sheets and meeting agendas and/or notes will be collected to document collaborative team opportunities. The Secondary School Literacy Coach will keep a log of instructional coaching and mentor interactions that occurred during the 2021-2022 school year. The Secondary School Literacy Coach will keep a log of student support provided and each students' progress towards the identified goal. SMCPs will evaluate the effect of the Secondary School Literacy Coach on student achievement by reviewing student progress noted on support logs and staff progress toward the staff identified Student Learning Objective(s) (SLOs). The building administrator, English Language Arts Supervisor, and Title II Grant Manager will all have roles in reviewing the effectiveness of the Secondary School Literacy Coach.</p>	<p><i>Adolescent &amp; Adult Literacy</i> between October 2008, when Moje published "Foregrounding the Disciplines in Secondary Literacy Teaching and Learning: A Call for Change," and December 2017. Findings suggest that collaboration is important for both teacher and student learning.</p> <p>This is a level 4 program. While no empirical studies have been conducted on the role of a Literacy Coach, there is a rationale that the funding to support a Literacy Coach is likely to improve relevant outcomes based on the research findings cited above.</p>	
<b>3. Strategies and Activities to Retain and Provide Support to Effective Educators</b>				
<b>3.1</b>	<p><b>Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students</b></p> <p><b>The LSS may develop initiatives that:</b></p>	Not Applicable		
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>Anticipated Outcome: Mentors will improve their ability to work collaboratively to support new teachers. New teachers will feel supported by their mentors. This activity will improve staff mentoring skills by conducting Team Mentor Training and providing compensation for those lead mentors who will serve to help facilitate team mentoring at school sites. Additionally, funding will support master teachers who will serve as facilitators at New Teacher Orientation and monthly New Teacher Seminars.</p>	<p>Runyan, C. K. (2013). Mentoring for New-Hire Success in Any Profession. <i>Research in Higher Education Journal</i>, 19. <a href="http://files.eric.ed.gov/fulltext/EJ1064631.pdf">http://files.eric.ed.gov/fulltext/EJ1064631.pdf</a></p> <p>This paper shares the process school systems can put into place that ensure a robust mentor program is being delivered to their new staff. The paper has multiple</p>	\$10,692



**TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**  
**Local School System: St. Mary's County Public Schools** **Fiscal Year: 2022**

		<p>Specific Timeline: These funds will provide stipends to pay six lead mentors, including a lead mentor representing special education, for their work in facilitating sessions throughout the year at New Teacher Induction Events.</p> <p>Intended Audience: Select highly-qualified lead mentors</p> <p>Implementation Plan: The Office of Strategic Planning and Communication will identify lead mentors in collaboration with building principals, the Department of Curriculum and Instruction, and the Department of Special Education. Training for mentors will occur during the summer as well as throughout the school year as needed. Lead mentors will participate in monthly New Teacher Seminars and assist at school sites by working with mentor teams.</p> <p>Plan for Evaluation: Surveys will be done throughout the year with both the Lead Mentors as well as the new teachers to determine if the activities and supports shared met the mentors' and new teachers' needs. Adjustments will be made according to the data collected.</p>	<p>references providing research that supports the concepts in the paper and directly link to the components of our leader mentor training and facilitating that we deliver.</p> <p>Shanks, R. (2017). Mentoring beginning teachers: professional learning for mentees and mentors. <i>International Journal of Mentoring and Coaching in Education</i>.  <a href="https://aura.abdn.ac.uk/bitstream/handle/2164/12456/PDF_Proof.PDF?sequence=1">https://aura.abdn.ac.uk/bitstream/handle/2164/12456/PDF_Proof.PDF?sequence=1</a></p> <p>This is a level 4 program. While no empirical studies have been conducted for the support of highly qualified lead mentors and student achievement, there is a rationale that the funding of support for highly qualified lead mentors is likely to improve relevant outcomes based on the high-quality research findings cited above.</p>	
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.	<p>Anticipated Outcomes: Facilitating and encouraging attendance at professional conferences for teacher leaders, school leadership, and system leaders to learn new practices or find solutions to issues that they are facing in order to meet their goals and provide training to others in the school system.</p> <p>Intended Audience: Highly-qualified lead teachers such as Literacy Coaches and Instructional Resource Teachers; Principals and Assistant Principals</p> <p>Specific Timeline: These funds will provide the funds to pay for instructional leaders and lead teachers</p>	<p>Crow, T. (2015). Pieces of the learning puzzle. <i>The Learning Professional</i>, 36(2), 10.  <a href="https://learningforward.org/journal/april-2015-issue/pieces-of-the-learning-puzzle/">https://learningforward.org/journal/april-2015-issue/pieces-of-the-learning-puzzle/</a></p> <p>“The Standards for Professional Learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results... Learning Forward leads the field in understanding what links professional learning to</p>	\$2,000

**TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**  
**Local School System: St. Mary's County Public Schools** **Fiscal Year: 2022**

		<p>to attend professional conferences throughout the year.</p> <p>Implementation Plan: The Department of Instruction in collaboration with building principals, the Office of Assessment and Accountability, the Department of Special Education, and the Department of Human Resources, will identify professional conferences that will address our system and school needs. Attendance at conferences will occur throughout the school year as experiences are offered. It is the intent that whoever attends these conferences will bring back the information and share it with others in forums such as content newsletters; staff/department/PLC meetings; and county-led workshops.</p> <p>Plan for Evaluation: Documentation of how information learned at conferences will be available such as staff/department/PLC agendas; articles from content newsletters and agendas from county-led workshops.</p>	<p>improved student achievement.”</p> <p>This is a level 4 program. While no empirical studies have been conducted for the support of attending professional conferences and student achievement, there is a rationale that the funding to support staff to attend conferences is likely to improve relevant outcomes based on the high-quality research findings cited above.</p>	
3.1.3	provide financial incentives for teachers and principals with a record of helping students to achieve academic success	Not Applicable		
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.	Not Applicable		
3.1.5	support the instructional services provided by effective school library programs	Not Applicable		
3.1.6	improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback	Not Applicable		
3.1.7	provide common planning time to help prepare students for	Not Applicable		



**TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**  
**Local School System: St. Mary's County Public Schools** **Fiscal Year: 2022**

	postsecondary education and the workforce			
3.1.8	Other Evidence-Based Activities Related to Retaining and Providing Support to Effective Teachers and Principals:	Not Applicable		
<b>4. Use of Funds to Improve Equitable Access to Effective Educators To All Students</b>				
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.	Not Applicable		
<p><b>*Below is a list of “Warehouses” with multiple sources on various topics with research already evaluated on the strength of the link between evidence and outcome.</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Evidence for ESSA</a> (Hopkins)</li> <li>• <a href="#">Report on School Leadership Interventions under ESSA</a> (RAND)</li> <li>• <a href="#">Social and Emotional Learning Interventions under ESSA</a> (RAND)</li> <li>• <a href="#">What Works Clearinghouse</a> (IES)</li> <li>• <a href="#">Evidence-Based Intervention Network</a> (University of Missouri)</li> <li>• <a href="#">National Center on Intensive Intervention</a> (AIR)</li> <li>• <a href="#">Substance Abuse and Mental Health Services Registry</a> (SAMHSA)</li> <li>• <a href="#">Results First Clearinghouse Database</a> (Pew)</li> <li>• <a href="#">Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools</a> (Hopkins)</li> <li>• <a href="#">Impact of Family Involvement on the Education of Children</a> (MDRC)</li> </ul>				

**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)]

St. Mary's County Public School's (SMCPS) curriculum guides, materials, and assessments align to the Maryland College and Career Readiness Standards for both English and Math, the Next Generation Science Standards, and the Inquiry Design Model Social Studies curriculum framework. In addition, St. Mary's County Public Schools aligns professional learning to the Learning Forward Standards for professional learning. Professional Learning activities for section 4.0 support paraeducators and teachers; principals; and school leaders in the use of academic standards to develop lesson plans, assignments, and assessments that help their students master the knowledge and skills defined by the academic standards.

To gain a better understanding of what SMCPS provides to teachers, parents, students, and the school community in regards to instructional resources and supports, please visit the SMCPS website ([www.smcps.org](http://www.smcps.org)) paying particular attention to the staff, parent, and student tabs where a myriad of resources and detailed information is shared.

Staff link: <http://www.smcps.org/staff>

Parent link: <http://www.smcps.org/parents>

Student link: <http://www.smcps.org/students>



## **6.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS - Required**

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)).

Describe the school system's written process to invite private schools to the initial consultation meeting, provide ongoing consultation, and manage disputes and/or complaints.

On July 1, 2021, a certified letter was mailed to all local nonpublic schools advising them of the opportunity to participate in the Title II, Part A Grant and requesting documentation of their intent to participate. On July 15, 2021, a follow-up e-mail with the same information was sent to all nonpublic schools that had previously participated in the Title II, Part A Grant.

### [Title II Letter and Intent to Participate Form](#)

All participating nonpublic schools are typically invited to attend a Federally Funded Programs Meeting in October to discuss Federally Funded Grant opportunities including Title II, Part A. The Fall 2021 meeting has not yet been scheduled. An additional Federally Funded Programs Meeting is typically held in the winter/spring. Additional individual nonpublic meetings are available upon request.

### [Title II Affirmation of Consultation Forms](#)

Each nonpublic school that will be participating in the Title II, Part A Grant is required to complete an application that includes a needs assessment and information about planned activities. When there is a question about whether an activity is allowable, MSDE is consulted. In cases where proposed activities cannot be funded using Title II monies, alternative activities or funding arrangements (ex: other grants) are discussed.

### [Title II Nonpublic Application](#)

The LEA takes many steps to manage disputes with non-public schools, including suggesting alternative activities and funding sources. If these steps do not bring resolution, the MSDE Title II office is consulted for feedback. If the MSDE Title II office cannot facilitate agreement, the LEA will contact MSDE's Equitable Services Ombudsman to facilitate a collaborative conversation between the LEA grants office, the nonpublic school, the MSDE Title II office, and the MSDE Ombudsman.

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)

St. Mary's County Public School does the following to ensure that we provide equitable access and participation of Title IIA funds to students in private schools:

- Ensure that communication is ongoing and multifaceted (email; certified mailings; virtual/face-to-face meetings; phone conversations)
- Dialogue and discussion with individual schools occurs as needed in regard to their Needs Assessment
- Two Federally Funded Grant meetings are scheduled each school year (fall, winter/spring). Additional meetings are available upon request.
- Activity status checks and balance updates are provided 2 times a year (at a minimum).

**Needs Assessment:**

Each nonpublic school that will be participating in the Title II, Part A Grant is asked to complete an application that includes a needs assessment (See application- Step 1).

**Professional Development Plan:**

Upon completion of the Needs Assessment, each nonpublic school that will be participating in the Title II, Part A Grant is asked to complete an application that includes information about planned professional development activities (Step 2).

Provide 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)

17,246 SMCPS students + 1,966 Nonpublic students = 19,212 students  
 SMCPS Title II allotment \$512,306 – Administrative Costs \$0 = \$512,306  
 $\$512,306 / 19,212 \text{ students} = \$26.665937 \text{ per student}$

**Participating Private Schools:**

Bay Montessori  
 63 students x \$26.665937 per student = \$1,680.00

Father Andrew White  
 222 students x \$26.665937 per student = \$5,920.00

King's Christian Academy  
 315 students x \$26.665937 per student = \$8,400.00

Little Flower School  
 142 students x \$26.665937 per student = \$3,787.00

Leonard Hall Junior Naval Academy  
 46 students x \$26.665937 per student = \$1,227.00

Lexington Park Baptist Church Pre-School

**TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**  
**Local School System: St. Mary's County Public Schools** **Fiscal Year: 2022**

9 students x \$26.665937 per student = \$240.00

Mother Catherine Academy

162 students x \$26.665937 per student = \$4,320.00

St. John's School

227 students x \$26.665937 per student = \$6,053.00

Mt. Zion United Methodist Church Preschool

18 students x \$26.665937 per student = \$480.00

St. Michael's Catholic

124 students x \$26.665937 per student = \$3,307.00

St. Mary's Ryken

638 students x \$26.665937 per student = \$17,013.00

**Total Amount of Transfers: \$52,427.00**



## 7.0 ASSURANCES- **Required**

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) coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

(C) comply with section 8501 (regarding equitable participation by private school children and teachers);

- (i) the LSS maintains control over materials, equipment, and property purchased with federal funds, if applicable.
- (ii) the LSS expenditures, when providing educational services and other benefits to eligible private school children, their teachers, and other educational personnel serving those children, shall be equal, taking into account the number and educational needs of the children to be served.
- (iii) the LSS assures that educational services and other benefits, including materials and equipment, provided under this section, be secular, neutral, and non-ideological.

**TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**  
**Local School System: St. Mary's County Public Schools** **Fiscal Year: 2022**

<b>Title II, Part A Budget Narrative</b>						
<b>Activity #</b>	<b>Category/ Object</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In-Kind</b>	<b>Total</b>
				<b>Total:</b>		
1.1.3	203-205 – 09 / 04	Testing Fees	29 assessments x \$150 (average cost)	\$4,350.00		\$4,350.00
				<b>Total:</b>		<b>\$4,350.00</b>
1.3	203-205 – 01 / 01	FTE Positions (Classroom Teachers)	Teacher 1: 57,354.00 Teacher 2: 59,648.00 Teacher 3: 57,354.00 Teacher 4: 59,648.00 *Note: The actual estimated salaries are \$234,004; Carry over balances of \$34,675 from FY21 salaries will cover the difference. \$234,004 - \$34,675 = \$199,329	\$199,329.00		\$199,329.00

**TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**  
**Local School System: St. Mary's County Public Schools** **Fiscal Year: 2022**

	212 / 04		<p><b>Total Fringe Benefits @ Actual;</b>  Heath - \$53,514;  Annual Life Fringe - \$180;  FICA - \$17,971;  Workers Comp - \$749;  Pension - \$35,007.  *Note: The estimated Fixed Charges calculated on actual estimated salaries of \$234,004.  FICA <math>\\$234,004 \times .08 \times .96</math> (<math>\\$4,404.50 \times 2</math>; <math>\\$4,581 \times 2</math>) = \$17,971  Workers Compensation <math>\\$234,004 \times .08 \times .04</math> (<math>\\$183.50 \times 2</math>; <math>\\$191 \times 2</math>) = \$749;  Life Insurance <math>4 \times \\$45 = \\$180</math>;  Pension <math>\\$234,004 \times 14.96\% = \\$35,007</math>;  Health (dependent on plan they select) \$21,931 + \$16,834 + <math>\\$7374.50 \times 2 = \\$53,514</math>  *Note: The actual estimated fixed charges are \$107,421;  Carry over balances of \$2,776 from FY21 fixed charges will cover the difference.  \$107,421- \$2,776 = \$104,645</p>			
1.3		Total Fringe Benefits		\$104,645.00		\$104,645.00
1.3	203-205 – 01 /01	Substitutes	<p>4 FTE x 10 days of substitute coverage x \$100/day= \$4000</p>	\$4,000.00		\$4,000.00
1.3	212 / 04	Fixed Charges	<p>FICA <math>\\$4,000 \times .08 \times .96 = \\$307</math>  Workers Compensation</p>	\$320		\$320.00



**TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**  
**Local School System: St. Mary's County Public Schools**      **Fiscal Year: 2022**

			$\$4,000 \times .08 \times .04 = \$13$			
				<b>Total:</b>		<b>\$308,294.00</b>
<b>Activity 1.0 Total</b>						<b>\$312,644.00</b>
2.1.6	203-205 – 09 / 01	Collaborativ e Planning	1325 hours x \$30/hour (\$39,750) and 400 Substitutes x \$100/day (\$40,000) *Note: The actual charges are \$79,750; Carry over balances of \$66,398 from FY21 will cover the difference. \$79,750 - \$34,198 (stipends) - \$32,200 (substitutes) = \$13,352	\$13,352.00		\$13,352.00
2.1.6	212 / 04	Fixed Charges	FICA \$13,352 x .08 x .96 = \$1,025 Workers Compensation \$13,352 x .08 x .04 = \$43)	\$1,068.00		\$1,068.00
2.1.6	203-205 – 09 / 03	Materials	\$1,000 (Books ~\$700, Chart Paper ~\$200, Post Its/Markers/etc. ~\$100)	\$1,000.00		\$1,000.00
				<b>Total:</b>		<b>\$15,420.00</b>
2.2.9	203-205 – 09 / 01	FTE Position- Literacy Coach	Salary: \$104,285 Carry over balance of \$21,332 from FY21 salaries will cover the difference. \$104,285 - \$21,332 = \$82,953	\$82,953.00		\$82,953.00
2.2.9	212 / 04	Total Fringe Benefits	Total Fringe Benefits @ Actual; Heath - \$8,239; Annual Life Fringe - \$45; FICA - \$82,953 x .08 x .96 = \$6,371; Workers Comp - \$82,953 x .08 x .04 = \$265; Pension - \$12,410	\$27,330.00		\$27,330.00
				<b>Total:</b>		<b>\$110,283.00</b>
<b>Activity 2.0 Total</b>						<b>\$125,703.00</b>



**TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**  
**Local School System: St. Mary's County Public Schools**      **Fiscal Year: 2022**

3.1.1	203-205 – 09 / 01	Lead Mentors	6 Teachers x 5 hours/month x 11 months x \$30 (\$9,900); Substitutes: \$13/hour x 228 hours (\$2,964) *Note: The actual estimated charges are \$12,864; Carry over balances of \$2,964 (substitutes) from FY21 will cover the difference. \$12,864-\$2,964=\$9,900	\$9,900.00		\$9,900.00
3.1.1	212 / 04	Fixed Charges	FICA - \$9,900 x .08 x .96 = \$760; Workers Comp -\$9,900 x .08 x .04 = \$32;	\$792.00		\$792.00
				<b>Total:</b>		<b>\$10,692.00</b>
3.1.2	203-205 – 09 / 04	Conferences	4 people X \$500	\$2,000.00		\$2,000.00
				<b>Total:</b>		<b>\$2,000.00</b>
Activity 3.0 Total						<b>\$12,692.00</b>
6.0	203-205 – 07 / 08	Non-Public Transfers		\$52,427.00		\$52,427.00
				<b>Total:</b>		<b>\$52,427.00</b>
	201 – 22 / 08	Indirect Cost	1.96% Indirect Cost: (Indirect Rate/ (1+Indirect Rate)) * Allowable Charges (Grant total minus Transfers) Indirect Cost: (.0196/ (1 + .0196)) * (\$512,306 - \$52,427) = 8,840	\$8,840.00		\$8,840.00
				<b>Total:</b>		<b>\$8,840.00</b>
				<b>Grand Total:</b>		<b>\$512,306.00</b>

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

ORIGINAL GRANT BUDGET	512,306.00	AMENDED BUDGET #		REQUEST DATE	11/10/21
GRANT NAME	Improving Teacher Quality, Title II Part A		GRANT RECIPIENT NAME	St. Mary's County Public Schools	
MSDE GRANT #	221049.01	RECIPIENT GRANT #	119-22		
REVENUE SOURCE	F	RECIPIENT AGENCY NAME			
FUND SOURCE CODE	6792	GRANT PERIOD	7/1/2021	6/30/2023	
		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	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						8,840.00	8,840.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	203,329.00						203,329.00
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						52,427.00	52,427.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	106,205.00		1,000.00	6,350.00			113,555.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
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
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				134,155.00			134,155.00
<b>213 Food Services</b>							0.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	309,534.00	0.00	1,000.00	140,505.00	0.00	61,267.00	512,306.00

Finance Official Approval	Jennifer Shaffer		11/10/2021	301-475-5511
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. J. Scott Smith		11/10/21	301-475-5511
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

# Title III



**Appendix E**

**Title III, Part A Grant Application**  
**English Language Acquisition, Language Enhancement,**  
**and Academic Achievement**



**Office of English Learners/Title III**

## TITLE III, PART A

### ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: **St. Mary's County Public Schools**

Fiscal Year **2022**

#### EDUCATIONAL EQUITY

Maryland's Educational Equity COMAR regulations require public school systems to provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic success and social/emotional well-being. Consider collaborating with your equity point of contact when developing and writing the application. It is important to reflect on the following:

1. Analysis of disaggregated data within the EL population (i.e., race, gender, home language, etc.)
2. Application of an equity lens in choosing activities of supplementary language development, professional learning, supplementary instructional materials, etc.

***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.

<b>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 [Sec. 3115(c)(1)]</b>			
Required Activities	Descriptions	Public School Costs	Private School Costs
	Please address each item (a-c) in your required activity descriptions.  a) Outcomes and brief description of the services <u>including evidence level when appropriate</u> b) Timelines or target dates c) Services to private schools		
1.1. Improving the English language proficiency and academic achievement of ELs [Sec. 3115(c)(1)].	<b>a)</b> In order to improve the English proficiency and academic achievement of English learners, we will renew <b>ELlevation</b> software. ELlevation will be used as a supplemental instructional resource to help classroom teachers plan instruction and apply techniques to help ELs acquire language and master	\$15,792	

	<p>grade-level content.</p> <p>b) October 2021.</p> <p>c) n/a</p> <p>-----</p> <p>a) Supplemental academic language and content tutoring support to EL students in grades PreK-12 to increase student performance in science, social studies, English language arts, and mathematics based on annual state assessment data, student report card grades, and/or English language proficiency target growth. Supplemental tutoring may occur during, before, or after school. Tutoring is a level 3 evidence indicator.</p> <p>b) <b>Timeline:</b> December 2021-June 2022</p> <p>c) n/a</p>	\$13,800	\$0
<p><b>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 [Sec. 3115(c)(2)]</b></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 [Sec. 3115(c)(2)(D)].</p>			
<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELs [Sec. 3115(c)(2)(A)].</p>	<p>a) Membership/registration fees for conferences such as WIDA for family engagement, best instructional practices, latest research pertaining to ELs and literacy development. The county has a formal process for selecting teachers to attend conferences. Those teachers who attend will be expected to share information with grade level/content teachers upon their return. Outcome:</p>	\$3,727	\$2,296

	<p>to increase teachers' knowledge of practices that support ELs in language and content development and ultimately to increase the literacy of our ELs. Surveys will be used to determine the effectiveness of the workshops and conferences.</p> <p><b>b) Timeline:</b> School year 2022-23</p> <p><b>c)</b> Private Schools would like professional development</p>		
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 for ELs [Sec. 3115(c)(2)(B)].	<p><b>a)</b> In order to increase ELs performance in content classes, we will provide multiple ELlevation workshops for teachers, principals, and other school leaders throughout the year. Emphasis will be on improving the instruction and assessment of ELs; understanding and implementing curricula and assessment practices of ELs. The PD will be of sufficient intensity and duration and will not be short-term. Attendees will deliver this information to other instructional staff meetings and in-service days.</p> <p><b>b) Timeline:</b> School year 2021-22: Train ELL teachers in October 2021. Train content teachers in November 2021. Continuation of ELlevation training through the 2022-23 school year, with emphasis on the training of content teachers.</p> <p><b>c) n/a</b></p>	\$1,325	\$0
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 [Sec. 3115(c)(2)(C)].	<p>a)</p> <p>b)</p> <p>c)</p>		
<b>3. To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs [Sec. 3115 (c)(3)]</b>			



<p>3.1 Providing parent, family, and community engagement activities that may include strategies that serve to coordinate and align related programs [Sec. 3115(c)(3)].</p>	<p>a)</p> <p>b)</p> <p>c)</p>		
---	-------------------------------	--	--

## TITLE III, PART A

### ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: **St. Mary's County Public Schools**

Fiscal Year **2022**

#### EDUCATIONAL EQUITY

Maryland's Educational Equity COMAR regulations require public school systems to provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic success and social/emotional well-being. Consider collaborating with your equity point of contact when developing and writing the application. It is important to reflect on the following:

1. Analysis of disaggregated data within the EL population (i.e., race, gender, home language, etc.)
2. Application of an equity lens in choosing activities of supplementary language development, professional learning, supplementary instructional materials, etc.

***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 [Sec. 3115(a)]			
Authorized Activities	Descriptions	Public School Costs	Private School Costs
	Please address each item (a-c) in your authorized activity descriptions.  a) Outcomes and brief description of the services <u>including evidence level when appropriate</u> b) Timelines or target dates c) Services to private schools		
4.1 Upgrading program objectives and effective instructional strategies [Sec. 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 technical education [Sec. 3115(d)(3)(A)].	a) b) c)		
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 [Sec. 3115(d)(4)].	a) b) c)		
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 [Sec. 3115(d)(7)].	a) b) c)		
4.6 Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs	a) b)		

achieve success in postsecondary education [Sec. 3115(d)(8)].	c)		
<b>5. To provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families [Sec. 3115(d)(6)].</b>			
5.1 Providing programs to improve the English language skills of ELs [Sec. 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 [Sec. 3115(d)(6)(B)].	a) b) c)		
<b>6. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>Every Student Succeeds Act</i> [Sec. 3115(d)(9)].</b>			
6.1 Carrying out other activities that are consistent with the purposes of this section [Sec. 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
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%.		

**D. INDIRECT COSTS:** To calculate the indirect costs, please refer to the Financial Reporting Manual for Maryland Public Schools (Section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific activity.

8. Indirect Costs		Public School Costs
8.1 Costs associated with compensation for grant coordinators and their clerical support, such as accounting, auditing, budgeting disbursement services, management information systems, and purchasing. If indirect costs are charged, use the approved local school system indirect cost rate to calculate.	Indirect Costs (0.196%)	\$679

**Total Title III, Part A English Language Acquisition Grant Amount: \$37,619**

## TITLE III, PART A

### ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: **St. Mary's County Public Schools**

Fiscal Year **2022**

#### E. EQUITABLE SERVICES TO ENGLISH LEARNERS 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. **All school systems must** submit the following documents in Appendix H.

- ☐ Consultation timeline
- ☐ Signed Affirmation of Consultation Forms
- ☐ Complaint procedures/dispute resolution process for covered programs under ESSA

2. Describe below the school system's process to invite private schools to the initial meeting, and on-going consultation meetings [Sec. 8501(c)(1)(3)].

Private schools are invited to a collaborative meeting at the beginning of the year to provide information about our different Title funds. There is another meeting held in February to plan for the next year. Title III is always represented at these meetings. The ESOL Supervisor for St. Mary's County Public Schools also makes contact with the principals of the non-public schools via written letter at the beginning of the school year to determine the level of Title III services needed for their students, if any, for the current school year.

**Complete numbers 3 to 5 if services are provided to ELs in private schools.**

3. Provide the total allocation amount for Title III services in private schools below and in Appendix H [Sec. 8501 (a)(4)(C)].

Total allocation amount for private schools: **\$2,296.00**

4. Describe below the school system's process for providing equitable services to students in private schools [Sec. 8501(c)].

At the beginning of the school year, private schools provide us with the names of their ELs so that they can be included on the October 31 MSDE enrollment file (as enrollment drives funding for the following school year.) Last fall, SY 2020-21, one private school indicated they had ELs and wanted to participate in Title III services. They provided the information necessary to include those ELs in the enrollment file.

- a. How services, location of services, and grade levels or areas of services for students and teachers were decided and agreed upon.

Consultation among private school principal and Wendy Tarr, Title III coordinator for SMCPS.

- b. How services were monitored.

Title III coordinator, Wendy Tarr, visits schools.

5. Each local school system (LSS) shall provide assurances that it complies with the section 8501 regarding equitable services for private school students and teachers:

- ☐ (a) the LSS maintains control over materials, equipment, and property purchased with federal funds, if applicable under section 8501(d)(1);
- ☐ (b) the LSS expenditures, when providing educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children under section 8501(a)(4); and
- ☐ (c) the LSS assures that educational services and other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and non-ideological under section 8501(a)(2).



## TITLE III, PART A

### ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

---

#### F. GUIDANCE FOR COMPLETION OF THE BUDGET NARRATIVE

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:

- Description of the specific item (What is it?)
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
- Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.)

Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in the plan so the reviewer clearly sees their necessity. **Make absolutely sure your numbers add up.**

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. It is important to be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

#### **Personnel Costs:**

- **For Salaries:** List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.
- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

### **Contracted Services**

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

### **Supplies and Materials**

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

### **Other Charges**

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

### **Equipment**

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

### **Transfers**

- Transfers are payments to other LSSs, Private Schools or indirect costs that are shown as grant expenses but are not direct expenses of the LSS to the project.

### **Administrative Costs**

- Title III allows 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 the grant.

### **Indirect Costs**

- To calculate indirect costs, please refer to the Financial Reporting Manual for Maryland Public Schools (Section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific activity.

### **Sample Title III Budget Narrative**

<b>Category # – Program #</b>	<b>Budget Obj. #</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In- Kind</b>	<b>Total</b>
<b>Activity 1.1</b>						
203-205 – 02 Special Prog.	01-Salaries & Wages	ESOL teacher wage for summer supplemental newcomer curriculum writing	1 teacher x 20 days x 175/day	3,500		3,500

212 Fixed Charges	04 Other Charges	FICA	7.65% of \$3,500	268		268
				<b>Total:</b>		<b>\$3,768</b>
<b>Activity 2.2</b>						
203-205 – 02 Special Prog.	02-Contract Services	Delivery of workshop: “Best Practices for Teachers of EL/REL Students”	\$650/school x 4 schools x 2 days at each school (\$5200) + \$650/school x 3 schools x 1 day (\$1950)	7,150		7,150
				<b>Total:</b>		<b>\$7,150</b>
<b>Activity 3.2</b>						
203-205 – 02 Special Prog.	01-Salaries & Wages	ESOL teacher stipends for facilitating evening parent outreach programs	4 schools x \$1,500	6,000		6,000
212 Fixed Charges	04-Other Charges	FICA	7.65% of \$6,000	459		459
				<b>Total:</b>		<b>\$6,459</b>
<b>Activity 4.1</b>						
203-205 – 02 Special Prog.	03-Supplies & Materials	Supplemental materials to support instruction such as picture dictionary, flash cards, and leveled readers	\$275/site x 6 sites (\$1650) Shipping (\$86)	1,736		1,736
				<b>Total:</b>		<b>\$1,736</b>
<b>Activity 7.1</b>						
202 – 16 Inst. Administration & Supervision	08-Transfer	Administrative costs (2%)	\$20000 x .02	400		400
				<b>Total:</b>		<b>\$400</b>
<b>Activity 8.1</b>						
202 – 22 Business Support	08-Transfer	Indirect costs* (2.5%) * Each LSS has an approved indirect cost rate.	\$20000/1.025 x 0.025	487		487
				<b>Total:</b>		<b>\$487</b>

**Total Title III Grant: \$20,000**

### Title III Budget Narrative: English Language Acquisition

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
---------------------------	------------------	-----------	-------------	--------	-------------	-------

#### Activity 1.1

203-205 -02-Special Prog.	03-Supplies & Materials	Purchase ELLevation	\$15,791.67 District- wide subscription of ELLevation	15,792		15,792
------------------------------	----------------------------	---------------------	---	--------	--	--------

**Total: \$15,792**

#### Activity 1.3

203-205 -02-Special Prog.	02-Contract Services	Hire one tutor through ABACUS, contracted temp agency	\$23/hour for 30 hours/week X 20 weeks	13,800		13,800

**Total: \$13,800**

#### Activity 2.1

203-205 -09- Instruction Staff Dev.	04-Other Charges	Staff development- membership/registration fees; conferences & PD workshops (WIDA); hotel/flight cost	WIDA (3 ESOL teachers and 1 supervisor X \$931.75 each)	3,727		3,727
203-205-07 Non Public Transfers	08-Transfers	Staff development and PD workshops for private schools		2,296		2,296

**Total: \$6,023**

#### Activity 2.2

203-205 -09- Instruction Staff Dev.	02-Contract Services	ELLevation professional development workshops for classroom teachers of ELs, admin, and ESOL teachers.	\$325 Implementation + \$1,000 for training	1,325		1,325
--	-------------------------	--	---	-------	--	-------

### Title III Budget Narrative: English Language Acquisition

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total

**Total:** **\$1,325**

**Total:**

#### Activity 8.1

201 -22-Business Support	08-Transfers	Indirect Cost	Indirect Cost: Grant total less Non Public charges = Base. (37,619-2296 = 35,323) / 1 + .0196) X.0196	679		679

**Total:** **\$679**

**Grant Grand Total:** **\$37,619**

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

ORIGINAL GRANT BUDGET	37,619.00	AMENDED BUDGET #		REQUEST DATE	09/21/21
GRANT NAME	Title III, English Language Acquisition	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #	220671.01	RECIPIENT GRANT #	041-22		
REVENUE SOURCE	F	RECIPIENT AGENCY NAME	St. Mary's County Public Schools		
FUND SOURCE CODE	6942	GRANT PERIOD	7/1/2021	9/30/2023	
		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	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						679.00	679.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.		13,800.00	15,792.00				29,592.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						2,296.00	2,296.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.		1,325.00		3,727.00			5,052.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
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
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>							0.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	0.00	15,125.00	15,792.00	3,727.00	0.00	2,975.00	37,619.00

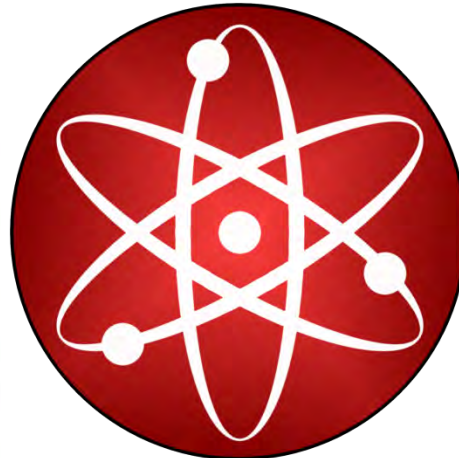
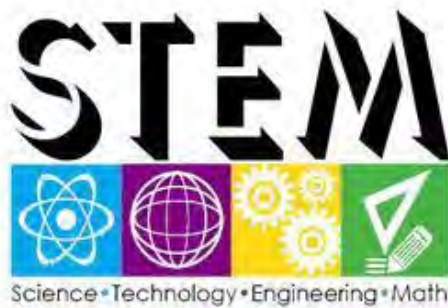
Finance Official Approval	Jennifer Shaffer		11/8/2021	301-475-5511
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith		11/8/21	301-475-5511
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

# Title IV

**Appendix F: FY 2022 (July 1, 2021 – June 30, 2023)**

**Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants**

<p><b>Local Educational Agency (LEA):</b> <u>St. Mary's County Public Schools</u>    <b>Grant Year:</b> <u>FY 2022</u> (use drop down)</p> <p><b>Title IV-A Point of Contact:</b> <u>Jessica Cotugno</u></p> <p><b>Telephone:</b> <u>301-475-5511, extension 32115</u>                      <b>E-mail:</b> <u>jwcotugno@smcps.org</u></p>
---



**Title IV, Part A**  
**Student Support and Academic Enrichment (SSAE) Grants**



## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

#### Table of Contents

Title IV, Part A Application: Overview	1
1.0 CONSULTATION - Required	1
2.0 ADMINISTRATIVE COST – Allowable	1
3.0 NEEDS ASSESSMENT- Required	1
Prioritizing Funds to School- Required	1
Prioritizing Educational Equity – Required (Please describe how the LEA is prioritizing equity needs to support marginalized student groups and practices.)	1
4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required [ESEA §4107(a)(1)]	1
Activity Key for Well-Rounded Education Opportunities	1
Well Rounded Education: Federal Examples ESEA§4107	1
5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108]	1
Activity Key for Safe and Healthy Students	1
Safe and Healthy Students: Federal Examples ESEA§4108	1
6.0 ACTIVITIES TO THE EFFECTIVE USE OF TECHNOLOGY – Required [ESEA §4109]	1
Activity Key for Effective Use of Technology	1
Effective Use of Technology Federal Examples ESEA§4109	1
6.1 Effective Use of Technology Activities	1
7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 8501]:	1
8.0 Assurances [ESEA, Section 4106(E)(2)]:	1
9.0 INTERNET SAFETY [ESEA, Section 4121]:	1
10.0 BUDGET NARRATIVE:	1

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Local Educational Agency (LEA):</b> <u>St. Mary's County Public Schools</u> (use drop down)	<b>Grant Year:</b> FY 2022
<b>Title IV-A Point of Contact:</b> <u>Jessica Cotugno</u>	
<b>Telephone:</b> <u>301-475-5511, extension 32115</u>	<b>E-mail:</b> <a href="mailto:jwcotugno@smcps.org">jwcotugno@smcps.org</a>
<b>Title IV, Part A Application: Overview</b>	
<ul style="list-style-type: none"><li>• Data Profile (Data should be part of the needs assessment to identify local priorities.)</li><li>• Identified needs through a needs assessment</li><li>• Developed through an equity lens as required by the Educational Equity registration, COMAR 13A.016 to ensure each program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized groups.</li></ul> <p>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</p>	
<p><b>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:</b></p> <ol style="list-style-type: none"><li>1) provide all students with access to a well-rounded education;</li><li>2) improve school conditions for student learning; and</li><li>3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.</li></ol>	

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

**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 that includes the school system's process for analyzing data to develop goals, objectives, strategies, and timelines for the implementation of equitable and culturally competent practices in each school (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, including those that support educational equity;
- 5) How funds will be used for activities in the three content areas;
- 6) Program objectives and intended outcomes;
- 7) How the LEA will periodically evaluate the effectiveness of its SSAE programs based on the objectives and outcomes;
- 8) Proposed use of funds for the direct administrative costs of carrying out the LEA's program responsibilities; and
- 9) Completed set of assurances.

**Consultation: In developing the application 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 and support educational equity;
- 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.

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Local Educational Agency:</b> <u>St. Mary's County Public Schools</u> (use drop down)	<b>Grant Year:</b> <b>FY 2022</b>
<b>1.0 CONSULTATION - Required</b>	
<p>Please provide a description of how the LEA <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>The Title IV core stakeholder group stretches across multiple school divisions and community groups. Information about the Title IV, Part A Grant opportunity was shared with the Superintendent, the Deputy Superintendent, Department Directors (ex: Curriculum and Instruction, Special Education, Student Services, Supplemental School Programs, Assessment and Accountability), and instructional supervisors. In addition to working with their department and school-based leadership/staff, these individuals work closely with a variety of community agencies to identify and address student, staff, and school needs. School-based leadership also works with community agencies, staff, parents, and students to identify and address school-based needs.</p> <p>A Title II and Title IV need assessment survey was distributed to all building administrators and school system staff. This needs assessment survey was also shared with community partners. Information about the Title IV grant was shared with the survey: <a href="https://docs.google.com/document/d/1m6mcDI0ajQ5ECbCug3dJBLh8UdruqxPxMjxK0ykCmeo/edit?usp=sharing">https://docs.google.com/document/d/1m6mcDI0ajQ5ECbCug3dJBLh8UdruqxPxMjxK0ykCmeo/edit?usp=sharing</a></p> <p>Supervisors in the Department of Curriculum and Instruction work collaboratively with local organizations such as the Patuxent Partnership and the Naval Air Station Patuxent River. The Patuxent Partnership works with government, industry, and academia on initiatives in science and technology, hosts programs of interest to NAVAIR and the broader DoD community, and supports workforce development including education initiatives and professional development. The Naval Air Station Patuxent River, also known as NAS Pax River, is a United States Naval Air Station located in St. Mary's County, Maryland, on the Chesapeake Bay near the mouth of the Patuxent River. Both the Patuxent Partnership and the Naval Air Station have worked collaboratively with St. Mary's County Public Schools to promote the development of Science, Technology, Engineering, and Mathematics (STEM) opportunities for local students and teachers. They have worked together to provide technology resources, professional development, and STEM experiences for students and teachers. A limited number of schools and students have been able to take full advantage of these STEM opportunities due to barriers such as proximity to the Naval Air Station, limited access to transportation to community events, and the need to share a finite number of materials between multiple schools. By bringing more STEM opportunities to schools that do not have easy access to some of the resources currently provided by community partnerships, we will be able to improve aspects of the well-rounded curriculum by providing specific site-based STEM opportunities that are more easily accessible to students.</p> <p>The Supervisor of Library Media and Accountability and the school-based media specialists have ongoing contact with the St. Mary's County Public Libraries. The SMCPS library/media staff collaborates with the public libraries to host events, organize materials, and publicize community events. Through coordinated efforts, public library cards are distributed to students through the public schools. Both St. Mary's County Public Schools and the St. Mary's County Public Libraries are members of the St. Mary's Early Childhood Advisory Council (ECAC) and collaborate at their regularly scheduled meetings.</p>	

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

The Director of Facility Coordination, Health & Physical Education, and Athletics works collaboratively with the local Health Department. One method of collaboration is through the Healthy St. Mary's Partnership. The Healthy St. Mary's Partnership (HSMP) is a community-driven coalition of public and private partners working together to address priority health issues for St. Mary's County, Maryland. Another method of collaboration is through the St. Mary's County School Health Council. The Council is chaired by the Director of Facility Coordination, Health & Physical Education, and Athletics. The Council holds open meetings that are regularly attended by the Supervisor of School Health Services, Supervisor of Guidance, Director of Supporting Services, a variety of Health and Physical Education teachers, school-based wellness coordinators, Director of Food and Nutrition Services, and representatives from the Health Department. Parents and community members are also welcome to attend Council meetings. The Council discusses items related to safe and healthy schools and acts in an advisory capacity to the St. Mary's County Board of Education. Title IV, specifically our School Wellness Coordinator activity, is a regular topic of discussion/agenda item at these meetings.

St. Mary's County Public Schools does the following to ensure that ongoing, meaningful consultation occurs with school system leaders, principals, teachers, and paraprofessionals throughout the school year:

- Weekly Superintendent's Cabinet Meetings
- Weekly Division of Instruction Meetings with Instructional Directors
- Weekly Department of Curriculum and Instruction Meetings with Instructional Supervisors and members of the Office of Assessment and Accountability
- Joint meetings of the Department of Curriculum and Instruction, the Department of Special Education, and the Office of Assessment and Accountability
- Monthly county-wide Administrator and Supervisor meetings with all facets of the school system represented
- Monthly New Teacher Seminars with all first-year teachers
- Monthly Staff Meetings at all schools with all staff, including paraprofessionals and other support staff, as the agenda warrants
- Monthly Instructional Resource Teacher meetings
- Monthly Special Education IEP Chair meetings
- Professional Learning Communities at work throughout the year and supported with monies from Title II
- Meetings and joint committee meetings (ex: Assessment Committee) held in collaboration with the educational associations as well as community groups such as Patuxent Partnerships and NAACP
- Ongoing, regular communication and feedback collection with all staff through multiple sources (ex: Signal Newsletter, Content Supervisor Memos, and emailed Monday Messages)

Information about the Title IV grant was shared with the stakeholders mentioned above:

<https://docs.google.com/document/d/1m6mcDI0ajQ5ECbCug3dJBLh8UdruqxPxMjxK0ykCmeo/edit?usp=sharing>

In addition to the Title II and Title IV need assessment survey that was distributed to all stakeholders, the groups mentioned above discuss Title IV topics as they related to identified needs and approved grant activities.

Please provide a description of how the LEA will use **ongoing consultation** to continually improve the local activities in order to meet the purpose of this subpart. (ESEA section 4106 (c)(2)).

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

The instructional supervisors, or their designated points of contact, will oversee the planned activities. These individuals will work in collaboration with the Department of Curriculum and Instruction, Human Resources, and Fiscal Services, to recruit staff, secure/distribute materials, implement the planned activities, and review the effectiveness of the activities.

Individuals that oversee Title IV activities consult with stakeholders using a variety of methods. This collaboration varies by group/activity and has occurred formally through scheduled meetings with pertinent Title IV agenda items and informally through phone, email and virtual consultation meetings. When engaging with new stakeholder groups (including parents/students), the Title IV grant and intent is clearly communicated prior to collecting information regarding local needs.

The St. Mary's County STEM coordinator has monthly contact with the Patuxent Partnership and the community outreach representative for the Naval Air Station. The K-12 Science Supervisor also joins the Naval Air Warfare Center Aircraft Division (NAWCAD) monthly meetings. Through this collaboration, support is provided for well-rounded educational experiences such as college and career guidance, programming and activities that support STEM instruction, and opportunities for hands-on learning experiences.

The Supervisor of Library Media and Accountability and her staff have an ongoing collaboration with the staff at St. Mary's County Public Libraries. This collaboration occurs multiple times during the school year with the exact frequency varying by school site, time of year, and exact dates of planned activities. Through this collaboration, students and teachers are made aware of a variety of materials and support services available through the public library system. The public library staff also interacts with instructional supervisors to identify materials that can be purchased to support public school initiatives (ex: book titles recommended for summer reading).

The St. Mary's County School Health Council meets quarterly. The Healthy St. Mary's Partnership meets annually. Collaboration with the St. Mary's County Health Department occurs during all of these meetings, in addition to school and activity-specific interactions. All of these partnerships support activities that are directly related to safe and healthy students.

St. Mary's County Public Schools has a robust communication structure in place as evidenced in how we consult with one another in regards to our system priorities. Multiple data sources are used throughout the year to update and improve the activities that are supported by our Title IV, Part A funds. These include but are not limited to:

- Use of Schoology and Google Docs to document both meeting agendas and meeting minutes for Cabinet, Division of Instruction, and Department of Curriculum and Instruction Meetings.
- Use of Schoology and Google Sites to document meeting agendas and provide needed resources and supports for Administrator/Supervisor Staff and Instructional Resource Teacher meetings.
- Use of surveys to provide feedback after Administrator and Supervisory meetings, New Teacher Seminars, and Instructional Resource Teacher meetings to determine next steps to meet identified needs.
- Ongoing analysis of student data from multiple sources to determine system supports and professional development needed as well as what support and training are needed for individual schools and teachers based on the data.
- Use of Performance Matters/UNIFY to monitor student achievement data.

Please provide a description of how the LEA will ***coordinate the implementation of local activities with other programs***, strategies, and activities being conducted in the community. (ESEA section 4106 (c)(2)).

## **Appendix F**

### **Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants**

Representatives from St. Mary's County Public Schools, the Patuxent Partnership, and the Naval Air Station Patuxent River currently work together to identify ways to promote and advance STEM opportunities for students and teachers. By using some existing knowledge and experience, this group will be able to reach out and support new students and schools in STEM initiatives including coding and robotics.

Community partners such as the St. Mary's County Library and community groups such as the Early Childhood Advisory Council work together to improve student readiness for school and work to support/provide opportunities for students to be in safe and healthy environments.

The collaborative nature of the Healthy St. Mary's Partnership and the St. Mary's County School Health Council provides avenues that allow a variety of community members to work together to advance initiatives regarding the safety and wellness of the community.

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>St. Mary's County Public Schools</u>			Grant Year: FY
2022			
(use drop down)			
<p>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 for the performance of the project. Position(s) may also monitor expenditures including the private school base.</p> <p><b>Administrative Costs:</b> 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- <b>DO NOT SUBTRACT ADMINISTRATIVE COSTS BEFORE DETERMINING 20% SPENDING FOR WELL-ROUNDED EDUCATION AND SAFE &amp; HEALTHY STUDENTS</b>)</p>			
<b>2.0 ADMINISTRATIVE COST – Allowable</b>			
Item	Line Item	Description	Public School Costs
2.1	Not Applicable		
2.2			
2.3			
2.4			
		Total for Section 2.0	\$0.00



## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>St. Mary's County Public Schools</u> 2022		Grant Year: FY		
(use drop down				
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: <ul style="list-style-type: none"><li>• Access to, and opportunities for, a well-rounded education for all students;</li><li>• School conditions for student learning to create a healthy and safe school environment; and</li><li>• Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.</li></ul> 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				
Guiding Questions		Well-Rounded Education	Safe & Healthy Students	Effective Use of Technology
3.1	What local needs have stakeholders identified through an equity lens?	School system staff (central office, building administrators, teachers), students, guardians, and community partners representing the local workforce are all invited to reflect on local access and available opportunities for student exposure to a well-rounded curriculum. Stakeholders are engaged through collaborative conversations, formal meetings, and specific activities/projects. During these interactions, stakeholders have identified the desire to continue some previously funded Title IV Well-Rounded activities including Robotics Club Advisors, AP examination fees for FARMS students, and Online Student Courses for FARMS students. Previously, the Striving	School system staff (central office, building administrators, teachers), students, guardians, and community partners representing the local workforce are all invited to reflect on local access and available opportunities for student exposure to healthy and safe schools. Stakeholders assist with identifying needs, brainstorming solutions, and implementing ideas. During these interactions, stakeholders have expressed the desire to continue some of the previously funded Title IV Safe and Healthy Student activities. These activities include providing additional summer learning opportunities for cognitively engaging students and increasing the home/school connection during the summer using school media centers, hiring school-based wellness coordinators, and providing all secondary students with online resources to support teen health and wellness.	The Department of Assessment and Accountability, the Department of Curriculum and Instruction, the Department of Special Education, and building administrators assist in determining needs regarding access to personalized learning experiences that are supported by technology and professional development. Individuals from each of these groups meet monthly to discuss local needs and plans for support. Stakeholders have agreed to continue previously approved Effective Use of Technology activities including hosting Teacher Technology Playdates and hiring Schoology Liaisons.

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		Readers Grant was used to address an identified need by providing Secondary Literacy coaches in each of the local high schools. In the effort to maintain this support and address the identified area of need, a funding source for the Secondary Literacy Coach position is needed since the previous grant funding source is no longer available.		
3.2	What data support the identified local needs?	<p>Current Well-Rounded Educational Opportunities:</p> <p>STEM - Information regarding the number and kinds of STEM opportunities that are available to students in St. Mary's County and the frequency that they are being utilized by diverse populations.</p> <p>Robotics Club Advisor Data: SY19-20* (Before/After School)</p> <ul style="list-style-type: none"> <li>• Eleven of the nineteen local elementary public schools had Robotics Club Advisors (CWFDES, DES, GHES, HES, LES, OES, PHES, PPES, RES, WMES, MES)</li> <li>• Two of the five middle schools had Robotics Club Advisors (LMS, SRMS).</li> </ul>	<p>Information on wellness was collected and used to update the student and employee wellness policy and regulation that was passed by the Board of Education in September 2017.</p> <p>Student Wellness:  <a href="http://www.boarddocs.com/mabe/smcps/Board.nsf/goto?open&amp;id=AMMMNL55F414">http://www.boarddocs.com/mabe/smcps/Board.nsf/goto?open&amp;id=AMMMNL55F414</a>  Employee Wellness:  <a href="http://www.boarddocs.com/mabe/smcps/Board.nsf/goto?open&amp;id=AMMP6W60353F">http://www.boarddocs.com/mabe/smcps/Board.nsf/goto?open&amp;id=AMMP6W60353F</a></p> <p>Additional wellness data was collected and information was shared in the SMCPS Triennial Assessment Report 2019-2020.</p> <p>Triennial Assessment of School Wellness Policy 2020:  <a href="https://sites.google.com/a/smcps.org/st-mary-s-county-school-health-council/triennial-assessment-of-school-wellness-policy-2020?authuser=0">https://sites.google.com/a/smcps.org/st-mary-s-county-school-health-council/triennial-assessment-of-school-wellness-policy-2020?authuser=0</a>  This site includes: <ul style="list-style-type: none"> <li>• SMCPS Triennial Assessment Report 2019-2020</li> <li>• SMCPS Maryland Wellness Policies &amp; Practices Project (MWPPP) Data</li> <li>• St. Mary's County Well SAT 3.0</li> <li>• MWPPP Review of SMCPS Triennial Assessment Report</li> </ul> </p> <p>Current Safe and Healthy School Opportunities:</p>	<p>Many instructional technology resources are currently available. These include:</p> <ul style="list-style-type: none"> <li>• Albert.io</li> <li>• ARC Bookshelf</li> <li>• Bookshelf by VitalSource</li> <li>• BrainPop!</li> <li>• Bridges Online</li> <li>• Career Essentials</li> <li>• Carnegie Learning</li> <li>• Cengage</li> <li>• Clever</li> <li>• Code.org</li> <li>• CommonLit</li> <li>• Connect</li> <li>• ConnectED</li> <li>• Cosmos</li> <li>• Destiny</li> <li>• DIBELS</li> <li>• Edgenuity</li> <li>• EMC/Carnegie Learning Passport</li> <li>• Everfi</li> <li>• Gizmos</li> </ul>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<ul style="list-style-type: none"> <li>Three of the five high schools had Robotics Club Advisors (GMHS, CHS, GMHS).</li> </ul> <p>Robotics/Coding Technology*: (During the school day)</p> <ul style="list-style-type: none"> <li>Additional robotics and coding materials are available for use during the school day.</li> <li>Sixteen of the nineteen local elementary public schools used this technology during the 2018-2019 school year.</li> <li>Four of the five local middle schools used the technology during the 2018-2019 school year.</li> <li>One of the five local high schools used this technology during the 2018-2019 school year.</li> </ul> <p>Technologies currently utilized include the following:</p> <ul style="list-style-type: none"> <li>BeeBots: BBES, CWFDES, HES, GHES, DES, OES, GKES</li> <li>BlueBots: LES, DES, PHES, LMDES, GHES, CWFDES, RES</li> <li>Dash &amp; Dot: LPES, DES, PHES, LMDES, GKES, PPES</li> </ul>	<p>Drug and Violence Prevention - Activities that encourage drug prevention to occur in all grades K-12. Most commonly these occur during a designated week or during designated times throughout the school year. Violence prevention activities occur at the secondary level and include dating violence information.</p> <p>Conflict Resolution - Activities occur at all grade levels K-12 in regard to conflict resolution. In elementary schools, this is most commonly modeled through weekly/monthly lessons with the school counselor for a designated length of time. Several elementary schools have created forums for addressing concerns daily through school-wide initiatives such as morning meetings. At the secondary level, conflict resolution activities occur through experiences such as restorative justice and the Superintendent's Advisory Council.</p> <p>In the past, through collaboration with community partners, the need for school-based activities that support safe and healthy students was identified. Some suggested ideas included the development of an extra-curricular athletic program at the middle school level and the implementation of school-based wellness coaches. Previously, funding was not available to implement many of the suggested ideas. When volunteer support was available, a limited number of schools were able to implement some extracurricular opportunities such as Running Clubs and Gardening Clubs. Through the use of Title IV funding, additional schools have had the opportunity to include more school/student wellness activities.</p> <p>Prior to the summer of 2019, students only had access to school media centers if they were participating in a designated summer learning program or activity. In 2019, through the use of Title IV funding, eleven school media centers were opened and accessible to students and families over the summer. Weekly activities were planned and all students were invited to attend. Due to school closures that occurred during the pandemic, this activity was not</p>	<ul style="list-style-type: none"> <li>GW Publishers</li> <li>Goalbook Pathways</li> <li>Health Smart</li> <li>HMH ED</li> <li>HMH Science Dimensions</li> <li>HMH ThinkCentral</li> <li>Imagine Learning Language &amp; Literacy</li> <li>Imagine Learning Math</li> <li>Imagine Learning Math Facts</li> <li>Imagine Learning Reading</li> <li>iReady</li> <li>IXL</li> <li>Kahn Academy</li> <li>KDS NGSS</li> <li>KRA</li> <li>Launchpad</li> <li>Lumina</li> <li>Make Music</li> <li>Membean</li> <li>My Access/Vantage Learning</li> <li>myIGDIs</li> <li>Mymathlabforschool.com</li> <li>My NG Connect</li> <li>Naglieri</li> <li>Naviance</li> <li>Off2Class</li> <li>Pearson</li> <li>PebbleGo</li> <li>Perfection Learning</li> <li>Perfection Next</li> <li>Performance Matters</li> </ul>
--	--	---	---	---

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<ul style="list-style-type: none"> <li>• Little Bits: WMES, RES, CWFDES, LES</li> <li>• MakeyMakey: LMDES, HES, DES</li> <li>• Ozobots: DES, MBMS, PHES, BBES, SRMS</li> <li>• ProBots: CWFDES, LES, PHES</li> <li>• EV3: OES, SRMS, CWFDES, GHES, LPES, LMS, GKES, PHES, LMDES, LES, WMES</li> <li>• RoboFinches: LMDES</li> <li>• Breakout Boxes: LES, CPCS, MBMS, GWCES, GHES, FAI, DES</li> </ul> <p><i>* Due to school closures, complete data from SY19/20 and SY21/22 was not available.</i></p> <p>Academic Achievement: SMCPS currently covers the cost of Advanced Placement testing fees for economically disadvantaged students enrolled in accelerated coursework who wish to register for the assessments. With the increase in student use of online courses, funds are also needed to support economically disadvantaged students' participation in online coursework that have associated costs.</p>	<p>held during the summer of 2020. During 2021, fifteen school media centers were opened and accessible to students and/or families during the summer.</p> <p>In the Spring 2021 Title IV Needs assessment survey, the respondents expressed the need for accessible behavior health support for youth. As a result, the following previously approved Safe &amp; Healthy student activities will continue: hiring School Wellness Coordinators and purchasing Teen Health and Wellness materials.</p>	<ul style="list-style-type: none"> <li>• PhysednHealth</li> <li>• Problem-Attic</li> <li>• Proquest (SIRS/CultureGrams)</li> <li>• Quaver</li> <li>• Sapling Plus</li> <li>• Savvas Easy Bridge-enVisions</li> <li>• Savvas Easy Bridge-myRealize</li> <li>• Savvas Easy Bridge-myWorld</li> <li>• SchoolPace</li> <li>• School Connect</li> <li>• Schoology</li> <li>• Sight Reading Factory</li> <li>• Smart Music</li> <li>• Springboard</li> <li>• Teaching Books</li> <li>• Teen Health and Wellness</li> <li>• Turnitin</li> <li>• Typing.com</li> <li>• Virtual Job Shadow</li> <li>• W.W. Norton</li> <li>• Wayside Publishing</li> <li>• World Almanac for Kids</li> <li>• WorldBook Online</li> <li>• Yabla</li> </ul> <p>Data regarding the use of these digital resources is collected regularly and shared with District Leadership. When needed, Technology Playdates are held to support the effective use of these technologies.</p>
--	--	---	--	--

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<p>History, Civics, Economics, Geography, Government: Example activities that are currently available include Model United Nations, Mock Trial, Student Council, The Stock Market Game, and the Student Page Program.</p> <p>Foreign Language: Formal instruction is available in all middle and high schools during the school day.</p> <p>Environmental Education: Once a year, all public school elementary students participate in an environmental education experience at one of two designated community locations during the school day. Additional activities are completed at school sites throughout the school year and are supported by site-based School Green Teams. Secondary schools have access to these same kinds of environmental experiences, but it is often optional and dependent on school and teacher interest.</p> <p>Secondary Literacy Coaches: Previously, the Striving Readers Grant was used to address an identified need by providing Secondary Literacy coaches in</p>		<p>Schoology is our learning management system that was newly implemented in the 2020-2021 school year. Schoology is used district-wide to house content PreK- grade 12. Teachers continue to need support in learning how to create content and utilize available materials housed in Schoology in virtual and face-to-face instructional formats. Teachers also need support in using the features of Schoology to effectively communicate with students and their families.</p>
--	--	--	--	--

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		each of the local high schools. In the effort to maintain this support and address the identified area of need, a funding source for the Secondary Literacy Coach position is needed due to the fact the previous grant funding source is no longer available. The success of this previously implemented activity is documented in the <a href="#">2021 SRCL Monitoring Form</a> .		
	What data support the identified equity needs?	<p>Advanced Placement testing fees for low-income students enrolled in accelerated coursework who wish to register for the assessments.</p> <p>SY20-21 participation data: CHS- 24 students; 50 exams GMHS- 19 students; 34 exams LHS- 18 students; 40 exams</p>	<p>During the summer of 2021, fifteen schools opened their media centers to students. Media Centers were open Monday – Thursday with the exact dates/times varying by site. Over 250 students visited school media centers throughout the summer. These students participated in activities such as story time, maker space, robotics, themes units of study, and STEM activities.</p> <p>100% of media center staff surveyed indicated that this activity should be included in future grant applications. They also indicated that staffing sites with 1-2 adults was sufficient.</p>	Data usage reports, teacher feedback, and the implementation of new software impacted the need for Technology Playdates and site-based individuals to support the use of the new learning management system.
3.3	What are the hardest to serve student groups?	<p>STEM-focused resources are available to all schools, however, they are not necessarily equitably used across all schools and with all students.</p> <p>Several schools have robotics clubs that are targeted at highly able students. Some others have robotics clubs that are filled on a first-come, first-served basis.</p>	St. Mary's County Public Schools has one centrally designated individual who serves as a support for families of students who have traditionally been the hardest to serve. This individual works in collaboration with school-based staff in schools that have specific areas of need for additional student and family support. Our hardest to serve student groups continue to be FARMS, ELL, and special education.	<p>Instructional technologies and resources are available, as appropriate based on age/grade, to all students.</p> <p>St. Mary's County Public Schools has one centrally designated individual who serves as a support for families of students who have traditionally been the hardest to serve. Our hardest to</p>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<p>Eight elementary schools, three middle schools, and three high schools did not have Robotics Club Advisors to facilitate extracurricular robotics opportunities for students.</p> <p>STEM opportunities such as robotics experiences need to be targeted to schools and students that are not currently accessing or utilizing STEM technologies to the full potential of all students. An effort needs to be made to ensure that STEM resources and opportunities are targeted to low-income students and students with diverse backgrounds.</p> <p>Students from low-income households and diverse backgrounds also need access to opportunities such as AP testing and online coursework that could be inaccessible if funding sources were not available. These students also benefit from the support of Literacy Coaches.</p>		serve student groups continue to be FARMS, ELL, and special education.
3.4	What inequities inherent in the system are driving some of the local needs to	Opportunities for, and participation in, some experiences can be dependent on available volunteers. Proximity to STEM	Opportunities for, and participation in, some experiences can be dependent on available volunteers. Lack of transportation can also impact participation.	Training for some technology resources are held after normal duty hours and is optional for teachers. Teachers who opt not

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	support marginalized student groups?	<p>events and special activities can also be a factor since access to transportation can be a barrier for some students.</p> <p>Teachers need to be comfortable with well-rounded educational resources before they will be able to effectively use them with students. If teachers do not take the initiative to become comfortable with these resources, they are less likely to use them with students.</p> <p>With the implementation of virtual learning, additional needs such as access to online coursework for FARMS students have been identified.</p>	<p>By utilizing available funds to provide coaches and adult facilitators, we will be able to continue to provide students with wellness opportunities that, previously, were not easily accessible.</p> <p>By providing easier access to opportunities, such as opening neighborhood school media centers, we reduce the barrier lack of transportation could provide.</p>	to attend these trainings, and are unfamiliar with the technology resources, are less likely to use these resources with students.
3.5	How are the identified needs being prioritized when several significant needs are identified?	When there are several significant needs identified, priority will be given to schools that currently have the fewest number of supplemental opportunities available that support a well-rounded education. Activity participation priority will be given to students who are economically disadvantaged, minorities, or traditionally underrepresented in the designated experiences.	When there are several significant needs identified, priority will be given to schools and students that currently have the fewest number of supplemental opportunities available that support safe and healthy schools. (Example: running clubs, sports opportunities, etc.) Activity participation priority will be given to students who are economically disadvantaged, minorities, or traditionally underrepresented in the designated experiences.	When there are several significant needs identified, priority will be given to schools, students, and teachers that are currently making use of the fewest number of supplemental opportunities available that support the effective use of technology.
	How is equity being prioritized for the identified	Some activities are being planned to target specific subgroups (ex: Advanced Placement examination	Some activities are planned to support specific groups (ex: opening media centers in schools to reduce the barrier lack of	School staff monitor subgroup performance. As applicable,



## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

marginalized groups?	fees and online coursework for FARMs students).	transportation could provide in terms of student access, providing students with teen health and wellness information).	additional support is provided to target identified areas of need.
----------------------	---	---	--

**Local Educational Agency: St. Mary's County Public Schools**  
**2022**

**Grant Year: FY**

**(use drop down)**

ESEA section 4106(e)(2) requires that an LEA will prioritize the distribution of funds to schools served by the LEA:

- i. are among the schools with the greatest needs, as determined by such LEA;
- ii. have the highest percentages or numbers of children counted under section 1124(c);
- iii. are identified for comprehensive support and improvement (CSI) under section 1111(c)(4)(D)(i);
- iv. are implementing targeted support and improvement (TSI) 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.

### **Prioritizing Funds to School- Required**

**In rank order, i.e., first choice = highest priority, using the Federal examples above, select the LEA's priorities for distributing funds to schools. Select all that apply using the drop down menu.**

**Provide a statement explaining how and why the LEA prioritized funds for the selected schools. If selected, please define "*school with the greatest need*".**

1. Are among the schools with the greatest needs, as determined by the LEA	Due to the pandemic, all schools system-wide require attention. While some grant activities may target a particular school or group of students, most activities will be made accessible to all students, teachers, and schools.
2. Select from prioritized needs.	
3. Select from prioritized needs.	
4. Select from prioritized needs.	
5. Select from prioritized needs.	

### **Prioritizing Educational Equity – Required (Please describe how the LEA is prioritizing equity needs to support marginalized student groups and practices.)**

SMCPS adopted the Education Equity Policy ACA in December 2019. The Education Equity Regulations were adopted in December 2020. An Equity Assurance Coordinator was hired and Educational Diversity Equity Achievement Leaders (EDEAL's) have been established in every school. The Equity Assurance Coordinator works in collaboration with Supervisors, Administrators, and EDEAL's to identify the needs of marginalized student groups. EDEAL's serve on School Improvement Teams and contribute to the creation of School Improvement Plans which include equity missions and focus areas. Prioritized needs are identified and

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

supported through school-based activities/avenues such as One lunch and system-based activities such as funding AP Testing for economically disadvantaged students.

<b>Local Educational Agency: <u>St. Mary's County Public Schools</u></b>		<b>Grant Year: FY</b>
<b>2022</b>		
<b>(use drop down)</b>		
<p>To ensure that every student has access to a well-rounded education, LEAs must work to develop activities that foster connections among 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.</p> <p>One goal of Title IV, Part A is to ensure that each LEA, 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 that has 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)). <b>(20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION).</b></p> <p><b>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.</b></p>		
<b>4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required [ESEA §4107(a)(1)]</b>		
4.1	(1) Coordinated with other schools and community-based services and programs; [Section 4107](a)(1)	<p>A variety of activities have been planned to support well-rounded educational opportunities for students and schools.</p> <p>Planned robotics activities will promote the use of STEM-related technologies that are currently underutilized by diverse populations. Activities can be modeled after successful STEM opportunities and experiences that have occurred locally in previous years. Robotics clubs could occur in conjunction with other site-based afterschool program offerings.</p>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<p>In coordination with local high schools, the AP examination and online course costs for FARMS students will be covered to increase participation.</p> <p>The Literacy Coach position, previously funded through the Striving Readers Grant, addresses needs as identified in the <a href="#">SMCPS Comprehensive Literacy Plan</a>. The Striving Readers Grant Steering Committee made up of SMCPS staff and community partners, met regularly to discuss progress towards achieving identified goals.</p>
4.2	(2) Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity <b>with a demonstrated record of success in implementing activities</b> ; [Section 4107](a)(2)	<p>The Patuxent Partnership and The Naval Air Station Patuxent River will be available for a consult but will not have direct involvement in the planned activities.</p> <p>Although the Striving Readers Grant has ended, the steering committee has expressed the desire to continue holding regular meetings throughout the school year. This will allow SMCPS and community collaboration to continue during the 2021-2022 school year.</p>
4.3	(3) Pursuant to COMAR 13A.06.04(C)(4), The programs and activities the LEA proposes to implement 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, including those that support educational equity;	<p>Partnerships related to Well-Rounded activities include: The Patuxent Partnership, The Naval Air Station Patuxent River, St. Mary's County Public Libraries, Early Childhood Advisory Council, and the Striving Reader Grant Steering Committee participants.</p> <p>The Patuxent Partnership is a non-profit member organization that works with government, industry and academia to advance education through STEM (science, technology, engineering and math) based initiatives, to advance technology through speaker programs and networking, to advance science and technology transfer through the exchange of ideas, information and data related to technologies, and to foster workforce development through an array of initiatives. The Patuxent Partnership has worked collaboratively with SMCPS to support STEM initiatives including Robotics, mentor opportunities, and STEM Expo community events. These activities and events were made available to all students in order to increase equitable student participation in STEM.</p>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Well-Rounded Education Opportunities	
The table shown below details the Federal activity examples from the statute located in ESEA§4107. An abbreviated name is provided for each Federal example within the Well-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. <b>For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select “Reimbursing low-income students for accelerated learning examination fees” from the drop down list of abbreviated names.</b>	
WELL ROUNDED EDUCATION: FEDERAL EXAMPLES ESEA§4107	Abbreviated Name
College and career guidance and counseling programs, such as—(i) postsecondary education and career awareness and exploration activities	Providing postsecondary education and career awareness and exploration activities
College and career guidance and counseling programs, such as—(ii) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning	Training counselors to effectively use labor market information to assist students with college and career planning
College and career guidance and counseling programs, such as—(iii) financial literacy and federal financial aid awareness activities	Financial literacy and federal financial aid awareness activities
Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem-solving, and conflict resolution	Music and arts programs or activities
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science, (referred to in this section as “STEM subjects”) such as—(i) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students, to high-quality courses	Increasing access to high-quality courses in STEM subjects for groups traditionally underrepresented in these subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(ii) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions)	Supporting the participation of low-income students in nonprofit competitions related to STEM subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(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	Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”)	Supporting the creation and enhancement of STEM-focused specialty schools

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

such as—(iv) supporting the creation and enhancement of STEM-focused specialty schools [or a school, or dedicated program within a school, that engages students in rigorous, relevant, and integrated learning experiences focused on the STEM subjects, which include authentic schoolwide research (ESEA § 4102(8))]	
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(v) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects	Facilitating collaboration among school personnel to improve the integration of programming and instruction in STEM subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(vi) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve the attainment of skills related to STEM subjects, and promote a well-rounded education	Integrating other academic subjects into STEM subject programs
Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction and examinations (e.g., Advanced Placement and International Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV))], such as— (i) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations	Reimbursing low-income students for accelerated learning examination fees
Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction and examinations (e.g., Advanced Placement and International Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV))], such as— (ii) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses	Increasing access to accelerated learning courses and dual or concurrent enrollment programs
Activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education	Activities to promote the instruction of American history, social studies, economics, geography, or government education
Foreign language instruction	World language instruction
Environmental education	Environmental education
Programs and activities that promote volunteerism and community involvement	Volunteerism and community involvement programs or activities

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics	Multiple discipline integration programs or activities
Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences	Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences

4.1 Well-Rounded Education Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the <b>drop down menu</b> that will support the proposed activity. Please remember that any allocation $\geq$ \$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.	
LECS Plan Focus Area: Social/Emotional/Mental Health Supports; Technology	
Proposed Well-Rounded Activity 4.1: Robotics Club Advisors	
Activity Implementation: (How will the activity operate and over what duration?) Recruit school-based Robotics Club Advisors and pay them a stipend to facilitate this experience for students before or after school during the 2021-2022 school year.	
Outcomes	Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: <div style="border: 1px solid #ccc; height: 20px; margin-top: 5px;"></div> Click or tap here to enter text.  <input type="checkbox"/> Other Stakeholders: <div style="border: 1px solid #ccc; height: 20px; margin-top: 5px;"></div> Click or tap here to enter text.	Select a Well-Rounded Strategy. Providing hands-on learning and exposure to STEM to enhance student understanding of STEM subjects.  <div style="background-color: #d3d3d3; padding: 5px; margin-top: 10px;">Level IV - Logic Model/Rationale</div>  <b>Provide a link or citation below to support the Level of Evidence:</b>  Anwar, S., Bascou, N. A., Menekse, M., & Kardgar, A. (2019). <a href="#">A systematic review of studies on educational robotics</a> . <i>Journal of Pre-College Engineering Education Research (J-PEER)</i> , 9(2), 2.  Aris, N., & Orcos, L. (2019). <a href="#">Educational robotics in the stage of secondary education: Empirical study on motivation and STEM skills</a> . <i>Education Sciences</i> , 9(2), 73.  Karna-Lin, E., Pihlainen-Bednarik, K., Sutinen, E., & Virnes, M. (2006, July). <a href="#">Can robots teach? Preliminary results on educational robotics in special education</a> .
<b>What are the desired changes?</b> Continue Robotics club offerings previously funded using Title IV funds by hiring 14 school-based Robotics Club facilitators by June 2022.	

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	<p>In <i>Advanced Learning Technologies, 2006. Sixth International Conference on</i> (pp. 319-321). IEEE.</p> <p>Nugent, G., Barker, B., Grandgenett, N., &amp; Welch, G. (2016). <a href="#">Robotics camps, clubs, and competitions: Results from a US robotics project</a>. <i>Robotics and Autonomous Systems</i>, 75, 686-691.</p> <p>Rusk, N., Resnick, M., Berg, R., &amp; Pezalla-Granlund, M. (2008). <a href="#">New pathways into robotics: Strategies for broadening participation</a>. <i>Journal of Science Education and Technology</i>, 17(1), 59-69.</p> <p>Souza, I. M., Andrade, W. L., Sampaio, L. M., &amp; Araujo, A. L. S. O. (2018, October). <a href="#">A Systematic Review on the use of LEGO® Robotics in Education</a>. In <i>2018 IEEE Frontiers in Education Conference (FIE)</i> (pp. 1-9). IEEE.</p> <p>Taban, F., Acar, E., Fidan, I., &amp; Zora, A. (2005, June). <a href="#">Teaching basic engineering concepts in a K-12 environment using LEGO bricks and robotics</a>. In <i>Proceedings of the 2005</i>.</p> <p>Xia, L., &amp; Zhong, B. (2018). <a href="#">A systematic review on teaching and learning robotics content knowledge in K-12</a>. <i>Computers &amp; Education</i>, 127, 267-282.</p>
<p><b>Outcome 1:</b> (Smart, Measurable, Achievable, Relevant, &amp; Time-Bound)</p> <p>Maintain previously established student exposure to STEM opportunities outside of the normal school day by facilitating school based Robotics Clubs at 14 school sites by June 2022.</p>	<p><b>Evaluation</b></p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p> <p><b>Evaluation for Outcome 1:</b></p> <p>Collect participant demographic data to determine if the target audience has participated. Survey facilitators to determine the impact (academic, social-emotional, etc.) Review data of participants to determine if there was an impact on overall school performance (attendance, academic, behavior, etc.).</p>
<p><b>Use of Funds:</b></p>	<p><b>Provide a total dollar amount per activity.</b></p> <p><b>\$6,048</b></p>

## **Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants**



## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.2 Well-Rounded Education Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the <b>drop down menu</b> that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.	
LECS Plan Focus Area: Services for Students, Equity	
Proposed Well-Rounded Activity 4.2: AP Examinations for FARMS Students	
Activity Implementation: (How will the activity operate and over what duration?) Provide high schools with access to funds that can be used to support their FARMS students participation in AP exams during the 2021-2022 school year.	
Outcomes	Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.  <b>What are the desired changes?</b> Fund AP examination costs for up to 125 FARMS students to facilitate participation across all three high schools by June 30, 2022.          <b>Outcome 1: (Smart, Measurable, Achievable, Relevant, &amp; Time-Bound)</b> Maintain FARMS student participation in AP exams by providing funding for at least 61 students to take at least one AP exam by June 30, 2022.	Reimbursing low-income students for accelerated learning examination fees  <a href="#">Level IV - Logic Model/Rationale</a>  <b>Provide a link or citation below to support the Level of Evidence:</b>  Achieve, Inc. and Jobs for the Future (2015). Integrating Earning College Credit in High School into Accountability Systems. <a href="https://www.achieve.org/files/EarningCollegeCreditAchieveJFF.pdf">https://www.achieve.org/files/EarningCollegeCreditAchieveJFF.pdf</a>  Warne, Russell T.; Larsen, Ross; Anderson, Braydon; Odasso, Alyce J. (2015). The Impact of Participation in the Advanced Placement Program on Students' College Admissions Test Scores. <i>Journal of Educational Research</i> , v108 n5 p400-416. <a href="https://eric.ed.gov/?id=EJ1071756">https://eric.ed.gov/?id=EJ1071756</a>
	<b>Evaluation</b> How and when will the listed outcomes be measured for success? (Add more as needed)

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<b>Evaluation for Outcome 1:</b> Participant demographic data will be collected to determine if the target audience has participated. Participant performance data will also be collected.
<b>Use of Funds:</b>	<b>Provide a <i>total</i> dollar amount per activity.</b>	<b>\$6,625</b>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>4.3 Well-Rounded Education Activities</b>	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the <b>drop down menu</b> that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. <b>ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.</b>	
LECS Plan Focus Area: Services for Students, Equity	
Proposed Well-Rounded Activity 4.3: Online Coursework for FARMS Students	
<b>Activity Implementation: (How will the activity operate and over what duration?)</b> Provide high schools with access to funds that can be used to support their FARMS students participation in <a href="#">online MVLO coursework</a> during the 2021-2022 school year.	
<b>Outcomes</b>	<b>Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a></b>
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences  <a href="#">Level IV - Logic Model/Rationale</a>  <b>Provide a link or citation below to support the Level of Evidence:</b>  Wyatt, J. N., & Mattern, K. D. (2011). Low-SES Students and College Outcomes: The Role of AP® Fee Reductions. Research Report No. 2011-9. <i>College Board</i> . <a href="https://files.eric.ed.gov/fulltext/ED561029.pdf">https://files.eric.ed.gov/fulltext/ED561029.pdf</a>  Theokas, C., & Saaris, R. (2013). Finding America's Missing AP and IB Students. Shattering Expectations Series. <i>Education Trust</i> . <a href="https://files.eric.ed.gov/fulltext/ED578802.pdf">https://files.eric.ed.gov/fulltext/ED578802.pdf</a>  Warne, R. T., Larsen, R., Anderson, B., & Odasso, A. J. (2015). The impact of participation in the Advanced Placement program on students' college admissions test scores. <i>The Journal of Educational Research</i> , 108(5), 400-416. <a href="https://www.tandfonline.com/doi/pdf/10.1080/00220671.2014.917253">https://www.tandfonline.com/doi/pdf/10.1080/00220671.2014.917253</a>
<b>What are the desired changes?</b> Fund online course costs for FARMS students to facilitate access across all three high schools by June 30, 2022	

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Outcome 1: (Smart, Measurable, Achievable, Relevant, &amp; Time-Bound)</b>  The percentage of FARMS students participating in online coursework will increase by 5% by June 30, 2022.	<b>Evaluation</b> How and when will the listed outcomes be measured for success? (Add more as needed)
	<b>Evaluation for Outcome 1:</b>  Participant demographic data will be collected to determine if the target audience has participated. Participant performance data will also be collected.
<b>Use of Funds:</b>	<b>Provide a total dollar amount per activity.</b>
	<b>\$6,250</b>

4.4 Well-Rounded Education Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the <b>drop down menu</b> that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. <b>ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.</b>	
<b>LECS Plan Focus Area:</b> Freshman Academy; Social/Emotional/Mental Health Supports; Services for Students; Equity; Instruction	
<b>Proposed Well-Rounded Activity 4.4:</b> Literacy Coach	
<b>Activity Implementation: (How will the activity operate and over what duration?)</b> A Secondary School Literacy Coach will be hired to work in a high school during the 2021-2022 school year. The Literacy Coach will work with school staff to mentor, model, guide, and enhance the delivery of instruction to students. The Literacy Coach will also work with individual and small groups of students to provide focused instruction.	
<b>Outcomes</b>	<b>Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a></b>
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders:	Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences  <a href="#">Level IV - Logic Model/Rationale</a>  <b>Provide a link or citation below to support the Level of Evidence:</b>  Goddard, R. D., Goddard, Y. L., Kim, E. S., & Miller, R. J. (2015). A theoretical and empirical analysis of the roles of instructional leadership, teacher collaboration,

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>Click or tap here to enter text.</p> <p><b>What are the desired changes?</b>  Hire a school-based Secondary Schools Literacy Coach to support teachers and students during the 2021-2022 school year.</p>	<p>and collective efficacy beliefs in support of student learning. American Journal of Education, 121, 501-530. <a href="https://doi.org/10.1086/681925">https://doi.org/10.1086/681925</a></p> <p>Robinson VMJ, Lloyd CA, Rowe KJ. The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. <i>Educational Administration Quarterly</i>. 2008;44(5):635-674. doi:<a href="https://doi.org/10.1177/0013161X08321509">10.1177/0013161X08321509</a></p> <p>Smith, J.L.M., Doabler, C.T. &amp; Kame'enui, E.J. (2016). Using Explicit and Systematic Instruction across Academic Domains. <i>TEACHING Exceptional Children</i>, 48(6), 273-274. Retrieved September 9, 2021, from <a href="https://www.learntechlib.org/p/193886/">https://www.learntechlib.org/p/193886/</a>.</p>
<p><b>Outcome 1: (Smart, Measurable, Achievable, Relevant, &amp; Time-Bound)</b></p> <p>The Secondary School Literacy Coach will facilitate collaborative team discussions and other data-based decision-making sessions including PLC and Department Meetings quarterly during the 2021-2022 school year. The Secondary School Literacy Coach will provide focused instruction to individual and small groups of students as identified by the collaborative team discussions during the 2021-2022 school year.</p>	<p><b>Evaluation</b></p> <p>How and when will the listed outcomes be measured for success? <b>(Add more as needed)</b></p> <p><b>Evaluation for Outcome 1:</b></p> <p>Session sign-in sheets and meeting agendas and/or notes/products will be collected to document these collaborative opportunities. The Secondary School Literacy Coach will keep a log of the student support provided and each student's progress towards the identified goal.</p>
<p><b>Use of Funds:</b></p>	<p><b>Provide a total dollar amount per activity.</b></p>
<p><b>\$106,985</b></p>	

Local Educational Agency: St. Mary's County Public Schools  
2022

Grant Year: FY

(use drop down)

To guarantee the safety and well-being of every student, LEAs 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,

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

any LEA that has 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 LEA 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 [ESEA §4108]**

<p>(5.1) Coordinated with other schools and community-based services and programs; [Section 4108](1)]</p>	<p>School staff will work collaboratively with the Supervisor of Library/Media and her staff when planning and implementing summer library hours at local public schools. School staff will also work collaboratively with local public libraries when planning summer opportunities.</p> <p>School-based Wellness Coordinators work in collaboration with the Director of Facility Coordination, Health &amp; Physical Education, and Athletics and Supervisors in Student Services to offer school-based activities that support the physical and mental well-being of students. School-based Wellness Coordinators attend School Health Council meetings with community partners. Access to Teen Health and Wellness materials support needs to be identified by the School Health Council.</p>
<p>(5.2) Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)]</p>	<p>School-based summer library hours will offer students and families a safe place to meet and engage in literacy and learning activities outside of normal school hours during the normal school year.</p> <p>School-based Wellness Coordinators will be able to promote school-based wellness initiatives that support academic achievement. They will coordinate school-based wellness activities.</p> <p>Teen Health and Wellness provides students with access to information and resources that support safe, healthy, and drug-free environments.</p>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>(5.3) Promote the involvement of parents and in the activity or program; [Section 4108](3)]</p>	<p>School-based summer library hours will keep students and families connected to the school community and promote family engagement in literacy and learning activities.</p> <p>School Wellness Coordinators can encourage parent participation in school wellness initiatives. They can also provide parents with information and support in how to implement the wellness initiatives at home.</p>
<p>(5.4) May be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; [Section 4108](4)]</p>	<p>The planned School Wellness Coordinator activity is based on information collected from representatives who have collaborated with the St. Mary's County Health Department, St. Mary's County School Health Council, and the Healthy St. Mary's Partnership. These community-based services and programs will be available for support, if needed, but do not have direct involvement with the activity implementation.</p> <p>The planned school-based summer library hours with literacy and learning activities will be conducted in partnership with school-based staff and the local public libraries.</p>
<p>5.5) Pursuant to COMAR 13A.06.04(C)(4), The programs and activities the LEA proposes to implement 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, including those that support educational equity;</p>	<p>Partnerships related to Safe and Healthy Student activities include: School Health Council, St. Mary's County Health Department, Healthy St. Mary's Partnership, and St. Mary's County Public Libraries.</p> <p>The St. Mary's County Public Library collaborates with St. Mary's County Public Schools to provide all SMCPS students with a public library card. This is one example of how the organization supports educational equity in our school system by providing all students with access to the library's online and print resources.</p>

### Activity Key for Safe and Healthy Students

**The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.**

SAFE AND HEALTHY STUDENTS: FEDERAL EXAMPLES ESEA§4108	Abbreviated Name
Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs 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	Evidence-based drug and violence prevention activities and programs

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including—(ii) professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention	Evidence-based professional development and training to prevent drug use and violence
In accordance with sections 4001 and 4111—(i) school-based mental health services, including early identification of mental health 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	School-based mental health services, including early identification of mental health symptoms, drug use, and violence
In accordance with sections 4001 and 4111—(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 (II) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are—(aa) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available); (bb) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); and (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	Comprehensive school-based mental health services partnership programs that provide staff development based on evidence-based trauma-informed practices
Programs or activities that—(i) integrate health and safety practices into school or athletic programs	Programs or activities that integrate health and safety practices in schools or athletic programs
Programs or activities that—(ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students	Healthy, active lifestyle programs and activities
Programs or activities that—(iii) help prevent bullying and harassment	Bullying and harassment prevention programs or activities
Programs or activities that—(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	Programs or activities to improve instructional practices for developing relationship-building skills and preventing coercion, violence, or abuse
Programs or activities that—(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	Mentoring and school counseling programs and activities



## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Programs or activities that—(vi) establish or improve school dropout and reentry programs	School dropout prevention and reentry programs
Programs or activities that— (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	Providing safe and healthy learning environments, such as integrated systems of student and family supports
High-quality training for school personnel, including specialized instructional support personnel, related to—(i) suicide prevention	Suicide prevention training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to—(ii) effective and trauma-informed practices in classroom management	High-quality training for school personnel related to effective and trauma-informed practices in classroom management
High-quality training for school personnel, including specialized instructional support personnel, related to—(iii) crisis management and conflict resolution techniques	High-quality training for school personnel related to crisis management and conflict resolution techniques
High-quality training for school personnel, including specialized instructional support personnel, related to—(iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (8) or (9) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102))	Human trafficking training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to—(v) school-based violence prevention strategies	High-quality training for school personnel related to school-based violence prevention strategies
High-quality training for school personnel, including specialized instructional support personnel, related to—(vi) drug abuse prevention, including educating children facing substance abuse at home	Drug abuse prevention training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to—(vii) bullying and harassment prevention	Bullying and harassment prevention training for school personnel
In accordance with sections 4001 and 4111, 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	Age- and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention
In accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—(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	Providing information to parents and guardians of students about child sexual abuse awareness and prevention
Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that—(i) is consistent with best practices; (ii) includes strategies that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such	Designing and implementing an evidence-based, locally-tailored plan to reduce exclusionary

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

evidence is reasonably available); and (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 PROMISE plan”	discipline practices in elementary and secondary schools
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	Implementing schoolwide PBIS
Designating a site resource coordinator at a school or LEA to provide a variety of services, such as—(i) establishing partnerships within the community to provide resources and support for schools;(ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and(iii) strengthening relationships between schools and communities	Designating a school or district site resource coordinator
Pay for success initiatives [or “a performance-based grant, contract, or cooperative agreement awarded by a public entity in which a commitment is made to pay for improved outcomes that result in social benefit and direct cost savings or cost avoidance to the public sector” (ESEA § 8101(40))] aligned with the purposes of this section	Aligned Pay for success initiative

<b>5.1 Safe &amp; Healthy Students’ Activities</b>	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students’ strategies from the <b>drop down menu</b> that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students’ strategies.	
<b>LECS Plan Focus Area:</b> Social/Emotional/Mental Health Supports; Supporting Services, Equity	
<b>Proposed Safe &amp; Healthy Student Activity 5.1:</b> Summer Media Centers	
<b>Activity Implementation: (How will the activity operate and over what duration?)</b> Two individuals per school site will be recruited and paid to plan family engagement activities and open the school media center a minimum of one day each week during summer vacation for students and their families.	
Outcomes	Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders:	Providing safe and healthy learning environments, such as integrated systems of student and family supports  <a href="#">Level IV - Logic Model/Rationale</a>  Provide a link or citation below to support the Level of Evidence:

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>Click or tap here to enter text.</p> <p><input type="checkbox"/> <b>Other Stakeholders:</b></p> <p>Click or tap here to enter text.</p> <p><b>What are the desired changes?</b></p> <p>Open school media centers to students and families between June-August 2022.</p>	<p>Alexander, K., Entwistle D., &amp; Olsen L (2007). "<a href="#">Lasting Consequences of the Summer Learning Gap</a>." <i>American Sociological Review</i>. no. 72, 167-180.</p> <p>Allington, R. L., &amp; McGill-Franzen, A. (2017). Summer reading loss is the basis of almost all the rich/poor reading gap. In <i>The achievement gap in reading</i> (pp. 170-184). Routledge.</p> <p>Allington, R. L., McGill-Frazen A., Camilli G., Williams L., Graff J., Zeig J., Zmach C., &amp; Nowak R. (2010). "<a href="#">Addressing Summer Reading Setback Among Economically Disadvantaged Elementary Students</a>." <i>Reading Psychology</i>, (31) 5, 411-427</p> <p>Bell, S. M., Park, Y., Martin, M., Smith, J., McCallum, R. S., Smyth, K., &amp; Mingo, M. (2020). Preventing summer reading loss for students in poverty: a comparison of tutoring and access to books. <i>Educational Studies</i>, 46(4), 440-457.</p> <p>Lara-Cinisomo, S., Taylor, D. B., &amp; Medina, A. L. (2020). Summer reading program with benefits for at-risk children: Results from a Freedom School program. <i>Reading &amp; Writing Quarterly</i>, 36(3), 211-224.</p>
<p><b>Outcome 1: (Smart, Measurable, Achievable, Relevant, &amp; Time-Bound)</b></p> <p>Establish a summer media center in at least 10 school sites that is accessible to students and families between June 2022- August 2022. Encourage student summer reading and academic engagement through increased student participation (as compared to the previous school year) in advertised summer media center activities that will be held June 2022-August 2022.</p>	<p><b>Evaluation</b></p> <p>How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i></p> <p><b>Evaluation for Outcome 1:</b></p> <p>Collect information about the number of open media centers, the days/hours of availability, the kinds of activities planned, and the number of community participants. Collect information about the kinds of activities planned and the number of community participants..</p>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Use of Funds:	Provide a <i>total</i> dollar amount per activity.	\$33,450
---------------	--	----------

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.2 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the <b>drop down menu</b> that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: Social/Emotional/Mental Health Supports; Supporting Services, Equity	
Proposed Safe & Healthy Student Activity 5.2: School Wellness Coordinators	
Activity Implementation: (How will the activity operate and over what duration?) Recruit a Wellness Coordinator at each local school and pay them a stipend to facilitate school wellness initiatives for students during and before/after school.	
Outcomes	Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.  <b>What are the desired changes?</b> Continue implementation of School Wellness Coordinators previously funded using Title IV funds by hiring at least 25 school-based wellness coordinators by June 2023.	Aligned Pay for success initiative  Level IV - Logic Model/Rationale  <b>Provide a link or citation below to support the Level of Evidence:</b>  Bunketorp Käll, L., Malmgren, H., Olsson, E., Lindén, T., & Nilsson, M. (2015). <a href="#">Effects of a curricular physical activity intervention on children's school performance, wellness, and brain development.</a> <i>Journal of School Health</i> , 85(10), 704-713.  Stiefel, L., Elbel, B., Pflugh Prescott, M., Aneja, S., & Schwartz, A. E. (2017). <a href="#">School Wellness Programs: Magnitude and Distribution in New York City Public Schools.</a> <i>Journal of School Health</i> , 87(1), 3-11.  Story, M., Nannery, M. S., & Schwartz, M. B. (2009). <a href="#">Schools and obesity prevention: creating school environments and policies to promote healthy eating and physical activity.</a> <i>The Milbank Quarterly</i> , 87(1), 71-100.
Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound)	<b>Evaluation</b> How and when will the listed outcomes be measured for success? (Add more as needed)

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>Promote wellness initiatives by establishing and implementing site-based wellness goals in at least 25 schools by June 2022. .</p> <p><b>Outcome 2:</b>(Smart, Measurable, Achievable, Relevant, &amp; Time-Bound)</p> <p>Increase access to opportunities for students to participate in school site based wellness activities during and/or outside of the normal school day in at least 25 schools by June 2022.</p>	<p><b>Evaluation for Outcome 1:</b></p> <p>Collect information regarding site-based goals and the types of wellness activities initiated by the school Wellness Coaches</p> <p><b>Evaluation for Outcome 2:</b></p> <p>Review data of participants to determine if there was an impact on overall school performance (attendance, academic, behavior, etc.).</p>
<p><b>Use of Funds:</b> Provide a <i>total</i> dollar amount per activity.</p>	<p><b>\$13,761</b></p>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>5.3 Safe &amp; Healthy Students' Activities</b>	
<p>Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the <b>drop down menu</b> that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies. <b>ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 5.4, 5.5, etc.</b></p>	
<p><b>LECS Plan Focus Area:</b> Social/Emotional/Mental Health Supports; Instruction; Equity</p>	
<p><b>Proposed Safe &amp; Healthy Student Activity 5.3:</b> Teen Health and Wellness</p>	
<p><b>Activity Implementation: (How will the activity operate and over what duration?)</b>          Provide students with access to teen health and wellness instructional resources that can be integrated into our district's learning management platform.</p>	
Outcomes	Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
<p><b>Who benefits from this activity?</b></p> <p><input checked="" type="checkbox"/> Students</p> <p><input type="checkbox"/> Educators</p> <p><input type="checkbox"/> Other Stakeholders:</p> <p>Click or tap here to enter text.</p> <p><input type="checkbox"/> Other Stakeholders:</p> <p>Click or tap here to enter text.</p> <p><b>What are the desired changes?</b>          Maintain middle and high school student access to high quality health and wellness instructional resources (<a href="#">Teen Health and Wellness</a>) previously purchased using Title IV grant funds.</p>	<p>Programs or activities that integrate health and safety practices in schools or athletic programs</p> <p>Level IV - Logic Model/Rationale</p> <p><b>Provide a link or citation below to support the Level of Evidence:</b></p> <p>Farmer, L. S. (2013). Issues in teen technology use to find health information. In <i>IASL Annual Conference Proceedings</i>.  <a href="https://journals.library.ualberta.ca/slwl/index.php/iasl/article/download/7812/4644">https://journals.library.ualberta.ca/slwl/index.php/iasl/article/download/7812/4644</a></p> <p>Lin, M. H., &amp; Chen, H. G. (2017). A study of the effects of digital learning on learning motivation and learning outcome. <i>Eurasia Journal of Mathematics, Science and Technology Education</i>, 13(7), 3553-3564.  <a href="https://www.ejmste.com/download/a-study-of-the-effects-of-digital-learning-on-learning-motivation-and-learning-outcome-4843.pdf">https://www.ejmste.com/download/a-study-of-the-effects-of-digital-learning-on-learning-motivation-and-learning-outcome-4843.pdf</a></p>
<b>Evaluation</b>	
How and when will the listed outcomes be measured for success? (Add more as needed)	

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p><b>Outcome 1:</b> (Smart, Measurable, Achievable, Relevant, &amp; Time-Bound)</p> <p>Secure high quality health and wellness instructional resource materials that can be accessed by all secondary schools during the 2021-2022 school year.</p> <p><b>Outcome 2:</b> (Smart, Measurable, Achievable, Relevant, &amp; Time-Bound)</p> <p>Increase student use, compared to SY20-21 by providing secondary students with multiple opportunities to access purchased materials in our district's digital learning platform by June 2022.</p>	<p><b>Evaluation for Outcome 1:</b></p> <p>Collect evidence of purchasing Teen Health and Wellness.</p> <p><b>Evaluation for Outcome 2:</b></p> <p>Collect evidence of student access to materials in the SMCPS digital learning platform.</p> <p>Review student/teacher usage data.</p>
<p><b>Use of Funds:</b> Provide a <i>total</i> dollar amount per activity.</p>	<p><b>\$5,009</b></p>



## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Local Educational Agency: <u>St. Mary's County Public Schools</u></b> <b>2022</b> <div style="text-align: center;">(use drop down)</div>	<b>Grant Year: FY</b>
<b>6.0 ACTIVITIES TO THE EFFECTIVE USE OF TECHNOLOGY – Required [ESEA §4109]</b>	
<p>To increase access to personalized, rigorous learning experiences supported by technology, LEAs 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 LEA that has 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.</p> <p>It is also important to note that any LEA 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)). <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.</b></p>	
<b>Activity Key for Effective Use of Technology</b>	
<b>The table shown below details the Federal activity examples from the statute located in ESEA§ 4109. An abbreviated name is provided for each Federal example within the Effective Use of Technology content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.</b>	
<b>EFFECTIVE USE OF TECHNOLOGY FEDERAL EXAMPLES ESEA§4109</b>	<b>Abbreviated Name</b>
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(A) personalize learning to improve student academic achievement.	Providing professional learning resources to personalize learning
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(B) discover, adapt, and share relevant high-quality educational resources.	Providing professional learning resources to discover, adapt, and share relevant high-quality educational resources
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(C) use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies.	Providing professional learning resources to use technology effectively in the classroom
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning	Providing professional learning resources to implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning
Building technological capacity and infrastructure, which may include—(A) procuring content and ensuring content quality	Procuring technological content and ensuring content quality

## **Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants**

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Activity Key for the Effective Use of Technology</b>	
<b>The table shown below details the Federal activity examples from the statute located in ESEA§ 4109. An abbreviated name is provided for each Federal example within the Effective Use of Technology content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.</b>	
Building technological capacity and infrastructure, which may include—(B) purchasing devices, equipment, and software applications in order to address readiness shortfalls	Technology infrastructure: Purchasing devices, equipment, and software applications
Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology	Delivering specialized or rigorous academic courses and curricula through the use of technology
Carrying out blended learning projects, which shall include—(A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities	Technology infrastructure: Carrying out blended learning projects and planning activities
Carrying out blended learning projects, which shall include—(B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project	Ongoing professional development to support blended learning project implementation and academic success
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	Providing professional development in the use of technology to enable educators to increase STEM achievement
Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators	Providing high-quality digital learning experiences to students in rural, remote, and underserved areas

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.1 Effective Use of Technology Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the <b>drop down menu</b> that will support the proposed activity. Please remember that any allocation $\geq$ \$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies.	
LECS Plan Focus Area: Staff Development; Teaching and Learning; Instruction; Technology	
Proposed Safe & Healthy Student Activity 6.1: Teacher Technology Playdates	
<b>Activity Implementation: (How will the activity operate and over what duration?)</b> Teacher Technology Playdates will be available during the 2021-2022 school year. In these sessions teachers will learn how technology applications can be used in the regular and virtual classrooms to support student learning. Example Teacher Technology Playdates could include, but are not limited to, Nearpod, Bridges apps, Kami, and Schoology.	
Outcomes	Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Providing professional development in the use of technology to enable educators to increase STEM achievement  <a href="#">Level IV - Logic Model/Rationale</a>  <b>Provide a link or citation below to support the Level of Evidence:</b>  Stacy, S. T., Cartwright, M., Arwood, Z., Canfield, J. P., & Kloos, H. (2017). <a href="#">Addressing the Math-Practice Gap in Elementary School: Are Tablets a Feasible Tool for Informal Math Practice?</a> <i>Frontiers in Psychology</i> , 8, 179. <a href="http://doi.org/10.3389/fpsyg.2017.00179">http://doi.org/10.3389/fpsyg.2017.00179</a>  Zhang, Meilan & Trussell, Robert & Gallegos, Benjamin & R. Asam, Rasmiyeh. (2015). <a href="#">Using Math Apps for Improving Student Learning: An Exploratory Study in an Inclusive Fourth Grade Classroom</a> . <i>TechTrends</i> . 59. 10.1007/s11528-015-0837-y.  Zipke, M. (2018). Preparing teachers to teach with technology: Examining the effectiveness of a course in educational technology. <i>The New Educator</i> , 14(4), 342-362. <a href="https://doi.org/10.1080/1547688X.2017.1401191">https://doi.org/10.1080/1547688X.2017.1401191</a>
<b>What are the desired changes?</b> Develop teacher understanding of the instructional benefits technology applications and tools provide by offering Teacher Technology Playdates during the 2021-2022 school year.	

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p><b>Outcome 1: (Smart, Measurable, Achievable, Relevant, &amp; Time-Bound)</b> Offer Teacher Technology Playdate opportunities to SMCPS staff during the 2021-2022 school year.</p> <p><b>Outcome 2: (Smart, Measurable, Achievable, Relevant, &amp; Time-Bound)</b> Increase teacher/student use of technology applications and/or tools (ex: Nearpod, Bridges apps, Kami, and Schoology) that can be used in the regular and virtual classroom by 10% by June 2022.</p>		<p><b>Evaluation</b> How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i></p> <p><b>Evaluation for Outcome 1:</b> Collect information about the Teacher Technology Playdate opportunities offered during the school year and over the summer.</p> <p><b>Evaluation for Outcome 2:</b> A feedback form will be provided to all participants at the end of each session. A follow up email will also be sent at a later date requesting information on how teachers are using the technologies and the progress they have made towards the goal they set at the end of the session. When possible, student usage of technology applications will also be tracked.</p>
<b>Use of Funds:</b>	<b>Provide a <i>total</i> dollar amount per activity.</b>	<b>\$1,944</b>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.2 Effective Use of Technology Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the <b>drop down menu</b> that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must spend a portion of the overall allocation for Effective Use of Technology strategies.	
<b>LECS Plan Focus Area:</b> Staff Development; Teaching and Learning; Instruction; Technology	
<b>Proposed Safe &amp; Healthy Student Activity 6.2:</b> Schoology Liaison	
<b>Activity Implementation: (How will the activity operate and over what duration?)</b> Recruit a Schoology Liaison at each local school and pay them a stipend to support staff and provide training in the rollout of the new learning management system. Support will include helping with the technical components of Schoology along with best practices for integrating content and curriculum.	
Outcomes	Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Delivering specialized or rigorous academic courses and curricula through the use of technology <a href="#">Level IV - Logic Model/Rationale</a>  <b>Provide a link or citation below to support the Level of Evidence:</b>  Key Characteristics of Teacher Leaders in Schools <i>Lumpkin, Angela; Claxton, Heather; Wilson, Amanda; Administrative Issues Journal: Connecting Education, Practice, and Research</i> , v4 n2 p59-67 2014 <a href="http://files.eric.ed.gov/fulltext/EJ1058520.pdf">http://files.eric.ed.gov/fulltext/EJ1058520.pdf</a>  Pieces of the Learning Puzzle Tracy Crow; April 2015/ Volume 36 No. 2 <a href="https://learningforward.org/wp-content/uploads/2015/04/pieces-of-the-learning-puzzle.pdf">https://learningforward.org/wp-content/uploads/2015/04/pieces-of-the-learning-puzzle.pdf</a>  Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. <i>Journal of research on Technology in Education</i> , 42(3), 255-284. <a href="https://files.eric.ed.gov/fulltext/EJ882506.pdf">https://files.eric.ed.gov/fulltext/EJ882506.pdf</a>
<b>What are the desired changes?</b> Establish Schoology Liaisons in every school to provide teachers with ongoing support as they utilize the district's learning management platform.	

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<b>Evaluation</b>
		How and when will the listed outcomes be measured for success? (Add more as needed)
<b>Outcome 1: (Smart, Measurable, Achievable, Relevant, &amp; Time-Bound)</b> Provide staff with ongoing support in the use of the district's learning management platform by implementing site-based coaches in all schools by June 2022.		<b>Evaluation for Outcome 1:</b> Document information shared at Schoology Liaison meetings. Collect information about the site-based coaches and the kind of support they provided to the staff.
<b>Outcome 2: (Smart, Measurable, Achievable, Relevant, &amp; Time-Bound)</b> All secondary students will use the Schoology learning management system to access coursework, grades, and digital feedback during the 2021-2022 school year.		<b>Evaluation for Outcome 2:</b> Data will be collected to measure student usage throughout the school year.
<b>Use of Funds:</b>	<b>Provide a <i>total</i> dollar amount per activity.</b>	<b>\$39,096</b>

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Local Educational Agency: <u>St. Mary's County Public Schools</u></b> <b>2022</b> <div style="text-align: center; font-size: small;">(use drop down)</div>	<b>Grant Year: FY</b>
<b>7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 8501]:</b>	
<b>Equitable Services:</b> 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)).	
<b>Participating Private Schools and Services:</b> Provide information regarding <i>the names of participating private schools, the number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services.</i> (Include below or as an attachment in Appendix H.)	
<p>17,246 SMCPs students + 1,996 Nonpublic students = 19,242 students            SMCPs Title IV allotment \$249,328 – Administrative Costs \$0 = \$249,328  <math>\\$249,328 / 19,242 \text{ students} = \\$12.957488 \text{ per student}</math></p> <p>Participating Private Schools:</p> <p>Bay Montessori            63 students x \$12.957488 per student = \$816.00</p> <p>Father Andrew White            222 students x \$12.957488 per student = \$2,877.00</p> <p>Hollywood United Methodist Church Christian PreSchool            30 students x \$12.957488 per student = \$389.00</p> <p>King's Christian Academy            315 students x \$12.957488 per student = \$4,082.00</p> <p>Leonard Hall Junior Naval Academy            46 students x \$12.957488 per student = \$596.00</p> <p>Lexington Park Baptist Church Pre-School            9 students x \$12.957488 per student = \$117.00</p> <p>Little Flower School            142 students x \$12.957488 per student = \$1,840.00</p> <p>Mother Catherine Academy            162 students x \$12.957488 per student = \$2,099.00</p>	



## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>Mount Zion United Methodist Church Preschool 18 students x \$12.957488 per student = \$233.00</p> <p>St. John's School 227 students x \$12.957488 per student = \$2,941.00</p> <p>St. Michael's Catholic 124 students x \$12.957488 per student = \$1,607.00</p> <p>St. Mary's Ryken 638 students x \$12.957488 per student = \$8,267.00</p> <p>Total Amount of Transfers: \$25,864.00</p>	
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.	
<b>Initial Consultation:</b>	<p>On July 1, 2021, a certified letter was mailed to all local nonpublic schools advising them of the opportunity to participate in the Title IV, Part A Grant and requesting documentation of their intent to participate. On July 15, 2021, a follow-up e-mail with the same information was sent to all nonpublic schools that had previously participated in the Title IV, Part A Grant.</p> <p><a href="#">Title IV Letter and Intent to Participate</a></p>
<b>On-Going Consultation:</b>	<p>All participating nonpublic schools are invited to attend SMCPs Federally Funded Programs Meetings twice each year. These meetings typically occur in the Fall and Winter. At these meetings available Federally Funded Grant opportunities are discussed, including Title IV, Part A. The meetings for the 2021-2022 school year have not yet been established. Additional individual nonpublic meetings are available upon request. Ongoing consultation also occurs through email communication and phone conversations.</p> <p><a href="#">Nonpublic Affirmations of Consultation</a></p>
<b>Managing Disputes/Complaints:</b>	<p>Each nonpublic school that will be participating in the Title IV, Part A Grant is required to complete an application that includes a needs assessment and information about planned activities.</p>

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	The LEA takes many steps to manage disputes with nonpublic schools. When there is a question about whether an activity is allowable, MSDE is consulted. In cases where proposed activities cannot be funded using Title IV monies, alternative activities or funding sources are discussed. If these steps do not bring resolution, the MSDE Title IV office is consulted for feedback. If the MSDE Title IV office cannot facilitate agreement, the LEA will contact MSDE's Equitable Services Ombudsman to facilitate a collaborative conversation between the LEA grants office, the nonpublic school, the MSDE Title IV office, and the MSDE Ombudsman.
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)	
<b>Needs Assessment:</b>	Each nonpublic school that will be participating in the Title IV, Part A Grant is asked to complete an application that includes a needs assessment.  <a href="#">Title IV Application distributed to Non-Publics</a>
<b>Monitoring:</b>	All applications are reviewed and approved prior to any utilization of funds. Once activities are approved, funds are dispersed as planned. When activities cannot be funded using Title IV funds, alternative funding sources or activities are discussed. This collaboration occurs at scheduled Federally Funded Program Meetings, through email, phone conversations, and at nonpublic site visits.
<b>Professional Development Plan:</b>	Upon completion of the needs assessment, each nonpublic school that will be participating in the Title IV, Part A Grant is asked to complete an application that includes information about all planned activities.
<b>Total Amount for Non-Public Transfers:</b>	
<b>\$25,864</b>	
<b>REMEMBER, THE 20%, 20% and 15% RULE INCLUDES NONPUBLIC SPENDING.</b>	

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Local Educational Agency: <u>St. Mary's County Public Schools</u></b>	<b>Grant Year: FY</b>
<b>2022</b>	
(use drop down)	
<b>8.0 Assurances [ESEA, Section 4106(E)(2)]:</b>	
<b>EACH APPLICATION SHALL INCLUDE ASSURANCES THAT THE LEA WILL—</b>	
<p><input checked="" type="checkbox"/> (A) prioritize the distribution of funds to schools served by the LEA that—</p> <ul style="list-style-type: none"><li>(i) are among the schools with the greatest needs, as determined by such LEA;</li><li>(ii) have the highest percentages or numbers of children counted under section 1124(c);</li><li>(iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);</li><li>(iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or</li><li>(v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;</li></ul> <p><input checked="" type="checkbox"/> (B) comply with section 8501 (regarding equitable participation by private school children and teachers);</p> <ul style="list-style-type: none"><li>(i) the LEA maintains control over materials, equipment and property purchased with federal funds, if applicable under section 8501(d)(1);</li><li>(ii) the LEA <b>expenditures</b>, when providing educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children under section 8501(a)(4); and</li><li>(iii) the LEA assures that educational services and other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and non-ideological under section 8501(a)(2).</li></ul> <p><input checked="" type="checkbox"/> (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;</p> <p><input checked="" type="checkbox"/> (D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;</p> <p><input checked="" type="checkbox"/> (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 LEA will comply with section 4109(b); and</p> <p><input checked="" type="checkbox"/> (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).</p> <p><input checked="" type="checkbox"/> (G) ensures the LEA has completed the application through an equity lens in order to satisfy all the requirements established in COMAR 13A.06.01 Educational Equity;</p> <p>(f) SPECIAL RULE.—Any LEA 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)</p>	

## **Appendix F**

### **Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants**

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Local Educational Agency: <u>St. Mary's County Public Schools</u></b>	<b>Grant Year: FY</b>
<b>2022</b>	
(use drop down)	
<b>9.0 INTERNET SAFETY [ESEA, Section 4121]:</b>	
<p>No funds made available under this part to a LEA 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, LEA, or other authority with responsibility for administration of such school both—</p> <p>(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—</p> <ul style="list-style-type: none"><li>(i) obscene;</li><li>(ii) child pornography; or</li><li>(iii) harmful to minors; and</li></ul> <p>(B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and</p> <p>(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—</p> <ul style="list-style-type: none"><li>(i) obscene; or</li><li>(ii) child pornography; and</li></ul> <p>(B) is enforcing the operation of such technology protection measure during any use of such computers.</p>	
<p><b>(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.</b>—A LEA 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.</p> <p><input checked="" type="checkbox"/> By checking this box the LEA certifies that it is in compliance with the internet safety policies and technology protection measures.</p>	

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>St. Mary's County Public Schools</u>	Grant Year: FY 2022
(use drop down)	
<b>10.0 BUDGET NARRATIVE:</b>	
Guidance for Completion of the Budget Narrative for Individual Grants (REMEMBER TO CALCULATE THE PERCENTAGES FOR WELL-ROUNDED (20%) & SAFE & HEALTHY STUDENTS (20%) OFF THE TOP OF THE ORIGINAL ALLOCATION)	
<p>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: <i>It is recommended that you arrange the budget narrative by content area, i.e., 4.0: Well-Rounded Education, 5.0: Safe and Healthy Students, and 6.0: Effective Use of Technology for reporting purposes.</i></p> <ul style="list-style-type: none"><li>• Description of the specific item (What is it?)</li><li>• Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)</li><li>• Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.)</li></ul> <p>Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in the plan so the reviewer clearly sees their necessity. Make absolutely sure your sums are accurate.</p> <p>Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying, and refreshments. It is important to be as detailed as possible.</p> <p>Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.</p> <p>Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.</p>	
<b><u>Personnel Costs:</u></b>	
<ul style="list-style-type: none"><li>• <b>For Salaries:</b> List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account the time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full-time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time</li></ul>	

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.

- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance, and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

#### **Contracted Services**

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

#### **Supplies and Materials**

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

#### **Other Charges**

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

#### **Equipment**

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project. **Must be subtracted from indirect cost calculation.**

#### **Transfers**

- Transfers are payments to other LEAs, non-public schools or indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project. **Must be subtracted from indirect cost calculation.**

#### **Indirect Costs**

- To calculate the indirect cost, please refer to the Financial Reporting Manual for Maryland Public Schools (section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific Activity. The calculation is as follows:

Total allocation less (–) transfers (equitable services) less (–) equipment x 0.0(ICR) x 1.0(ICR)

Example: The LEA total allocation is \$50,000. The LEA indirect cost rate = 2.0%.  
The LEA has \$4,000 in transfers for equitable services and \$1,000 in equipment.  
The indirect cost rate calculation =

$$\begin{aligned} & \$50,000 - \$4,000 \text{ (equitable services)} - \$1,000 \text{ (equipment)} = \$45,000. \\ & \$45,000 \times .02 = \$900. \$900 \times 1.02 = \$918 \text{ INDIRECT COSTS.} \end{aligned}$$

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Title IV, Part A Budget Narrative						
Activity #	Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
<b>Activities to Support Well-Rounded Educational Opportunities</b>						
4.1	203-205 – 01 / 01	Robotics Club Advisors	14 school-based Robotics Club Advisors x \$400	\$5,600.00		\$5,600.00
4.1	212 / 04	FICA	8% of \$5,600	\$448.00		\$448.00
				<b>Total:</b>		<b>\$6,048.00</b>
4.2	203-205 – 01 / 03	AP examination costs for FARMS students	125 exams x \$53	\$6,625.00		\$6,625.00
				<b>Total:</b>		<b>\$6,625.00</b>
4.3	203-205 – 01 / 03	Online Student Courses for FARMS students	Approx. 25 students x \$250 per course (exact costs will vary by course)	\$6,250.00		\$6,250.00
				<b>Total:</b>		<b>\$6,250.00</b>
4.4	203-205 – 01 / 01	FTE Position-Literacy Coach	Salary: \$80,292	<b>\$80,292.00</b>		<b>\$80,292.00</b>
4.4	212 / 04	Total Fringe Benefits	Total Fringe Benefits @ Actual; Heath - \$8,213; Annual Life Fringe - \$45; FICA - \$6,166; Workmans Comp - \$257; Pension - \$12,012.	<b>\$26,693.00</b>		<b>\$26,693.00</b>
				<b>Total:</b>		<b>\$106,985.00</b>
Activity 4.0 (Well-Rounded) Total						<b>\$125,908.00</b>
<b>Activities to Support Safe and Healthy Students</b>						
5.1	203-205 – 01 / 01	Summer Media Centers	20 staff x 5 hours x \$30/hour x 9 days	\$27,000.00		\$27,000.00
5.1	212 / 04	FICA	8% of \$27,000	\$2,160.00		\$2,160.00
5.1	203-205 – 01 / 03	Materials to support summer activities (ex: books, games, maker space/craft	10 sites x \$429	\$4,290.00		\$4,290.00



## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		materials, paper/markers, etc.)				
				<b>Total:</b>		<b>\$33,450.00</b>
5.2	203-205 – 01 / 01	School Wellness Coordinators	29 school wellness coordinators x \$300	\$8,700.00		\$8,700.00
5.2	212 / 04	FICA	8% of \$8,700	\$696.00		\$696.00
5.2	203-205 – 01 / 03	Materials to support school-based wellness initiatives (ex: sports equipment such as balls, jump ropes, hand weights, sensory fidgets, etc.)	29 sites x \$150 (approx)	\$4,365.00		\$4,365.00
				<b>Total:</b>		<b>\$13,761.00</b>
5.3	203-205 – 01 / 03	Materials to support <a href="#">Teen Health and Wellness</a>	7 schools x \$715.50	\$5,009		\$5,009.00
				<b>Total:</b>		<b>\$5,009.00</b>
Activity 5.0 (Safe and Healthy) Total						<b>\$52,220.00</b>
<b>Activities to Support the Effective Use of Technology</b>						
6.1	203-205 – 09 / 01	Teacher Technology Playdates	40 participants x \$30/hour x 1.5 hours	\$1,800.00		\$1,800.00
6.1	212 / 04	FICA	8% of \$1,800	\$144.00		\$144.00
				<b>Total:</b>		<b>\$1,944.00</b>
6.2	203-205 – 01 / 01	Schoolology Laisions	30 schools x (\$1,000-\$1,600) per site based on school size [9 schools @ \$1,000; 14 schools @ \$1,200; 4 schools @ \$1,400; 3 schools @ \$1,600]	\$36,200.0 0		\$36,200.00
6.2	212 / 04	FICA	8% of \$36,200	\$2,896.00		\$2,896.00
				<b>Total:</b>		<b>\$39,096.00</b>
Activity 6.0 (Effective Use of Technology) Total						<b>\$41,040.00</b>
<b>Other</b>						
	201 – 22 / 08	Indirect Costs	1.96%	\$4,296.00		\$4,296.00

**Appendix F****Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants**

	203-205 – 07 / 08	Nonpublic Transfers		\$25,864.0 0		\$25,864.00
				<b>Total:</b>		<b>\$30,160.00</b>
Other Subtotal						<b>\$30,160.00</b>
Well Rounded Subtotal						<b>\$125,908.00</b>
Safe and Healthy Subtotal						<b>\$52,220.00</b>
Effective Use of Technology						<b>\$41,040.00</b>
	<b>Grand Total:</b>					<b>\$249,328.00</b>

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

ORIGINAL GRANT BUDGET	\$ 249,328.00	AMENDED BUDGET #		REQUEST DATE	09/14/21
GRANT NAME	Title IV, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	061-21		
REVENUE SOURCE	F	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2021	6/30/2023	
		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	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						4,296.00	4,296.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	157,792.00		26,539.00				184,331.00
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						25,864.00	25,864.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	1,800.00						1,800.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
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
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				33037.00			33,037.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	159,592.00	0.00	26,539.00	33,037.00	0.00	30,160.00	249,328.00

Finance Official Approval	Jennifer Shaffer		9/22/2021	301-475-5511 x 32168
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. J. Scott Smith		9/25/21	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	Jonathan Turner		09.27.2021	410-767-0288
	Name	Signature	Date	Telephone #

# Fine Arts



2021 FINE ARTS INITIATIVE  
STATE GRANT APPLICATION



Fine Arts Initiative Grants Application

Maryland State Department of Education  
Office of Fine Arts

Local school systems should provide a cohesive, stand-alone response to the prompts below.

**School Year 2020-2021: Progress and Challenges**

1. Complete the chart below describing the **progress and challenges** in meeting the Programs in Fine Arts goals articulated in the system's 2020-2021 Annual Update. Identify the programs, practices, strategies, and resource allocations that are related to progress.

Disciplines	Goals from the School Year 2020-2021	Current Progress	Challenges
Dance	<p>Attempts to begin a dance program at the Academy of Visual and Performing Arts at Chopticon High School.</p> <p>Collaborative discussions with our physical education supervisor to determine if any cross-curricular opportunities were present that would allow alignment to the MSDE Fine Arts Standards.</p>	<p>During the 2020-2021 school year, professional learning community opportunities occurred with the Calvert and Charles counties fine arts supervisors that helped to map a long-term Southern Maryland vision plan to further implement dance programs in our respective LSS.</p> <p>During the 2020-2021 school year, discussions occurred with the physical education supervisor that helped map possible collaborative opportunities moving forward.</p>	<p>Due to the ongoing pandemic and other forecasted budget constraints, our system is still not in a place where we can financially support the staffing and scheduling needs as outlined in the MSDE dance expectations.</p> <p>Due to COVID 19, our immediate priority shifted to the creation and implementation of authentic and meaningful opportunities for student engagement in the creative process during the 2020-2021 school year.</p>
Music	<p>The alignment of curriculum to the fine arts standards. The piloting of curriculum created in 2019 for elementary school general music; beginning and advanced band, chorus, and strings; middle school band; high school band; and jazz band.</p>	<p>The alignment of fine arts standards with created curriculum for hybrid/virtual learning occurred.</p> <p>Due to COVID 19, the piloting of curriculum during the 2019-2020 school did not occur. Instead, teachers used the prescribed curriculum created for hybrid/virtual learning.</p>	<p>Time and financial resources. In our LSS, there is only one date where all fine arts teachers meet together as a group. Other opportunities are available; however, they are not mandatory for teachers to attend.</p> <p>Due to COVID 19, our immediate priority shifted to the creation and implementation of authentic and</p>

			meaningful opportunities for student engagement in the creative process during the 2020-2021 school year.
Theatre	<p>The alignment of curriculum to the fine arts standards. The piloting of curriculum created in 2019 for Theatre I and II; and Technical Theatre.</p>	<p>The alignment of fine arts standards with created curriculum for hybrid/virtual learning occurred.</p> <p>Due to COVID 19, the piloting of curriculum during the 2019-2020 school did not occur. Instead, teachers used the prescribed curriculum created for hybrid/virtual learning.</p>	<p>Time and financial resources. In our LSS, there is only one date where all fine arts teachers meet together as a group. Other opportunities are available; however, they are not mandatory for teachers to attend.</p> <p>Due to COVID 19, our immediate priority shifted to the creation and implementation of authentic and meaningful opportunities for student engagement in the creative process during the 2020-2021 school year.</p>
Media Arts	<p>Continued exploration of ways to authentically incorporate media arts into already existing fine arts courses at all levels. Continued attempts to embed our discoveries into existing curriculum.</p> <p>At the high school level, continued alignment of already existing fine arts and CTE courses with the Media Arts standards.</p>	<p>During the 2020-2021 school year, collaborative discussions occurred with the library media and CTE supervisors that helped map possible collaborative opportunities moving forward. As a result of those discussions, three courses offered at our career and technology center now offer a Media Arts credit (Graphic Arts 1 and 2, and TV/Radio Production).</p>	<p>Due to the pandemic and other forecasted budget constraints, our system is still not in a place where we can financially support the staffing and scheduling needs as outlined in the MSDE Media Arts expectations.</p> <p>Due to COVID 19, our immediate priority shifted to the creation and implementation of authentic and meaningful opportunities for student engagement in the creative process</p>

			during the 2020-2021 school year.
Visual Art	Continued alignment of curriculum to the fine arts standards. Continued piloting of curriculum created in 2019 for elementary school visual art; middle school visual art; high school photography; and high school crafts.	<p>The alignment of fine arts standards with created curriculum for hybrid/virtual learning occurred.</p> <p>Due to COVID 19, the piloting of curriculum during the 2019-2020 school did not occur. Instead, teachers used the prescribed curriculum created for hybrid/virtual learning.</p>	<p>Time and financial resources. In our LSS, there is only one date where all fine arts teachers meet together as a group. Other opportunities are available; however, they are not mandatory for teachers to attend.</p> <p>Due to COVID 19, our immediate priority shifted to the creation and implementation of authentic and meaningful opportunities for student engagement in the creative process during the 2020-2021 school year.</p>

#### **School Year 2021-2022 Equity Goals**

The Educational Equity regulation (COMAR 13A.01.06) is integrated throughout the Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan to demonstrate comprehensive support and improvement. Educational equity means that all students have access to opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being.

2. What are the practices or strategies to advance racial equity through Fine Arts instructional programming, curriculum development, instructional planning and delivery, material selection, and/or assessment? What are the success measures?

Provide a culturally responsive, relevant curriculum, pedagogy, and instructional materials inclusive of perspectives of all cultures and ethnicities, including individuals with disabilities and marginalized peoples in the current curriculum.

Provide Fine Arts professional development and training focused on educational equity, to include cultural responsiveness, culturally relevant teaching (CRT), implicit and explicit bias, and disability awareness for all school and departmental staff to build the capacity to understand and deliver culturally proficient instruction.

Utilize accountability measures, analyze disproportionate data trends, conduct a gap analysis to address any emergent inequitable educational outcomes and identify equitable solutions, enhance learning, and eliminate achievement and opportunity gaps for all students.



3. What community needs are addressed through instructional programming, curriculum development, instructional planning and delivery, material selection, and/or assessment? What are the success measures? Community needs could include marginalized individual characteristics (Ability, Ethnicity, Family Structure, Gender Identity, Language, National origin, Religion, Sexual Orientation, Socioeconomic Status), program access, areas of disproportionality, and school climate and culture.

Recruit, employ, promote, support, and retain a diverse workforce of effective credentialed Fine Arts educators and support staff to provide access to and reflect the student population's racial, cultural, and individual characteristics.

Allocate Fine Arts resources and supports to achieve educational equity and ensure access to technology, extracurricular opportunities, facilities, equipment, materials, and supplies required to eliminate the achievement and opportunity gaps among all student groups.

Utilize accountability measures, analyze disproportionate data trends, conduct a gap analysis to address any emergent inequitable educational outcomes and identify equitable solutions, enhance learning, and eliminate achievement and opportunity gaps for all students.

Provide translated resources and documents in languages representing the student population and the school community to ensure equitable access to information for all families.

Coordinate prevention and intervention programs, provide services and resources for marginalized students through an equity lens; to support schools, students, and parents by addressing the cognitive, behavioral, social-emotional, safety, and alternative education needs to maximize student achievement and promote a safe and healthy environment for all students.

Leverage art community partnership strengths to increase students' equitable opportunities that positively influence the school climate and culture.

#### **School Year 2021-2022: Annual Goals**

4. As stated in COMAR 13A.01.16, Section .03 Certification Procedures, each local school system shall report annually their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress. Complete the charts below outlining the 2021-2022 goals of the local school system to meet the requirements outlined in COMAR 13A.04.16, Programs in Fine Arts for music, dance, theatre, visual art, and media arts. For comparison, also list the strategic targets (forecast to 2024 Fine Arts Certification) within each arts discipline.

*Include an overview of resources, partnerships, and necessary adjustments to ensure progress to meet, at a minimum, the requirements set forth in the regulations regarding the implementation of fine arts instructional programming, development of curriculum, instructional planning, instructional delivery, material selection, and assessment and the use an equity lens (per COMAR 13A.01.06, an equity lens means that for any program, practice, decision, or action, the impact on all students is addressed, with a strategic focus on marginalized student groups) to meet the needs of all students.*

<b>Dance</b>	Continue our efforts to begin a dance program in the Academy of Visual and Performing Arts at Chopticon High School through the budget process. Collaborative discussions will continue to occur with our physical education supervisor to determine cross-curricular opportunities that could allow alignment with the MSDE Fine Arts Standards.
--------------	---

	Once we are able to achieve funding for a dance instructor, our hope is the other high schools will recognize the benefits and, eventually, all three of our high schools will have viable dance programs. The 10-year forecast will focus on standalone dance classes in our middle schools.
--	---

<b>Media Arts</b>	During the upcoming school year, a taskforce will be created to look at the SMCPs middle school schedule and what modifications are needed. There is an anticipation of CTE courses being added in the future. As a member of the task force, my hope is to collaborate with CTE and introduce media arts courses as well.
	Although we intended for this work to be completed during the 2019-2020 school year, the COVID 19 closure put this on the “back burner.” We hope to continue this work during the 2021-2022 school year.
	Our intent is to create a standalone media arts pathway for high school students at the Dr. James A. Forrest Career and Technology Center.

<b>Music</b>	Continued alignment of curriculum to the fine arts standards. The piloting of newly created curriculum in elementary school general music; beginning and advanced band, chorus, and strings; middle school band; high school band; and jazz band.
	The continued creation of curriculum that aligns to the fine arts standards in all of our music course selections.
	The continued exploration of course additions that meet the needs of diverse 21 <sup>st</sup> century learners.
	The continued creation and review of curriculum and courses in an effort to ensure that we are providing meaningful and relevant engagement in the creative process opportunities for ALL students.

<b>Theatre</b>	Continued alignment curriculum to the fine arts standards. The piloting of newly created curriculum in Theatre I and II; and Technical Theatre
----------------	--

	<p>The continued creation of curriculum that aligns to the fine arts standards in all of our visual art course selections.</p> <p>The continued exploration of course additions that meet the needs of diverse 21<sup>st</sup> century learners.</p>
	<p>The continued creation and review of curriculum and courses in an effort to ensure that we are providing meaningful and relevant engagement in the creative process opportunities for ALL students.</p>

<h1>Visual Art</h1>	<p>Continued alignment of curriculum to the fine arts standards. The piloting of newly created curriculum in elementary school visual art; middle school visual art; high school photography; and high school crafts.</p> <p>The continued creation of curriculum that aligns to the fine arts standards in all of our theatre course selections.</p> <p>The continued exploration of course additions that meet the needs of diverse 21<sup>st</sup> century learners.</p>
	<p>The continued creation and review of curriculum and courses in an effort to ensure that we are providing meaningful and relevant engagement in the creative process opportunities for ALL students.</p>

## School Year 2021-2022: Budget Narrative

5. 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 current 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:

- Description of the specific item (What is it?)
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
- Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.)

Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in section B so the reviewer clearly sees their necessity. Make absolutely sure your numbers add up.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. It is important to be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

### **Personnel Costs:**

- **For Salaries:** List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.
- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

### **Contracted Services**

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

### **Supplies and Materials**

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

### **Other Charges**

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

### **Equipment**

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

### **Transfers**

- Transfers are payments to other LSSs, Non-Public Schools or indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project.
- To calculate the indirect cost, please refer to the Financial Reporting Manual for Maryland Public Schools (section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific Activity.

You should use the format as shown in the sample on the following page.

## Sample Fine Arts Budget

Discipline	Category	Line Item	Calculation	Amount	In-kind	Total
All	Instruction Staff Dev. 203-205-09	Stipends for Professional Development	100 Participants x \$120	\$12,000.00	\$4,000.00 (MSAC)	\$8,000.00
MUSIC	<b>209 Student Transportation</b>	Transportation for State-wide Music Festivals	6 Buses x \$450	\$2,700.00		\$2,700.00
	Special Prog. 203-205-02	Materials and Supplies: Instruments	Classroom Teacher Supplies	\$3,400.00		\$3,400.00
DANCE	Instruction Staff Dev. 203-205-09	Contracted Services for Annual Dance Secondary Showcase	10 Consultants x \$300	\$3,000.00		\$3,000.00
THEATRE	Remodeling 215-36	Upgrading the auditorium to build a Theatre Tech program	Quote by "Theatre Tech Inc."	\$14,000	\$10,000 (Income from ticket sales)	\$4,000.00
	Special Prog. 203-205-02	Annual Theatre Festival	Classroom Teacher Supplies	\$1,273.00		\$1,273.00
MEDIA ARTS	Instruction Staff Dev. 203-205-09	Conference fees for Media Arts Staff to further develop Media Arts Programing	2 staff members x \$340	\$680.00		\$680.00
VISUAL ARTS	Special Prog. 203-205-02	Curriculum Writing Stipends	2 writers x \$1000	\$2,000.00		\$2,000.00
	Regular Prog. 203-205-01	Art Materials and Supplies		\$2,350.00		\$2,350.00
<b>TOTAL</b>				\$41,403.00	\$14,000.00	<b>\$27,403.00</b>

## Fine Arts Budget Categories

Maryland State Department of Education  
Office of Fine Arts

<b>C-125 Categories</b>	
<b>201 Administration</b>	<b>206 Special Education</b>
General Support 201-21	Public Sch Instr. Prog. 206-04
Business Support 201-22	Instruction Staff Dev. 206-09
Centralized Support 201-23	Office of the Principal 206-15
<b>202 Mid-Level Administration</b>	Inst. Admin & Superv. 206-16
Office of the Principal 202-15	<b>207 Student Personnel Serv.</b>
Inst. Admin. & Support 202-16	
<b>203-205 Instruction Categories</b>	<b>209 Student Transportation</b>
Regular Prog. 203-205-01	<b>210 Plant Operation</b>
Special Prog. 203-205-02	Warehousing & Distr. 210-30
Career & Tech Prog. 203-205-03	Operating Services 210-31
Gifted & Talented Prog. 203-205-04	<b>211 Plant Maintenance</b>
Transfers 203-205-07	<b>212 Fixed Charges</b>
School Library Media 203-205-08	<b>214 Community Services</b>
Instruction Staff Dev. 203-205-09	<b>215 Capital Outlay</b>
Guidance Services 203-205-10	Land & Improvements 215-34
Psychological Services 203-205-11	Buildings & Additions 215-35
Adult Education 203-205-12	

**St. Mary's County Public Schools**  
**Budget Narrative**  
**Fine Arts**  
**2021-2022**

<b>Category/ Object</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In- Kind</b>	<b>Total</b>
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #1, 2, and 3	\$30 per hour x 388 hours  <i>(150 hours – AVPA)</i>  <i>(30 hours – ES ACH Jazz Band)</i>  <i>(33 hours – ES Solo and Ensemble)</i>  <i>(5 hours – ES All-County Honor Chorus)</i>  <i>(20 hours - Fine Arts Camp Collaborativ e Planning Meeting)</i>  <i>150 hours - Fine Arts Professional Development</i>	\$ 11,640  \$ 4,500  \$ 900  \$ 990  \$ 150  \$ 600  \$ 4,500		\$ 11,640
Fixed Charges	Fringe Benefits: SS	.08 % x \$11,640	\$ 931.00		\$ 931.00
Contracted Instruction	Consultants to provide professional development training and work directly with students. Strategy #2	3 consultants – AVPA Seminar Presenters x \$230.00	\$ 690		\$ 690
Instructional Staff Development Supplies	Strategy #1, 2, 3, and 4	Miscellaneous paper supplies	\$ 0		\$ 0
Other Charges	Conference Fees	3 bands x	\$ 1,275		\$ 1,275



**St. Mary's County Public Schools**  
**Budget Narrative**  
**Fine Arts**  
**2021-2022**

	Strategy 2, Marching Band Fees, Strategy #2	\$425.00			
Materials of Instruction	Fine Arts MOI Strategy #1	Needed MOI items	\$ 581		\$ 581
Administration Business Support Services/Transfers	Indirect Costs	2.04% x indirect costs	\$ 308		\$ 308
	<b>TOTAL</b>		\$15,425		\$15,425

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

ORIGINAL GRANT BUDGET	\$ 15,425.00	AMENDED BUDGET #		REQUEST DATE	10/12/21
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #	221077.01	RECIPIENT GRANT #	047-22		
REVENUE SOURCE	1292	RECIPIENT AGENCY NAME			
FUND SOURCE CODE	S	GRANT PERIOD	1-Jul-21	30-Jun-22	
		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	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						297.00	297.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	6,390.00	690.00	592.00	1,275.00			8,947.00
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.	5,250.00						5,250.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
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
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				931.00			931.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	11,640.00	690.00	592.00	2,206.00	0.00	297.00	15,425.00

Finance Official Approval	Jennifer Shaffer		10/28/2021	301-475-5511
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. J. Scott Smith		11/1/21	301-475-5511
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

## Appendix H: Equitable Services to Private Schools Under ESSA Section

## **Appendix H: Equitable Services to Private Schools under ESSA**

**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: 21<sup>st</sup> Century Community Learning Centers

### **EQUITABLE SERVICES TO STUDENTS 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 ensure equity and opportunities for participation of nonpublic schools, the Maryland State Department of Education's Equitable Services Ombudsman is responsible for monitoring and enforcing the requirements relating to the participation of children in private schools.

### **THE FOLLOWING DOCUMENTS MUST BE SUBMITTED IN APPENDIX H:**

- ☐ Consultation timeline
- ☐ Signed Affirmation of Consultation Forms
- ☐ Complaint procedures/dispute resolution process for covered programs under ESSA

### **EQUITABLE SERVICES ALLOCATIONS:**

Under sections 1117(a)(4)(C) and 8501(a)(4)(C) of the ESEA, as amended by the ESSA, an SEA is required to annually provide notice of the amount of funds each LEA has determined are available for equitable services under applicable ESEA programs. Please enter each allocation based on the individual federal program for the current fiscal year.

<b>Equitable Services Allocations:</b>	<b>Title I-A</b>	<b>Title I-C</b>	<b>Title II-A</b>	<b>Title III-A</b>	<b>Title IV-A</b>	<b>Title IV-B</b>
<b>FY 22 Allocations:</b>	<b>106,151.00</b>		<b>\$54,427</b>	<b>37,619</b>	<b>\$25,864</b>	

**ATTESTATIONS - EQUITABLE SERVICES (Sec. 8501(a)):**

- ☐ All documents are included in Appendix H for Title I-A, Title I-C, Title IIA, Title III, and Title IVA-B.
  - ☐ Consultation timeline for each program
  - ☐ Signed Affirmation of Consultation Forms
  - ☐ Complaint procedures/dispute resolution process for covered programs under ESSA
- ☐ The LEA provided the equitable share allocation for each federal program as applicable.
- ☐ The LEA maintains records regarding the schools that participate each year and number of participants.
- ☐ The LEA ensures that private schools are provided with timely and meaningful consultation to participate in equitable services.
- ☐ The LEA ensures that all participating private schools are **not-for-profit** private schools, church-exempt schools, and/or publicly funded schools and verified on [MSDE's Nonpublic Schools Approval Webpage](#).

<u>Dr. Kelly M. Hall</u>	<u>Chief</u>	<u>St. Mary's County</u>	<u>kmhall@smcps.org</u>
LEA Equitable Services Point of Contact	Title	Local Educational Agency	Email Address
(please type or print)			

**St. Mary's County Public Schools**  
**Title I, Part A Application Appendices**  
**2021-2022**

**E. Participation of Children Enrolled in  
Private Schools**

**E.2. Timeline**

**E.2.1 Complaint Procedures English and  
Spanish**

**E.2.2 Affirmation of Consultations**

**St. Mary's County Public Schools**  
**Timeline for Consultation with Private Schools**  
**2021-2022**

Month	Activity	Date
October/ November (prior to next school year)	Obtain complete list of all private schools with students who reside in Title I attendance areas	11/2020
February	Initial contact meeting with private school representatives	2/2021
April	Title I Participation Form due to Title I office	4/2021
April	Match addresses of private school students from low-income families to participating public school attendance areas.	4/2021
May	Complete public school ranking chart with per-pupil allocation to determine private school qualifying student allocation.	5/2021
May	Assess the current year Title I program in a meeting with private school representatives using student data.	5/2021
May	Meet with participating private school representatives to identify at-risk students from those who are eligible; determine standards and annual assessments for measuring progress of the Title I program; review SMCPs Procedures for Providing Services to Eligible Private School Students; review options for service, including third party providers.	5/2021
August	Schedule meetings at each participating private school with the private school representative and the SMCPs Certified teacher who provides tutoring to review expectations. Review and sign the Affirmation of Consultation; establish dates for regular consultation.	8/2021
October	Schedule Federally Funded meeting with all private school representatives	10/2021
November-March	Schedule an observation of the Certified Teacher in each private school for February/March	TBD
February	Begin the process for the 2022-2023 school year by scheduling an information meeting with all private school representatives	TBD
May	Schedule private school visits	TBD



**Contact Information 2021-2022**  
**Resolving Title I School Concerns and Complaints**  
**For Non-Public Schools**  
(E. 2.a)

St. Mary's County Public Schools has an effective and established procedure for parents in an effort to resolve school concerns and complaints satisfactorily.

The established procedure is also followed for the non-public schools that receive Title I funding through SMCPs. The contact information for the non-public school officials is listed below and the SMCPs document *Title I Parent's Guide to Resolving School Concerns and Complaints at Non-Public Schools* is attached. It is best practice to resolve concerns at the lowest level.

The first point of contact is the certificated Title I teacher. The contact information is listed below:

<b>King's Christian Academy:</b> 301-994-3080  Mrs. Michelle Sachs: <a href="mailto:mmsachs@contracted.smcps.org">mmsachs@contracted.smcps.org</a> Mrs. Kara Day: <a href="mailto:krday@smcps.org">krday@smcps.org</a>  <b>Little Flower School:</b> 301-994-0404 Mrs. Michelle Sachs: <a href="mailto:mmsachs@contracted.smcps.org">mmsachs@contracted.smcps.org</a> Mrs. Kara Day: <a href="mailto:krday@smcps.org">krday@smcps.org</a>	<b>St. John's School:</b> 301-373-2142  Mrs. Kara Day: <a href="mailto:krday@smcps.org">krday@smcps.org</a>  <b>St. Michael's School:</b> 301-872-5454 Mrs. Beth Stencel: <a href="mailto:bsstencel@contracted.smcps.org">bsstencel@contracted.smcps.org</a> Mrs. Jodi Tenney: <a href="mailto:jmtenney@contracted.smcps.org">jmtenney@contracted.smcps.org</a> Mrs. Kara Day: <a href="mailto:krday@smcps.org">krday@smcps.org</a>
--	---

The second point of contact is the principal of each participating non-public school. The contact information is listed below:

<b>King's Christian Academy</b> James Harris, Principal 20738 Point Lookout Road Callaway, MD 20620 301-994-3080 <a href="mailto:jharris@kingschristianacademy.org">jharris@kingschristianacademy.org</a>	<b>Little Flower School</b> Ms. Barbara Stirling, Principal 20410 Point Lookout Road Great Mills, MD 20634-3328 301-994-0404 <a href="mailto:lfprincipal@littleflowercatholic.org">lfprincipal@littleflowercatholic.org</a>
<b>St. John's School</b> Mrs. Susan McDonough 43900 St. John's Road Hollywood, MD 20636 301-373-2142 <a href="mailto:mcdonoughs@sjshollywood.org">mcdonoughs@sjshollywood.org</a>	<b>St. Michael's School</b> Ms. Lila Hofmeister 16560 Three Notch Road Ridge, MD 20680 301-872-5454 <a href="mailto:principal@saint-michaels-school.org">principal@saint-michaels-school.org</a>

If the concern has not been resolved satisfactorily with the teacher or the appropriate principal, the third point of contact information is listed below:

Dr. Kelly M. Hall, Chief  
Equity, Engagement, and Early Access  
St. Mary's County Public Schools  
23160 Moakley Street  
Leonardtown, MD 20650  
301-475-5511 ext. 32136

[kmhall@smcps.org](mailto:kmhall@smcps.org)



**Información de Contacto 2021-2022**  
**Resolución de problemas y reclamaciones de las escuelas del Título I**  
**Para escuelas no públicas**

Las Escuelas Públicas del Condado de St. Mary tienen un procedimiento efectivo y establecido para los padres en un esfuerzo por resolver las preocupaciones y quejas de la escuela satisfactoriamente.

El procedimiento establecido también se sigue para las escuelas no públicas que reciben fondos del Título I a través de SMCPs. La información de contacto de los funcionarios de las escuelas no públicas se indica a continuación y se adjunta el documento de SMCPs *Guía para padres del Título I para resolver inquietudes y quejas escolares en las escuelas no públicas*. Es la mejor práctica para resolver las preocupaciones en el nivel más bajo.

El primer punto de contacto es el maestro certificado de Título I. La información de contacto es la siguiente:

<b>King's Christian Academy:</b> 301-994-3080  Sra. Michelle Sachs: <a href="mailto:mmsachs@contracted.smcps.org">mmsachs@contracted.smcps.org</a> Sra. Kara Day: <a href="mailto:krday@smcps.org">krday@smcps.org</a>  <b>Little Flower School:</b> 301-994-0404 Sra. Michelle Sachs: <a href="mailto:mmsachs@contracted.smcps.org">mmsachs@contracted.smcps.org</a> Sra. Kara Day: <a href="mailto:krday@smcps.org">krday@smcps.org</a>	<b>St. John's School:</b> 301-373-2142  Sra. Kara Day: <a href="mailto:krday@smcps.org">krday@smcps.org</a>  <b>St. Michael's School:</b> 301-872-5454 Sra. Beth Stencil: <a href="mailto:bsstencil@contracted.smcps.org">bsstencil@contracted.smcps.org</a> Sra. Jodi Tenney: <a href="mailto:jmtenney@contracted.smcps.org">jmtenney@contracted.smcps.org</a> Sra. Kara Day: <a href="mailto:krday@smcps.org">krday@smcps.org</a>
--	--

El segundo punto de contacto es el director de cada escuela no pública participante. La información de contacto es la siguiente:

<b>King's Christian Academy</b> James Harris, Principal 20738 Point Lookout Road Callaway, MD 20620 301-994-3080 <a href="mailto:jharris@kingschristianacademy.org">jharris@kingschristianacademy.org</a>	<b>Little Flower School</b> Srta. Barbara Stirling, Principal 20410 Point Lookout Road Great Mills, MD 20634-3328 301-994-0404 <a href="mailto:lfprincipal@littleflowercatholic.org">lfprincipal@littleflowercatholic.org</a>
<b>St. John's School</b> Sra. Susan McDonough 43900 St. John's Road Hollywood, MD 20636 301-373-2142 <a href="mailto:mcdonoughs@sjshollywood.org">mcdonoughs@sjshollywood.org</a>	<b>St. Michael's School</b> Srta. Lila Hofmeister 16560 Three Notch Road Ridge, MD 20680 301-872-5454 <a href="mailto:principal@saint-michaels-school.org">principal@saint-michaels-school.org</a>

Si la preocupación no se ha resuelto satisfactoriamente con el profesor o el director correspondiente, el tercer punto de contacto es el siguiente:

Dr. Kelly M. Hall, Chief  
Equity, Engagement, and Early Access  
St. Mary's County Public Schools  
23160 Moakley Street  
Leonardtown, MD 20650  
301-475-5511 ext. 32136  
[kmhall@smcps.org](mailto:kmhall@smcps.org)

# Title I

## Parent's Guide to

### Resolving School Concerns and Complaints

### *at Non-Public Schools*



**Dr. Kelly M. Hall, Chief**  
Equity, Engagement, and Early Access  
23160 Moakley Street  
Leonardtown, MD 20650  
Phone: 301-475-5511, x32136  
Fax: 301-475-4254  
[www.smcps.org](http://www.smcps.org)

**All St. Mary's County Public School System (SMCPS)** employees are committed to parent, family, and engagement (PFE) and community involvement in the educational process. We believe that our staff should encourage and engage parents/guardians, families, and community members as partners in educating our children. Together we can ensure success in school.

It is recognized that there will be times when a parent/guardian may need to ask school system employees to address a Title I concern at the participating non-public schools.

**This document outlines the role of each individual and the steps to follow when addressing school-based concerns.**

We will continually strive to resolve all inquiries or problems as quickly as possible so that we can reach a mutual understanding that serves in the best interest of every SMCPS student.

**When a concern or issue develops, we encourage parents/guardians to direct their concerns to the school staff member most closely involved in the issue.**

Communication and understanding of all perspectives are important in developing a fair and mutually beneficial solution to any concern. Every effort should be made to work with the Title I staff and administration to resolve problems and concerns. This process is designed to quickly address concerns.

The first step to resolving concerns and issues is to address them with the Title I teacher who is most closely and directly involved.

Through a process of cooperative agreement, the affected individuals can usually reach a mutually effective resolution.

If the issue cannot be resolved at this level, the parent(s)/guardian(s) should be referred to the school's principal.

The second step in resolving the concern is to contact the principal. The principal will take into consideration the needs of all parties. The principal will confirm that the parent/guardian has attempted to resolve the issue or concern with the Title I teacher or other school-based staff member, as appropriate.

If the concern still remains unresolved, the parent(s)/guardian(s) will be referred to the Chief of Equity, Engagement, and Early Access. The principal will forward any and all supporting documents regarding the concern to the Chief of Equity, Engagement, and Early Access. Parent(s)/guardian(s) may and will be encouraged to submit applicable documentation to the Chief of Equity, Engagement, and Early Access.

#### **Complaint Process Summary**

##### **Go to:**

Title I Teacher  
Non-Public School Principal  
Chief of Equity, Engagement, and Early Access

# Guía para padres del Título I para resolver inquietudes y quejas escolares *en Escuelas No Públicas*



**Dr. Kelly M. Hall, Chief**  
Equity, Engagement, and Early Access  
23160 Moakley Street  
Leonardtown, MD 20650  
Phone: 301-475-5511, x32136  
Fax: 301-475-4254  
[www.smcps.org](http://www.smcps.org)

Todos los empleados del **Sistema de Escuelas Públicas del Condado de St. Mary** (SMCPS) están comprometidos con la participación de los padres, las familias y la comunidad (PFE) en el proceso educativo. Creemos que nuestro personal debe alentar e involucrar a los padres o guardianes, a las familias y a los miembros de la comunidad como socios en la educación de nuestros niños. Juntos podemos asegurar el éxito en la escuela.

Se reconoce que habrá ocasiones en las que un padre o guardián puede necesitar pedir a los empleados del sistema escolar que aborden alguna inquietud del Título I en las escuelas no públicas participantes.

**Este documento describe el papel de cada individuo y los pasos a seguir cuando se abordan las inquietudes de la escuela.** Nos esforzaremos continuamente para resolver todas las consultas o problemas lo más rápido posible para que podamos llegar a un entendimiento mutuo que sirva en el mejor interés de cada estudiante de las SMCPS

**Cuando surge una inquietud o un problema, animamos a los padres o guardianes a que dirijan sus inquietudes al miembro del personal de la escuela más involucrado en el asunto.** La comunicación y la comprensión de todas las perspectivas son importantes para desarrollar una solución justa y mutuamente beneficiosa para cualquier inquietud. Se debe hacer todo lo posible para trabajar con el personal del Título I y la administración para resolver los problemas e inquietudes. Este proceso está diseñado para resolver rápidamente las inquietudes.

El primer paso para resolver las inquietudes y los problemas es abordarlos con el profesor del Título I que esté más estrecha y directamente implicado.

A través de un proceso de acuerdo cooperativo, las personas afectadas suelen llegar a una resolución mutuamente eficaz.

Si la cuestión no puede resolverse a este nivel, se debe remitir a los padres o guardianes al director de la escuela.

El segundo paso para resolver la inquietud es ponerse en contacto con el director. El director tendrá en cuenta las necesidades de todas las partes. El director confirmará que el padre o guardián ha intentado resolver el problema o la inquietud con el profesor del Título I o con otro miembro del personal de la escuela, según corresponda.

Si la inquietud sigue sin resolverse, se remitirá a los padres o guardianes al Jefe de Equidad, Compromiso y Acceso Temprano. El director enviará al Jefe de Equidad, Compromiso y Acceso Temprano todos los documentos relacionados con la inquietud. Los padres o guardianes pueden y serán alentados a presentar la documentación pertinente al Jefe de Equidad, Compromiso y Acceso Temprano.

## Resumen del proceso de reclamos

### **Dirijase a:**

Profesor de Título I  
Director de escuela no pública  
Jefe de Equidad, Compromiso y Acceso Temprano

M.L. Green-Revisado 07/2021

**St. Mary's County Public Schools**  
**Affirmation of Consultation**

**King's Christian Academy**

**Title I Equitable Services Affirmation of Consultation  
Between the Local Educational Agency (LEA) and Private School Official**

**King's Christian Academy (2021-2022)**

An LEA must conduct timely consultation with private school officials to design appropriate equitable services to ensure that services can begin at the beginning of the school year for which the proportionate share of funds are appropriated. As stated in the November 21, 2016 *Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESEA of 1965*, "the "goal of reaching agreement" between an LEA and appropriate private school officials is grounded in timely, meaningful, and open communication between the LEA and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families. "Local Education Agencies (LEAs) must maintain a copy for their records and submit a signed copy in the LEA's Master Plan Application.

This affirmation describes the services to be provided, the roles and responsibilities of each party, and funding procedures. Consultation between St. Mary's County Public Schools' Title I Office and the participating private school officials will ensure that meaningful and timely consultation occurs regarding any decision affecting the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under ESSA, and shall continue throughout the school year.

**The following topics will be discussed:**

**How SMCPs will identify student needs:**

- Use classroom teacher and non-public principal recommendations of academic need.
- Verify eligible students, based on residency requirements.
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs.
- Review assessment data and other criteria with a team comprised of the Title I Instructional Resource Teacher and teaching staff; and Chief of Equity, Engagement, and Early Access to set goals for the tutoring program.
- Maintain academic records for each identified student and collect work samples to show progress over time.
- Ongoing adjustments of instruction to match the needs of the identified students.

**What services SMCPs will offer:**

- Reading – reinforcement, reteaching, and academic support of literacy skills aligned with the non-public school curriculum, Maryland's College and Career Readiness Standards (CCRS), supported by evidence based instructional best practices, and provided by a SMCPs selected certified teacher.
- Mathematics – reinforcement, reteaching, and academic support of mathematics skills aligned with the non-public school curriculum, Maryland's College and Career Reading Standards (CCRS), supported by evidence based best instructional practices, and provided by a SMCPs selected certified teacher.

**How and when SMCPs will make decisions about delivery of services:**

- Quarterly consultation with the non-public administrator / representative will take place to discuss the delivery of service.
- The time sheet of the hourly teacher(s) will be signed by the Chief of Equity, Engagement, and Early Access

**How, where, and by whom SMCPs will provide services, including whether a third party will provide them:**

- Per SMCPs policies and procedures, Abacus will serve as the contracting agency for hourly employees. This ensures compliance with labor laws.
- Selection of certified staff will be managed by the Title I office.
- Certified teachers will provide services to identified students through direct instruction, individually or in small groups.
- Services will be provided at the non-public school site or virtually if pandemic necessitates.
- Schedules will be developed to determine the amount of time for services at the school based upon student needs and the curriculum.
- Services will be provided to individual or small groups of eligible students.

**How SMCPs will academically assess the services and use the results to improve Title I services:**

- Progress of all Pre-K-5 eligible students will be assessed minimally tri-annually potentially using DIBELS Next, the Independent Reading Leveled Assessment (IRLA), Scantron, or other formative assessments if available, the Individual Reading Inventory (IRI), the SMCPs Counting Profile, and other evidence based assessments approved by public school officials.

**The size and scope of the services SMCPs will provide and the proportion of funds SMCPs will allocate for those services:**

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility. This information has been shared with non-public officials.
- The Title I teacher(s) will provide instruction to identified Title I students as individuals or in small groups for reading and mathematics.
- Training opportunities may be provided for Title I non-public school teachers and parents of identified Title I non-public students as needed.
- Training opportunities may be provided for classroom teachers with Title I students on their roster. This information has been detailed through consultation.

**How SMCPs will determine the number of non-public children from low-income families residing in participating public school attendance areas:**

- Poverty survey or other verifiable sources will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area. ESEA section 1117(a)(4)(D) permits an LEA to determine the number of children from low-income families who attend private schools every year or every two years. Section 1117(b)(1)(F) requires an LEA to consult with appropriate private school officials about the availability of poverty data on private school children, and an LEA can determine whether it would be more feasible to collect biennially. These documents will be provided by the non-public school or organization.
- Services will be provided to the non-public school based on the number of students generating funds for the school.
- A discussion to provide equitable services to eligible private school children by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools or based on the children in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools ;
- When, including the approximate time of day, services will be provided; and
- Whether A discussion to consolidate and use funds in coordination with eligible funds available for services to private school children under applicable programs, as defined in ESEA section 8501(b)(1), to provide services to eligible private school children participating in those programs (ESEA section 1117(b)(1); 34 C.F.R. § 200.63)
- Because an LEA must consult with appropriate private school officials during the design and development of the LEA's Title I program and before the LEA makes any decision that affects the opportunities of eligible private school students to participate (ESEA section 1117(b)(1), (3)), other topics of consultation must include, as appropriate:
- Administrative costs of providing equitable services;
- Indirect costs;

- Any funds available for carryover ; and •Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A.; and
- Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A.

**The services SMCPs will provide for teachers and families of participating students:**

- Teachers of eligible Title I students may be invited to SMCPs Title I professional development training activities if appropriate.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.
- Non-public teacher(s) with Title I students may receive targeted professional development at the school or another location.

**Cooperation by the non-public school:**

By choosing to participate in SMCPs' Title I Part A program, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPs Title I public school attendance areas and current student achievement data.

Please complete the following:

I. **Check the applicable box below regarding timely and meaningful consultation:**

The private school official believes that:

- ☒ Timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☐ Timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible private school children.

  
Mr. James Harris, Principal (or Designee)  
King's Christian Academy

8/6/2021  
Date

  
Dr. Kelly Hall, Chief of Equity, Engagement, and Early Access  
St. Mary's County Public Schools, Title I

8.16.21  
Date

The teacher(s) assigned are: Kara Day (Title I IRT), Michelle Sachs (Hourly Teacher/Tutor)

Teacher(s) will provide service Kara Day = 3.6 hours/weekly  
Michelle Sachs = 4.7 hours/weekly day(s).

**Additional Information:**



**St. Mary's County Public Schools**  
**Affirmation of Consultation**

**Little Flower School**

**Title I Equitable Services Affirmation of Consultation  
Between the Local Educational Agency (LEA) and Private School Official**

**Little Flower School (2021-2022)**

An LEA must conduct timely consultation with private school officials to design appropriate equitable services to ensure that services can begin at the beginning of the school year for which the proportionate share of funds are appropriated. As stated in the November 21, 2016 *Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESEA of 1965*, "the 'goal of reaching agreement' between an LEA and appropriate private school officials is grounded in timely, meaningful, and open communication between the LEA and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families. *'Local Education Agencies (LEAs) must maintain a copy for their records and submit a signed copy in the LEA's Master Plan Application.*

This affirmation describes the services to be provided, the roles and responsibilities of each party, and funding procedures. Consultation between St. Mary's County Public Schools' Title I Office and the participating private school officials will ensure that meaningful and timely consultation occurs regarding any decision affecting the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under ESSA, and shall continue throughout the school year.

**The following topics will be discussed:**

**How SMCPSS will identify student needs:**

- Use classroom teacher and non-public principal recommendations of academic need.
- Verify eligible students, based on residency requirements.
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs.
- Review assessment data and other criteria with a team comprised of the Title I Instructional Resource Teacher and teaching staff, and Chief of Equity, Engagement, and Early Access to set goals for the tutoring program.
- Maintain academic records for each identified student and collect work samples to show progress over time.
- Ongoing adjustments of instruction to match the needs of the identified students.

**What services SMCPSS will offer:**

- Reading -- reinforcement, reteaching, and academic support of literacy skills aligned with the non-public school curriculum, Maryland's College and Career Readiness Standards (CCRS), supported by evidence based instructional best practices, and provided by a SMCPSS selected certified teacher.
- Mathematics -- reinforcement, reteaching, and academic support of mathematics skills aligned with the non-public school curriculum, Maryland's College and Career Reading Standards (CCRS), supported by evidence based best instructional practices, and provided by a SMCPSS selected certified teacher.

**How and when SMCPSS will make decisions about delivery of services:**

- Quarterly consultation with the non-public administrator / representative will take place to discuss the delivery of service.
- The timesheet of the hourly teacher(s) will be signed by the Chief of Equity, Engagement, and Early Access

**How, where, and by whom SMCPSS will provide services, including whether a third party will provide them:**

- Per SMCPSS policies and procedures, Abacus will serve as the contracting agency for hourly employees. This ensures compliance with labor laws.
- Selection of certified staff will be managed by the Title I office.
- Certified teachers will provide services to identified students through direct instruction, individually or in small groups.
- Services will be provided at the non-public school site or virtually if pandemic necessitates.
- Schedules will be developed to determine the amount of time for services at the school based upon student needs and the curriculum.
- Services will be provided to individual or small groups of eligible students.

**How SMCPSS will academically assess the services and use the results to improve Title I services:**

- Progress of all Pre-K-5 eligible students will be assessed minimally tri-annually potentially using DIBELS Next, the Independent Reading Level Assessment (IRLA), Scantron, or other formative assessments if available, the Individual Reading Inventory (IRI), the SMCPSS Counting Profile, and other evidence based assessments approved by public school officials.

**The size and scope of the services SMCPSS will provide and the proportion of funds SMCPSS will allocate for those services:**

- Title I funds will be pooled between Little Flower School and St. John's School, as per a conversation and written commitment from the Archdiocese of Washington designee, Brian Radziwill, and verbal approval from the school principals. Students will be served in rank order of academic need if not every student may be served. If there are no students to serve at Little Flower School, then Little Flower School funding will go to St. John's School. If there are no students to serve at St. John's School, then St. John's School funding will go to Little Flower School.
- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility. This information has been shared with non-public officials.
- The Title I teacher(s) will provide instruction to identified Title I students as individuals or in small groups for reading and mathematics.
- Training opportunities may be provided for Title I non-public school teachers and parents of identified Title I non-public students as needed.
- Training opportunities may be provided for classroom teachers with Title I students on their roster. This information has been detailed through consultation.

**How SMCPSS will determine the number of non-public children from low-income families residing in participating public school attendance areas:**

- Poverty survey or other verifiable sources will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area. ESEA section 1117(a)(4)(D) permits an LEA to determine the number of children from low-income families who attend private schools every year or every two years. Section 1117(b)(1)(F) requires an LEA to consult with appropriate private school officials about the availability of poverty data on private school children, and an LEA can determine whether it would be more feasible to collect biennially. These documents will be provided by the non-public school or organization.
- Services will be provided to the non-public school based on the number of students generating funds for the school.
- A discussion to provide equitable services to eligible private school children by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools or based on the children in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools
- When, including the approximate time of day, services will be provided; and
- Whether a discussion to consolidate and use funds in coordination with eligible funds available for services to private school children under applicable programs, as defined

in ESEA section 8501(b)(1), to provide services to eligible private school children participating in those programs (ESEA section 1117(b)(1); 34 C.F.R. § 200.63)

- Because an LEA must consult with appropriate private school officials during the design and development of the LEA's Title I program and before the LEA makes any decision that affects the opportunities of eligible private school students to participate (ESEA section 1117(b)(1), (3)), other topics of consultation must include, as appropriate:
- Administrative costs of providing equitable services;
- Indirect costs;
- Any funds available for carryover ; and •Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A.; and
- Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A.

**The services SMCPSS will provide for teachers and families of participating students:**

- Teachers of eligible Title I students may be invited to SMCPSS Title I professional development training activities if appropriate.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.
- Non-public teacher(s) with Title I students may receive targeted professional development at the school or another location.

**Cooperation by the non-public school:**

By choosing to participate in SMCPSS' Title I Part A program, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPSS Title I public school attendance areas and current student achievement data.

Please complete the following:

I. **Check the applicable box below regarding timely and meaningful consultation:**

The private school official believes that:

- ☒ Timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☐ Timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible private school children.

Barbara Stirling  
Ms. Barbara Stirling, Principal (or Designee)  
Little Flower School

Aug. 9, 2021  
Date

Kelly M. Hall  
Dr. Kelly Hall, Chief of Equity, Engagement, and Early Access  
St. Mary's County, Public Schools, Title I

8.16.21  
Date

Brian Radziwill  
Mr. Brian Radziwill  
Archdiocese of Washington Representative

8/10/21  
Date

The teacher(s) assigned are: Kara Day (Title I IRT), Michelle Sachs (Hourly Teacher/Tutor)

Teacher(s) will provide service Kara Day = 2.0 hours/weekly  
Michelle Sachs = 2.6 hours/weekly day(s).

**Additional Information:**

**St. Mary's County Public Schools**  
**Affirmation of Consultation**

**St. John's School**



**Title I Equitable Services Affirmation of Consultation  
Between the Local Educational Agency (LEA) and Private School Official**

**St. John's School (2021-2022)**

An LEA must conduct timely consultation with private school officials to design appropriate equitable services to ensure that services can begin at the beginning of the school year for which the proportionate share of funds are appropriated. As stated in the November 21, 2016 *Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESEA of 1965*, "the "goal of reaching agreement" between an LEA and appropriate private school officials is grounded in timely, meaningful, and open communication between the LEA and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families. *"Local Education Agencies (LEAs) must maintain a copy for their records and submit a signed copy in the LEA's Master Plan Application.*

This affirmation describes the services to be provided, the roles and responsibilities of each party, and funding procedures. Consultation between St. Mary's County Public Schools' Title I Office and the participating private school officials will ensure that meaningful and timely consultation occurs regarding any decision affecting the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under ESSA, and shall continue throughout the school year.

**The following topics will be discussed:**

**How SMCPs will identify student needs:**

- Use classroom teacher and non-public principal recommendations of academic need.
- Verify eligible students, based on residency requirements.
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs.
- Review assessment data and other criteria with a team comprised of the Title I Instructional Resource Teacher and teaching staff, and Chief of Equity, Engagement, and Early Access to set goals for the tutoring program.
- Maintain academic records for each identified student and collect work samples to show progress over time.
- Ongoing adjustments of instruction to match the needs of the identified students.

**What services SMCPs will offer:**

- Reading – reinforcement, reteaching, and academic support of literacy skills aligned with the non-public school curriculum, Maryland's College and Career Readiness Standards (CCRS), supported by evidence based instructional best practices, and provided by a SMCPs selected certified teacher.
- Mathematics – reinforcement, reteaching, and academic support of mathematics skills aligned with the non-public school curriculum, Maryland's College and Career Reading Standards (CCRS), supported by evidence based best instructional practices, and provided by a SMCPs selected certified teacher.

**How and when SMCPs will make decisions about delivery of services:**

- Quarterly consultation with the non-public administrator / representative will take place to discuss the delivery of service.
- The time sheet of the hourly teacher(s) will be signed by the Chief of Equity, Engagement, and Early Access

**How, where, and by whom SMCPs will provide services, including whether a third party will provide them:**

- Per SMCPs policies and procedures, Abacus will serve as the contracting agency for hourly employees. This ensures compliance with labor laws.
- Selection of certified staff will be managed by the Title I office.
- Certified teachers will provide services to identified students through direct instruction, individually or in small groups.
- Services will be provided at the non-public school site or virtually if pandemic necessitates.
- Schedules will be developed to determine the amount of time for services at the school based upon student needs and the curriculum.
- Services will be provided to individual or small groups of eligible students.

**How SMCPs will academically assess the services and use the results to improve Title I services:**

- Progress of all Pre-K-5 eligible students will be assessed minimally tri-annually potentially using DIBELS Next, the Independent Reading Leveled Assessment (IRLA), Scantron, or other formative assessments if available, the Individual Reading Inventory (IRI), the SMCPs Counting Profile, and other evidence based assessments approved by public school officials.

**The size and scope of the services SMCPs will provide and the proportion of funds SMCPs will allocate for those services:**

- Title I funds will be pooled between St. John's School and Little Flower School, as per a conversation and written commitment from the Archdiocese of Washington designee, Brian Radziwill, and verbal approval from the school principals. Students will be served in rank order of academic need if not every student may be served. If there are no students to serve at St. John's School, then St. John's School funding will go to Little Flower School. If there are no students to serve at Little Flower School, then Little Flower School funding will go to St. John's School.
- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility. This information has been shared with non-public officials.
- The Title I teacher(s) will provide instruction to identified Title I students as individuals or in small groups for reading and mathematics.
- Training opportunities may be provided for Title I non-public school teachers and parents of identified Title I non-public students as needed.
- Training opportunities may be provided for classroom teachers with Title I students on their roster. This information has been detailed through consultation.

**How SMCPs will determine the number of non-public children from low-income families residing in participating public school attendance areas:**

- Poverty survey or other verifiable sources will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area. ESEA section 1117(a)(4)(D) permits an LEA to determine the number of children from low-income families who attend private schools every year or every two years. Section 1117(b)(1)(F) requires an LEA to consult with appropriate private school officials about the availability of poverty data on private school children, and an LEA can determine whether it would be more feasible to collect biennially. These documents will be provided by the non-public school or organization.
- Services will be provided to the non-public school based on the number of students generating funds for the school.
- A discussion to provide equitable services to eligible private school children by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools or based on the children in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools ;
- When, including the approximate time of day, services will be provided; and
- Whether A discussion to consolidate and use funds in coordination with eligible funds available for services to private school children under applicable programs, as defined in ESEA section 8501(b)(1), to provide services to eligible private school children participating in those programs (ESEA section 1117(b)(1); 34 C.F.R. § 200.63)



- Because an LEA must consult with appropriate private school officials during the design and development of the LEA's Title I program and before the LEA makes any decision that affects the opportunities of eligible private school students to participate (ESEA section 1117(b)(1), (3)), other topics of consultation must include, as appropriate:
- Administrative costs of providing equitable services;
- Indirect costs;
- Any funds available for carryover ; and •Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A.; and
- Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A.

**The services SMCPs will provide for teachers and families of participating students:**

- Teachers of eligible Title I students may be invited to SMCPs Title I professional development training activities if appropriate.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.
- Non-public teacher(s) with Title I students may receive targeted professional development at the school or another location.

**Cooperation by the non-public school:**

By choosing to participate in SMCPs' Title I Part A program, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPs Title I public school attendance areas and current student achievement data.

Please complete the following:

I. **Check the applicable box below regarding timely and meaningful consultation:**

The private school official believes that:

- ☒ Timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☐ Timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible private school children.

Susan McDonough  
Mrs. Susan McDonough, Principal (or Designee)  
St. John's School

Aug 16, 2021  
Date

Kelly M. Hall  
Dr. Kelly Hall, Chief of Equity, Engagement, and Early Access  
St. Mary's County Public Schools, Title I

8.17.21

Date

Brian Radziwill  
Mr. Brian Radziwill  
Archdiocese of Washington Representative

8/12/21

Date

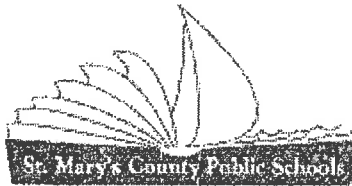
The teacher(s) assigned are: Kara Day (Title I IRT), Jodi Tenney (Hourly Teacher/Tutor)

Teacher(s) will provide service Kara Day = 0.8 hours/weekly  
Jodi Tenney = 1.1 hours/weekly day(s).

**Additional Information:**

**St. Mary's County Public Schools**  
**Affirmation of Consultation**

**St. Michael's School**



Phone: 301-475-5511 ext. 32135; Fax: 301-475-4254

**St. Mary's County Public Schools**  
**Division of Instruction**  
Department of Equity, Engagement, and Early Access  
23160 Moakley Street, Suite 103  
Leonardtown, Maryland 20650

**Dr. Kelly Murray Hall**  
Chief

**Title I Equitable Services Affirmation of Consultation  
Between the Local Educational Agency (LEA) and Private School Official**

**St. Michael's School (2021-2022)**

An LEA must conduct timely consultation with private school officials to design appropriate equitable services to ensure that services can begin at the beginning of the school year for which the proportionate share of funds are appropriated. As stated in the November 21, 2016 *Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESEA of 1965*, "the "goal of reaching agreement" between an LEA and appropriate private school officials is grounded in timely, meaningful, and open communication between the LEA and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families. "Local Education Agencies (LEAs) must maintain a copy for their records and submit a signed copy in the LEA's Master Plan Application.

This affirmation describes the services to be provided, the roles and responsibilities of each party, and funding procedures. Consultation between St. Mary's County Public Schools' Title I Office and the participating private school officials will ensure that meaningful and timely consultation occurs regarding any decision affecting the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under ESSA, and shall continue throughout the school year.

**The following topics will be discussed:**

**How SMCPs will identify student needs:**

- Use classroom teacher and non-public principal recommendations of academic need.
- Verify eligible students, based on residency requirements.
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs.
- Review assessment data and other criteria with a team comprised of the Title I Instructional Resource Teacher and teaching staff; and Chief of Equity, Engagement, and Early Access to set goals for the tutoring program.
- Maintain academic records for each identified student and collect work samples to show progress over time.
- Ongoing adjustments of instruction to match the needs of the identified students.

**What services SMCPs will offer:**

- Reading – reinforcement, reteaching, and academic support of literacy skills aligned with the non-public school curriculum, Maryland's College and Career Readiness Standards (CCRS), supported by evidence based instructional best practices, and provided by a SMCPs selected certified teacher.
- Mathematics – reinforcement, reteaching, and academic support of mathematics skills aligned with the non-public school curriculum, Maryland's College and Career Reading Standards (CCRS), supported by evidence based best instructional practices, and provided by a SMCPs selected certified teacher.

**How and when SMCPs will make decisions about delivery of services:**

- Quarterly consultation with the non-public administrator / representative will take place to discuss the delivery of service.
- The time sheet of the hourly teacher(s) will be signed by the Chief of Equity, Engagement, and Early Access

St. Mary's County Public School System does not discriminate on the basis of race, color, gender, age, national origin, marital status, sexual orientation, religion, or disability in matters affecting employment or providing access to programs.

**How, where, and by whom SMCPs will provide services, including whether a third party will provide them:**

- Per SMCPs policies and procedures, Abacus will serve as the contracting agency for hourly employees. This ensures compliance with labor laws.
- Selection of certified staff will be managed by the Title I office.
- Certified teachers will provide services to identified students through direct instruction, individually or in small groups.
- Services will be provided at the non-public school site or virtually if pandemic necessitates.
- Schedules will be developed to determine the amount of time for services at the school based upon student needs and the curriculum.
- Services will be provided to individual or small groups of eligible students.

**How SMCPs will academically assess the services and use the results to improve Title I services:**

- Progress of all Pre-K-5 eligible students will be assessed minimally tri-annually potentially using DIBELS Next, the Independent Reading Leveled Assessment (IRLA), Scantron, or other formative assessments if available, the Individual Reading Inventory (IRI), the SMCPs Counting Profile, and other evidence based assessments approved by public school officials.

**The size and scope of the services SMCPs will provide and the proportion of funds SMCPs will allocate for those services:**

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility. This information has been shared with non-public officials.
- The Title I teacher(s) will provide instruction to identified Title I students as individuals or in small groups for reading and mathematics.
- Training opportunities may be provided for Title I non-public school teachers and parents of identified Title I non-public students as needed.
- Training opportunities may be provided for classroom teachers with Title I students on their roster. This information has been detailed through consultation.

**How SMCPs will determine the number of non-public children from low-income families residing in participating public school attendance areas:**

- Poverty survey or other verifiable sources will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area. ESEA section 1117(a)(4)(D) permits an LEA to determine the number of children from low-income families who attend private schools every year or every two years. Section 1117(b)(1)(F) requires an LEA to consult with appropriate private school officials about the availability of poverty data on private school children, and an LEA can determine whether it would be more feasible to collect biennially. These documents will be provided by the non-public school or organization.
- Services will be provided to the non-public school based on the number of students generating funds for the school.
- A discussion to provide equitable services to eligible private school children by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools or based on the children in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools ;
- When, including the approximate time of day, services will be provided; and
- Whether A discussion to consolidate and use funds in coordination with eligible funds available for services to private school children under applicable programs, as defined in ESEA section 8501(b)(1), to provide services to eligible private school children participating in those programs (ESEA section 1117(b)(1); 34 C.F.R. § 200.63)
- Because an LEA must consult with appropriate private school officials during the design and development of the LEA's Title I program and before the LEA makes any decision that affects the opportunities of eligible private school students to participate (ESEA section 1117(b)(1), (3)), other topics of consultation must include, as appropriate:
- Administrative costs of providing equitable services;

- Indirect costs;
- Any funds available for carryover ; and •Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A.; and
- Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A.

**The services SMCPs will provide for teachers and families of participating students:**

- Teachers of eligible Title I students may be invited to SMCPs Title I professional development training activities if appropriate.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.
- Non-public teacher(s) with Title I students may receive targeted professional development at the school or another location.

**Cooperation by the non-public school:**


By choosing to participate in SMCPs' Title I Part A program, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPs Title I public school attendance areas and current student achievement data.

Please complete the following:


I. **Check the applicable box below regarding timely and meaningful consultation:**

The private school official believes that:


- ☒ Timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☐ Timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible private school children.

  
Ms. Lila Hofmeister, Principal (or Designee)  
St. Michael's School

8/2/21  
Date

  
Dr. Kelly Hall, Chief of Equity, Engagement, and Early Access  
St. Mary's County Public Schools, Title I

8.18.21  
Date

  
Mr. Brian Radziwill  
Archdiocese of Washington Representative

8/2/21  
Date

The teacher(s) assigned are: Kara Day (Title I IRT), Beth Stencel (Hourly Teacher/Tutor),

Jodi Tenney (Hourly Teacher/Tutor)

Teacher(s) will provide service Kara Day = 14.6 hours/weekly  
Beth Stencel = 9.7 hours/weekly  
Jodi Tenney = 9.7 hours/weekly day(s).

**Additional Information:**

## Title II, Part A

### Systems of Support for Excellent Teaching and Leading

Describe the school system's written process to invite private schools to the initial consultation meeting, provide ongoing consultation, and manage disputes and/or complaints.

On July 1, 2021, a certified letter was mailed to all local nonpublic schools advising them of the opportunity to participate in the Title II, Part A Grant and requesting documentation of their intent to participate. On July 15, 2021, a follow-up e-mail with the same information was sent to all nonpublic schools that had previously participated in the Title II, Part A Grant.

#### [Title II Letter and Intent to Participate Form](#)

All participating nonpublic schools are typically invited to attend a Federally Funded Programs Meeting in October to discuss Federally Funded Grant opportunities including Title II, Part A. The Fall 2021 meeting has not yet been scheduled. An additional Federally Funded Programs Meeting is typically held in the winter/spring. Additional individual nonpublic meetings are available upon request.

#### [Title II Affirmation of Consultation Forms](#)

Each nonpublic school that will be participating in the Title II, Part A Grant is required to complete an application that includes a needs assessment and information about planned activities. When there is a question about whether an activity is allowable, MSDE is consulted. In cases where proposed activities cannot be funded using Title II monies, alternative activities or funding arrangements (ex: other grants) are discussed.

#### [Title II Nonpublic Application](#)

The LEA takes many steps to manage disputes with non-public schools, including suggesting alternative activities and funding sources. If these steps do not bring resolution, the MSDE Title II office is consulted for feedback. If the MSDE Title II office cannot facilitate agreement, the LEA will contact MSDE's Equitable Services Ombudsman to facilitate a collaborative conversation between the LEA grants office, the nonpublic school, the MSDE Title II office, and the MSDE Ombudsman.



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)

St. Mary's County Public School does the following to ensure that we provide equitable access and participation of Title IIA funds to students in private schools:

- Ensure that communication is ongoing and multifaceted (email; certified mailings; virtual/face-to-face meetings; phone conversations)
- Dialogue and discussion with individual schools occurs as needed in regard to their Needs Assessment
- Two Federally Funded Grant meetings are scheduled each school year (fall, winter/spring). Additional meetings are available upon request.
- Activity status checks and balance updates are provided 2 times a year (at a minimum).

Needs Assessment:

Each nonpublic school that will be participating in the Title II, Part A Grant is asked to complete an application that includes a needs assessment (See application- Step 1).

Professional Development Plan:

Upon completion of the Needs Assessment, each nonpublic school that will be participating in the Title II, Part A Grant is asked to complete an application that includes information about planned professional development activities

(Step 2).

# Title IV, Part A

## Student Support and Academic Enrichment (SSAE) Grants

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.	
<b>Initial Consultation:</b>	<p>On July 1, 2021, a certified letter was mailed to all local nonpublic schools advising them of the opportunity to participate in the Title IV, Part A Grant and requesting documentation of their intent to participate. On July 15, 2021, a follow-up e-mail with the same information was sent to all nonpublic schools that had previously participated in the Title IV, Part A Grant.</p> <p><a href="#">Title IV Letter and Intent to Participate</a></p>
<b>On-Going Consultation:</b>	<p>All participating nonpublic schools are invited to attend SMCPS Federally Funded Programs Meetings twice each year. These meetings typically occur in the Fall and Winter. At these meetings available Federally Funded Grant opportunities are discussed, including Title IV, Part A. The meetings for the 2021-2022 school year have not yet been established. Additional individual nonpublic meetings are available upon request. Ongoing consultation also occurs through email communication and phone conversations.</p> <p><a href="#">Nonpublic Affirmations of Consultation</a></p>
<b>Managing Disputes/Complaints:</b>	<p>Each nonpublic school that will be participating in the Title IV, Part A Grant is required to complete an application that includes a needs assessment and information about planned activities.</p> <p>The LEA takes many steps to manage disputes with nonpublic schools. When there is a question about whether an activity is allowable, MSDE is consulted. In cases where proposed activities cannot be funded using Title IV monies, alternative activities or funding sources are discussed. If these steps do not bring resolution, the MSDE Title IV office is consulted for feedback. If the MSDE Title IV office cannot facilitate agreement, the LEA will contact MSDE's Equitable Services Ombudsman to facilitate a collaborative conversation between the LEA grants office, the nonpublic school, the MSDE Title IV office, and the MSDE Ombudsman.</p>

Title IV, Part A  
Student Support and Academic Enrichment (SSAE) Grants

--	--