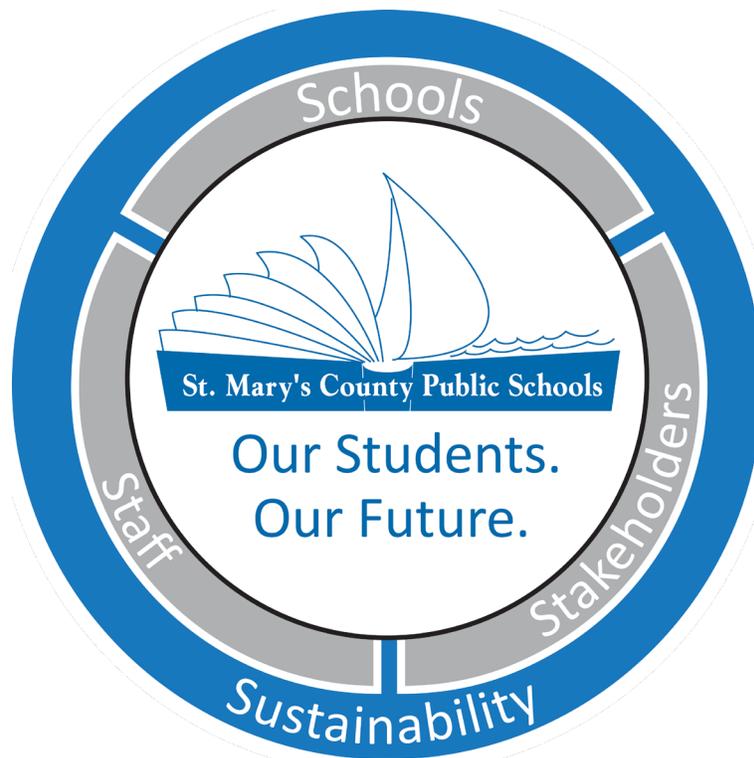


St. Mary's County Public Schools



Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan 2020-2021

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

**2020 Local ESSA Consolidated Strategic Plan
Federal and State Grant Applications and COMAR Requirements**

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

Due: November 15, 2020

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: Jeffrey Maher

Telephone: 301-475-5511, ext. 32133

E-mail: jamaher@smcps.org

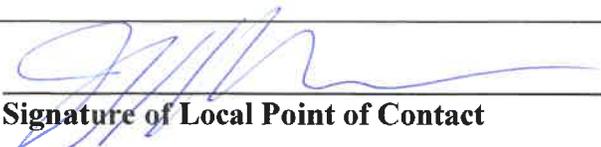
WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the Federal and State grant applications and COMAR Requirements is correct and complete and adheres to the requirements of the ESSA and Section 5-401. We further certify that this submission has been developed in consultation 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**

11/16/20

Date



Signature of Local Point of Contact

11/16/20

Date

Local ESSA Consolidated Strategic Plan Planning Team Members

Use this page to identify the members of the school system's 2020 Local ESSA Consolidated Strategic Plan planning team. 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

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Local ESSA Consolidated Strategic Plan Needs Assessment Summary

Executive Summary and Needs Assessment Review

Preparing for the 2020-2021 school year has been unique, in designing and implementing a return to school plan amidst the changing environment of the COVID-19 pandemic. While students and staff worked remotely for the final quarter of the 2019-2020 school year, there were lessons learned in this period of extended closure that St. Mary's County Public Schools has used in the framing of the Fall 2020 Safe Return to School planning process.

The planning process addresses key questions:

Recovery:

- How did we bring closure to the 2019-2020 school year and identify needs moving forward?

Redesign:

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

Return:

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

These reflective questions encouraged us to learn from the experiences of the spring closure, with a focus on moving forward in planning for a safe and productive instructional program for our students. This spring and summer, SMCPS has engaged parents, students, and staff in ongoing conversations, surveys, and planning teams. This input is throughout the planning process, our work is examined through the lens of equity and excellence, and ensures the health and safety of our students and staff.

In the transition to returning students to school safely, actions will be guided by key principles that will frame our operational guidelines. They include: [to be further delineated]

- **Health and Safety:** The first priority is ensuring the safety of our students and staff who come to school. St. Mary's County Public Schools will make decisions based on the best available information provided by the Health Department, and guided by the direction provided by the Maryland State Department of Education (MSDE).
- **Equity and Access:** As we work to provide educational opportunities for all students, a key element in our planning process is ensuring that learning is both available and accessible for all students. Our planning and implementation will give special attention to diversity, equity, developmental level, connectivity, and inclusion goals. The particular access and support required for one student or group may be different from that needed by others. All plans will be reviewed through an equity and inclusion lens.
- **Communication and Engagement:** Creating a new school structure requires that we consider the different experiences our students and families have. To that end, giving voice to students, staff, and our families is essential.
- **Engaging and High-Quality Instruction:** Instruction will look different. The SMCPS plan will include an instructional plan that provides for both the live, in-classroom instructional delivery process, as well as asynchronous online learning connected to that classroom learning. Instruction is designed to ensure students work toward mastery of the instructional outcomes for their grade level and content.
- **Technology and Resource Support:** In a blended or online learning environment, technology is critical. Students must have a way to access and interact with material, instruction, their fellow students, and teachers.
- **Meets the diverse learning needs:** Multi-model instructional designs will be employed to provide options and resources for students with varying needs through specially designed instruction.

Planning Process and Stakeholder Involvement

The SMCPS Safe Return to School plan provides a roadmap for planning. This plan is guided by the work of the Safe Return to School Planning Committee, and based on direction by the Maryland Roadmap to Recovery, the MSDE Maryland Recovery Plan for Education, and guidance by the CDC and St. Mary's County Health Department.

This extensive plan involves stakeholders from across the system as well as critical community partners. In total, over 90 stakeholders have been involved in the planning process throughout the summer of 2020. These stakeholders participated in four workgroups aligned with the framework outlined in this document. The planning team included:

- Parents
- Students
- Teachers
- Education Association Members
- Administrators
- Central Office Staff
- SMC Health Department

Communication and Engagement

Communication and community engagement have been critical throughout this process. Throughout the Recovery Planning and Return process, SMCPS has engaged with the community through six (6) virtual Town Hall, five (5) live-streamed Board of Education presentations, and ten (10) letters directly sent to families. Each virtual presentation and all Board meetings are hosted on our YouTube channel, and have collectively had over 50K views. Further, the Town Hall sessions provided opportunities for over 950 questions to be submitted. These questions helped to frame the content of our next set of Town Hall presentations and Board updates.

Based on the ongoing community health conditions, SMCPS made the decision to begin the school virtually, with a phased in model to return students to school - with hybrid instruction - at the end of the first marking period. This allowed time to safely begin instruction with the online platform, to plan for the needs of our families, and to provide sufficient support and training for staff and students on new COVID-19 protocols. To that end, SMCPS developed a multi-stage process for phasing in the scheduling of students to safely return to schools for the 2020-2021 school year. These stages include:

- Beginning with online learning with consideration for students receiving specialized services
- Sequencing bringing in grade-level groups starting with Kindergarten, 6th, 9th, 12th grade
- Monitoring and adding additional grades until all levels are back pre-K-12.

Data Collection and Review

Using the data from community health related to COVID-19, and guidance provided by the Maryland State Department of Education (MSDE) and the Governor's office, the hybrid instructional timeline provides for a safe return with reduced numbers of students in the building and on buses.

One of the most critical focus areas for SMCPS is ensuring **equity and access**. Beginning in July, SMCPS sent out questionnaires and surveys to families. The survey was made available online in English and Spanish. In-person surveys also took place (with translators where needed) during lunch pick up times throughout the summer. This data was a starting point to help define needs. Additionally, school administrators and staff contacted families directly who did not respond to the survey.

	Responses Aug 12	Have device? (Percent YES)	Internet Access? (Percent YES)
ELEMENTARY	4914	61.6	87.2
MIDDLE	2964	68.3	87.5
HIGH	3001	74.4	87.9
SMCPS	10879	63.5	87.2

With this information in hand, SMCPS was able to work with our local county government to secure grant funds to provide both devices and internet access services to all but 147 homes this fall. Homes that cannot be connected to cable internet service will be provided a hotspot. Special education students were also provided a hot spot and any other technology needed allowing for equal access to the curriculum. Additionally, SMCPS has deployed laptops to students without devices. At the start of school, schools held multiple pickup days for students/families to pick up devices and mobile hotspots.

During the first week of school, 85% of all elementary students, 93% of middle school students, and 92% of high school students accessed the online platform (89% of all SMCPS students), Schoology, for virtual learning. Using this data, schools actively worked to connect the remaining 11%. Closing this equity gap was the first priority. As the first quarter began, over 97% of students have been able to access the online learning platform. Data are routinely reviewed for access and student progress, and each school is directed to reach out to students and families who are not progressing, not attending, or not accessing synchronous or asynchronous learning experiences.

Instructionally, all instructional modules in the Schoology Platform are aligned with the Maryland College and Career Ready Standards. Additionally, courses include diagnostic assessment and formative assessments to guide and inform teachers in addressing instructional gaps. When students return, aligned assessments will be both in-person and online (for families who choose to remain virtual). These data will provide ongoing formative information for making instructional decisions - a critical element of ongoing needs assessment.

The full recovery plan is available at <https://www.smcps.org/strategic-planning/recovery-plan>, which provides a thorough description of planning elements, which are guided by our focus on equity and access. Full details are included relative to supports for students in specialized programs, ensuring both access and instructional supports for students.

FINANCE SECTION

***Will be submitted separately**

List of the ESSA Federal and State Grant Applications

The following Federal and State grant applications are included. The needs assessment should inform your federal and State grant applications.

<i>Federal Grant Applications</i>	
Title I, Part A	Improving Basic Programs Operated by Local Education Agencies
Title I, Part D	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A	Preparing, Training, and Recruiting High-Quality Teachers and Principals
Title III, Part A	English Language Acquisition, Language Enhancement, and Academic Achievement
Title IV, Part A	Student Support and Academic Grants
<i>State Grant Application</i>	
Fine Arts	

List of Code of Maryland Regulation (COMAR)

COMAR Requirements
Gifted and Talented
Comprehensive Teacher Induction

Title I



**Title I, Part A: Improving Basic Programs
2020-2021 Title I, Part A Application and Monitoring Tool**

Title I, Part A Application and Monitoring Tool Release Date:

June 15, 2020

Federal Grant Application Submission Timeline

**1st Submission to the Title I
Specialists for Review**

August 3- August 31, 2020

**Submission for Conditional
Approval**

September 30, 2020

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

October 15, 2020

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

November 16, 2020

Local School System:	St. Mary's County Public Schools
Title I Coordinator:	Dr. Kelly M. Hall
Telephone Number:	301-475-5511, ext. 32136
Email Address:	kmhall@smcps.org
Submission Date:	September 30, 2020; October 21, 2020; November 9, 2020

2020-2021 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
COMPONENT NAME	The Title I Component
LINKS	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.
REQUIRED ATTACHMENTS	Documents that are required with submission of the application.
NOTE TO LEA	If documentation is needed prior to the program review, a note will be indicated in the identified component.
STAFF RESPONSIBLE	All staff involved with the implementation and oversight of each Title I Component
ASSURANCE(S)	By receiving funds under the Title I, Part A grant, as a grantee, the 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 2020-2021 Title I, Part A Annual Program Review documentation will be reviewed to confirm that the LEA has complied with all assurances.
CITATIONS	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).

EVIDENCE OF IMPLEMENTATION	Mandated documentation for evidence of implementation for each assurance and requirement. APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review (KEY POINT: The evidence of implementation is provided for planning and preparation purposes. The documentation will NOT be submitted with the application.
MONITORING	This column is for MSDE Title I Use Only. The MSDE will complete this column during the LEA's Annual Program Review, reflecting the level of implementation for each assurance.
TABLES AND WORKSHEETS	See Excel template and Fiscal Guidance for instructions.

2020-2021 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.

- 1st Submission: August 1st through August 30th
- Submission for Conditional Approval: September 30th
- 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 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.

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)

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ESSA Law and Non-Regulatory Guidance Links

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

2020-2021 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

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.

LEA Superintendent Name
(Please Print or Type)

LEA Superintendent Signature

Local Educational Agency

Date

**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), other appropriate school personnel, and with the parents of children in schools served under this part.

LEA Superintendent Name (Please Print or Type)	LEA Superintendent Signature	Local Educational Agency	Date
Title I Coordinator Name (Please Print or Type)	Title I Coordinator Signature	Local Educational Agency	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), 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.

APPLICATION: The LEA will respond to each assurance (Check One)	Attestation – Section 1112 Assurances	Citation	Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: 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>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 administration of Title I, Part A Program Components listed above.</p> <p><i>(Required Attachment #1)</i></p>	1112(a)(1)(A)	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: <ol style="list-style-type: none"> 1. Sign-in, agenda, notes, and evaluations (SANE) from LEA Title I Meetings demonstrating collaboration with other LEA offices* 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. <p><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></p>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>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</p>	1112(a)(1)(A)	Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> 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 4. Other documentation to support the LEA has implemented its written process, if applicable.

	<p>this title), other appropriate school personnel, and with the parents of children in schools served under this part.</p> <p><i>(Required Attachment #2)</i></p>		
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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) and addresses disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. **Per the Maryland ESSA Consolidated Plan, LEAs will be expected to address the data with a specific focus on how the support will differ for schools that receive Title I, Part A funds.** Maryland uses a gap and threshold model to identify gaps. Any gap greater than 5% or any individual category that is over 5% is considered to have disparities.
 - has a timeline to notify parents.

2. Listing of the percentage and number of teachers who have not met licensure and certification status for the 2020-2021 school year in each Title I School including the area of certification. If applicable, provide a written action plan for teachers who meet conditional certification status with timeline to complete certification requirements.*
3. Listing of the percentage and number of paraprofessionals who have not met qualification status for the 2020-2021 school year.*
4. Data used to identify disparities (2019-2020), accompanied by communication from Human Resources demonstrating data was generated from Human Resource records. The data must include the number and percentage of inexperienced, ineffective, and out-of-field teachers teaching low-income & minority students. The data will be disaggregated for low income (Title I and non-Title I schools) and for minority students (major 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 September 30th submission for Conditional Approval and updated, as needed, for the Final Submission with the Local ESSA Consolidated Strategic Plan on November 16th.

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.

APPLICATION: The LEA will respond to each assurance <i>(Check One)</i>	Staff Credentials and Certification Assurances	Citation	Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: 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 and paraprofessionals in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to	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"> ○ Number and percentage of teachers who have certification and licensure in Title I schools for the 2020-2021 school year. 2. Copies of 2020-2021 Principal Attestations with dates and

	certification. <i>(Required Attachment #1 and #2)</i>		signatures for each Title I school. 3. Other documentation to support the LEA has implemented its written process, if applicable.
X 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, including planning, interim check-in, analysis of outcomes.
X 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"> there are no paraprofessionals in the Title I schools; paraprofessionals are not assigned instructional duties <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, and/or PRAXIS to include: <ul style="list-style-type: none"> Number and percentage of paraprofessionals who have not met qualifications status 2. Documentation demonstrating paraprofessional's assigned duties in Title I schools for the SY 2020-2021 must include: <ul style="list-style-type: none"> Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers 3. Other documentation to support the LEA has implemented its written process, if applicable.
X 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	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 2019 - 2020 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 of identifying and addressing disparities in

	<p>ineffective, inexperienced or out-of-field teachers. (Required Attachment #1 and #4)</p>		<p>collaboration with human resources, certification, or other LEA offices showing disparity data, teacher placement, etc. 3. Other documentation to support the LEA has implemented its written process, if applicable. * regular ongoing collaboration throughout the year, including planning, interim check-in, analysis of outcomes.</p>
<p>X YES <input type="checkbox"/> NO <input type="checkbox"/> N/A</p>	<p>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.</p>	<p>1112(e)(1)(A)(i)(I-III) 1112(e)(1)(B)(ii) 1112(e)(1)(B)(i)</p>	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> 1. Multiple dated communications at the beginning of the school year which must include: <ul style="list-style-type: none"> o A copy of the dated cover letter sent to parents, which includes notice of parent's right to request teacher qualification information o Communication/ notification to parents (newsletter, memo, letter, school calendars, etc.) 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.

	<i>(Required Attachment #1)</i>		
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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.

3. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
4. 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.

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)

APPLICATION: The LEA will respond to each assurance <i>(Check One)</i>	Schoolwide Programs Assurances	Citation	Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: 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 funds, describe how the system coordinates financial resources to develop schoolwide programs.</p>	1114(a)(1)	<ol style="list-style-type: none"> 1. SANE documentation demonstrating collaboration on the consolidation of funds 2. LEA Budget documents to support the consolidation of funds and the individual funding sources 3. Methodology of how percent contribution from each program was calculated 4. Disbursement method for consolidated funds

<p>X YES</p> <p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> N/A</p>	<p>2. The LEA ensures the implementation of a Schoolwide Program includes the following four components:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment ● schoolwide program Reform Strategies* ● Parent, Family and Stakeholder Engagement ● If applicable, coordination and Integration of Federal, State, and Local services and programs. <p>*MSDE’s Title I Office strongly encourages LEAs to implement “evidence-based” interventions/ strategies/activities/program, Tiers 1-3. At minimum the interventions/strategies/ activities/ program for non-CSI schools should demonstrate a rationale that meet the “Demonstrate a Rationale” requirement. (Level 4)</p> <p>To demonstrate a rationale, the intervention should include: 1) A well-specified logic-model that is informed by research or an</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>	<ol style="list-style-type: none"> 1. Selected copies of Schoolwide Plans 2. A written process for the annual review of schoolwide program plans including the four components. <ul style="list-style-type: none"> ○ within the written process a description of how the LEA will examine relevant academic achievement; include data analysis charts, tools, and/or tables <p>Comprehensive Needs Assessment:</p> <ol style="list-style-type: none"> 1. Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement. 2. As needed, evidence of interviews, focus groups, or surveys. 3. Tools or processes to identify the strengths and needs of students, teachers, school and community. 4. Examples of how the data is used by the administration, teachers and parents to guide decisions and instruction. 5. Examples of how data is reviewed in a disaggregated format to look at progress and needs of all student groups. 6. Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders. <p>Schoolwide program Reform Strategies:</p> <ol style="list-style-type: none"> 1. Examples of how schoolwide program reforms increase the quality and quantity of instruction. 2. Evidence that the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc. 3. Evidence to demonstrate the effectiveness of reforms. 4. Applicable adjustments were made or are planned to be made to address students not making progress.
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	<p>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. (Non-Regulatory Guidance: NRG: Using Evidence to Strengthen Education Investments)</p> <p>Schoolwide Program Non-Regulatory Guidance</p> <p>MSDE schoolwide program Checklist</p> <p>Early Learning in ESSA Non-Regulatory Guidance</p>		<p>Parent, Family and Stakeholder Engagement:</p> <ol style="list-style-type: none"> Evidence of the involvement of teachers, principals, and other school staff in the development of the schoolwide program plan must include: <ul style="list-style-type: none"> SAN from School Improvement meetings Written communication, including email, letters, newsletters, website Surveys and survey data <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i> <p>If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</p> <ol style="list-style-type: none"> 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.) If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program plan.
<p>X YES</p> <p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> N/A</p>	<p>3. The LEA ensures all schoolwide program plans and its implementation are regularly monitored and revised as necessary based on student needs.</p> <p><i>Required Attachment #1</i></p>	<p>1114(b)(3)</p>	<p>Documentation supporting the implementation of the written process and evidence of implementation of the LEA Monitoring Plan which must include:</p> <ol style="list-style-type: none"> Schoolwide program monitoring tool(s) SAN from program monitoring visit(s) LEA Schoolwide program monitoring visit(s) schedule Schoolwide Program monitoring reports

			<p>5. Email communication</p> <p>6. Documentation demonstrating how findings for the LEA annual review process are addressed at the school level (samples)</p> <p>7. Other documentation to support the LEA has implemented its written process, if applicable.</p>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>4. The LEA ensures it has a process for making the schoolwide program plan available to the LEA, parents, and the public.</p>	1114(b)(4)	<p>1. Schoolwide Program Plan on school website; handbooks, etc.</p> <p>2. Schoolwide Program plans available to the public</p>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>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.</p> <p><i>Required Attachment #2</i></p>	1114(b)(7)(A)(iii)(V)	<p>1. SAN from collaboration meetings regarding transitions</p> <p>2. Timelines with evidence of implementation</p> <p>3. Documentation of articulation meetings, if applicable</p>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>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.</p> <p><i>Required Attachment #4</i></p>	1112(b)(11)	<p>Documentation supporting the implementation of the written process, which may include:</p> <p>1. SAN from collaboration meetings between Title I and Student Services/Discipline Office</p> <p>2. Written communication between Title I and Student Services/Discipline Office</p> <p>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.)</p> <p>4. Data reports and analysis demonstrating the implementation of the written process</p> <p>5. Other documentation to support the LEA has implemented its written process, if applicable.</p>

<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	<p>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.</p> <p><i>Required Attachment #5</i></p>	<p>1112(b)(12) (A-B)</p>	<p>Documentation supporting the implementation of the written process, which may include:</p> <ol style="list-style-type: none"> 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.
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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. A written process for developing, implementing, and monitoring requirements in all Targeted Assistance Schools including a timeline for identifying eligible students who are most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.
3. An agreement, such as an MOU, which outlines the coordination activities between the LEA and Head Start and, **if feasible,** other early childhood programs. (Section 1119(b))
4. **If applicable, to use the abbreviated planning process, a Letter of Intent to the MSDE Title I Director to begin a schoolwide planning process for a Targeted Assistance School to transition to a Schoolwide Program or a newly entering Title I School to become a Schoolwide Program in the 2021-22 School year.**

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.

APPLICATION: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Assistance Schools Assurances	Citation	Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: 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="407 915 793 1408"> <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> </tbody> </table>	School Name	School Number	Indicate New Title I School or Current TAS School							1114(a)(1)(B) 1114(b)(1)(A)	Documentation supporting the implementation of the written process which must include: 1. LEA process for transitioning a Targeted Assistance Program to a Schoolwide Program 2. Other documentation to support the LEA has implemented its written process, if applicable
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> <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>(NOTE: see MSDE Targeted Assistance School Guidance for more details on this option).</p> <p><i>Required Attachment #4</i></p>	<p>1114(b)(1)(A)</p>	<p>Documentation of the planning process must include:</p> <ol style="list-style-type: none"> 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 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. 3. SAN and SANE documents for the following evidence of planning and LEA technical assistance: <ul style="list-style-type: none"> o Planning meetings and lists of participants that show stakeholder participation in decision making o 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 o 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) o Meeting schedule o Communications, including emails, communication log, notices on web pages, etc. 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.
<input type="checkbox"/> YES <input type="checkbox"/> NO	<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-</p>	<p>1114(b)(1)</p>	<p>Documentation of the planning process must include (For each Targeted Assistance School transitioning):</p> <ol style="list-style-type: none"> 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

<p>X N/A</p>	<p>2021 School Year to a Schoolwide Program beginning in the 2021-2022 School Year using the yearlong planning process described by MSDE.</p> <p>(NOTE: see MSDE Targeted Assistance School Guidance)</p> <p><i>Required Attachment #1</i></p>		<p>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.</p> <p>3. SAN/SANE documents for the following evidence of planning and LEA technical assistance:</p> <ul style="list-style-type: none"> o Planning meetings o Lists of participants that show stakeholder participation in decision making o 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 o 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) o Meeting schedule o Plan approval process o Communications, including emails, communication log, notices on web pages, etc. <p>4. LEA Process for Approving a Targeted Assistance School Transition Plan.</p> <p>5. At completion, the LEA planning process documentation and plan for each school to be submitted to MSDE.</p>
<p>X YES</p> <p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> N/A</p>	<p>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</p>	<p>1115(c)(1)(B)</p>	<p>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:</p> <ol style="list-style-type: none"> 1. Weighted selection criteria <ul style="list-style-type: none"> o Data sources for multiple selection criteria (by school) 2. Master ranking (all students ranked showing most needy students served by grade and subject area)

	<p>risk of failing to meet the State’s challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.</p> <p><i>Required Attachment #2</i></p>		<ol style="list-style-type: none"> 3. Targeted Assistance teachers and para schedules with matching student roster 4. Service delivery model 5. Description of how services will be delivered to Targeted Assistance students at each school. (Push-in, pullout, etc.) 6. Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1 in a small group setting 7. School master schedules 8. Exit criteria by school 9. Other documentation to support the LEA has implemented its written process, if applicable <p>LEA School-level Monitoring:</p> <ol style="list-style-type: none"> 1. Evidence of implementation of the LEA School-level Monitoring Plan must include: <ul style="list-style-type: none"> ○ SAN from program monitoring ○ Program monitoring tool(s) ○ Program monitoring feedback reports ○ Email communication 2. LEA schedules with dates for regular review for each Title I Targeted Assistance Program.
<p>X YES</p> <p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> N/A</p>	<p>3. The LEA ensures the implementation of a Targeted Assistance Program includes the following seven components:</p> <p>Targeted Assistance Program Checklist</p> <ol style="list-style-type: none"> 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 	<p>1115(b)(2)(A-G)</p>	<p>Program’s resources to help eligible children meet the state’s challenging academic standards may include:</p> <ol style="list-style-type: none"> 1. Programs, activities, and academic courses necessary to provide a well-rounded education. <p>Methods and instructional strategies to strengthen the academic program of the school may include:</p> <ol style="list-style-type: none"> 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

	<p>school;</p> <ol style="list-style-type: none"> 3. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs; 4. Provide Professional Development; 5. Strategies to increase the involvement of parents of eligible children; 6. If appropriate and applicable, coordinate with Federal, State, and local programs; 7. Each Title I Targeted Assistance School will provide the LEA assurances that it will: <ol style="list-style-type: none"> (i) help provide an accelerated, high quality curriculum; (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to 		<p>U.S.C. 1400 et seq.).</p> <p>Coordination with the regular education program must include:</p> <ol style="list-style-type: none"> 1. SAN from collaboration meetings <ul style="list-style-type: none"> o Timelines with evidence of implementation 2. Documentation of coordination between regular education program and Title I <p>Professional Development:</p> <ol style="list-style-type: none"> 1. Data sources demonstrating the need for identified professional development 2. SANE documents from professional development 3. Professional development schedules, plans, and/or calendars 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) <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i> <p>Strategies to increase the involvement of parents of eligible children:</p> <ol style="list-style-type: none"> 1. <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i> <p>If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</p> <ol style="list-style-type: none"> 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.) 2. If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program plan.
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	enable such children to meet the challenging State academic standards. <i>Required Attachment #3</i>		
X YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	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. <i>Required Attachment #2</i>	1115 (b)(2)(G)(iii)	<ol style="list-style-type: none"> 1. LEA schedules with dates for regular review for each Title I Targeted Assistance Program 2. SAN documentation of data review meetings 3. Documentation of program adjustments based on data review and progress monitoring 4. Student progress monitoring (evidence of progress/lack of progress)

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 2020-2021 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.**

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.

APPLICATION: The LEA will respond to each assurance <i>(Check One)</i>	Parent and Family Engagement Assurances	Citation	Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: 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>Local Educational Agency</p> <p>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)</p> <p>Parent and Family Engagement District-Level Checklist</p> <p><i>Required Attachment #2</i></p>	<p>Section 1116</p> <p>(a)(1)(2)(A)(B)(C)(D)(3)(B)</p>	<p>LEA Parent and Family Engagement Plans Evidence:</p> <p>In General Evidence must include:</p> <ol style="list-style-type: none"> 1. Input from parents/families 2. SAN(E) from parent meetings 3. Announcements/Fliers 4. Parents feedback 5. Translated documents, if applicable 6. Receipts for accommodations/ interpreters, if applicable <p>Written Policy/Plan Evidence includes:</p> <ol style="list-style-type: none"> 7. Example of how the LEA's Parent and Family Engagement Policy/Plan is distributed and available. (Examples include district/school website, student handbook, or school newsletters, etc.) 8. Policy/Plan and compact sent home via backpack/ orientation packet 9. SANE from parent meetings with agendas that identify specific topics for input 10. SANE from parent meetings specific to Section 1112. 11. SANE or other evidence that the LEA provides coordination, technical assistance, and other support to school 12. Completed district level evaluations/surveys addressing: <ul style="list-style-type: none"> o barriers to greater participation by parents; o the needs of parents and family members to assist with the learning of their children, including engaging

			<ul style="list-style-type: none"> with school personnel and teachers; o strategies to support successful school and family interactions; o use of findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. <p>13. Communication/outreach regarding evaluation/survey of LEA Parent and Family Engagement Policy/Plan</p> <p>14. Results of data/feedback</p> <p>15. Revisions to policy/plan are made, based on evaluation</p> <p>16. SAN with meeting notes</p> <p>17. Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys</p> <p>Reservation: Evidence must include:</p> <p>18. SANE from parent meetings specifying agenda item on Title I PFE funds</p> <p>19. Announcements/Fliers for meetings</p> <p>20. Parents' feedback</p>
<p>X YES</p> <p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> N/A</p>	<p>School Level</p> <p>2. The LEA ensures that Title I schools comply with all requirements including general requirements, reservation, policy involvement, shared responsibility, and building capacity.</p> <p>Parent and Family Engagement School-Level Checklist</p>	<p>Section 1116 (b)(c)(d)(e)</p>	<p>School Level Parent and Family Engagement Plans Evidence:</p> <p>General Requirements Evidence includes:</p> <ol style="list-style-type: none"> 1. School level plan(s) 2. Example of how the school's Parent and Family Engagement Plan is distributed (Examples include school website, student handbook, school newsletters, plans sent home via backpack/orientation packet) 3. SANE from parent input meetings 4. Announcements/Fliers 5. Parents feedback 6. Translated documents, if applicable 7. Receipts for accommodations (transportation for parents,

		<p>childcare, translation), interpreters, etc., if applicable</p> <p>Reservation Evidence includes:</p> <ol style="list-style-type: none"> 8. SANE from parent meetings specifying agenda item on Title I PFE funds 9. Announcements/Fliers for meetings 10. Parents feedback <p>Policy Involvement Evidence must include:</p> <ol style="list-style-type: none"> 11. SANE from annual meeting(s) specifying information about Title I and parents rights to be involved 12. Announcements/Fliers of outreach/events 13. Translated documents, if applicable 14. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable 15. How parents are informed about the Schoolwide plan and can make comments if plan is not satisfactory <p>Shared Responsibility (School-Parent Compact) evidence includes:</p> <ol style="list-style-type: none"> 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. Parent feedback 5. Translated school-parent compacts, if applicable, 6. SANE from sharing school-parent compact with parents and family members 7. Example of how the school's School-Parent Compact is distributed. (Examples include school website, student
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			handbook, school newsletters, plans sent home via backpack/ orientation packet)
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>3. Building Capacity for Involvement</p> <p>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.</p>	1116(e)(1-6)	<p>LEA and School-Level Documentation must include:</p> <ol style="list-style-type: none"> 1. SANE from LEA technical assistance to schools 2. SANE from building capacity for district and school-level (See Parent and Family Engagement Checklist under Building Capacity requirements) <p>Building Capacity evidence must include:</p> <ol style="list-style-type: none"> 1. SANE from parent meetings, outreach or events with topic specific 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
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>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 with disabilities, and parents of migratory children.</p>	1116(f)	<p>Accessibility evidence must include:</p> <ol style="list-style-type: none"> 1. SANE from LEA technical assistance to schools 2. Translated documents, if applicable 3. Receipts for accommodations/ interpreters, if applicable
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>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></p>	1116(a)(2)(B) 1116(e)(1-14)	<p>Evidence of LEA monitoring processes of Parent and Family Engagement requirements must include:</p> <ol style="list-style-type: none"> 1. SANE from technical assistance, including topic specific agenda items 2. Training and/or evaluation feedback results 3. Data charts, tools, and/or tables demonstrating engagement of parents and family members in improving student academic achievement

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.

APPLICATION: The LEA will respond to each assurance (Check One)	Participation of Children Enrolled in Private Schools Assurances	Citation	Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: 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>1. Delivery of Services The LEA ensures it (<i>check all that apply</i>):</p> <p><input checked="" 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>Please identify LEAs involved.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Provide the date(s) services will begin.</p> <p style="text-align: center;"><u>Approx. 8/31/2020</u></p> <p><i>Required Attachment #1c</i></p>	1117(b)(1)(C)(G)	<ol style="list-style-type: none"> 1. Copies of contracts or agreements with individuals under contract with the LEA (hourly employees) 2. Payroll lists for Title I staff providing Title I services to participating private school children 3. Third party vendor documentation that the LEA has transferred Title I funds to another LEA 4. If applicable, formal agreement (MOU) with other LEA to provide services to private school students. <ul style="list-style-type: none"> ○ If applicable, communication with other LEA(s) regarding timeline for formal agreement (MOU). ○ If applicable, signed MOU with other LEA.

<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>2. Invitation to Private School Officials</p> <p>The LEA ensures it has a written process for inviting private schools to participate in the Title I, Part A program.</p> <p><i>Required Attachment #1a</i></p>	<p>1117(a)(1)(A) 1117(b)(1)(b)(5)</p>	<ol style="list-style-type: none"> 1. Approved list of private schools and approved church exempt schools 2. Other forms of outreach (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	<p>3. Ongoing Consultation</p> <p>The LEA ensures it has a written process for ongoing consultation with private school officials to provide equitable participation to students in private schools, including how the LEA ensures that services to private school students start at the beginning of the school year.</p> <p><i>Required Attachment #1a</i></p>	<p>1117 (b)(1-5)</p>	<ol style="list-style-type: none"> 1. Evidence Consultation Topics are addressed: <ul style="list-style-type: none"> ○ SANE documentation including topic specific agendas; emails, notes from phone calls 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	<p>4. Equitable Services to Students</p> <p>The LEA ensures it provides services to private schools' students in an equitable manner based on the needs of the participating private school.</p>	<p>1117(a)(1)(A) 8501(c)</p>	<ol style="list-style-type: none"> 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 <input type="checkbox"/> N/A	<p>5. Teachers and Families Participation</p> <p>The LEA ensures that families and teachers of the children participate, on an equitable basis,</p>	<p>1117(1)(B)</p>	<ol style="list-style-type: none"> 1. Evidence of professional development for teachers: <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of professional development activities provided or scheduled to be provided to the classroom teachers

	in services and activities developed pursuant to Section 1116.		<ul style="list-style-type: none"> ○ Purchase orders, invoices, agendas, sign-in sheets for costs related to professional development activities for Title I funded staff that show that these costs are charged to administration, if applicable. <p>2. Evidence of family engagement activities:</p> <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of family engagement activities scheduled or to be scheduled for families of participating students ○ Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>6. Dispute Resolution</p> <p>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.</p>	1117(b)(2-6) 1117(c)(2)	<p>1. If applicable, copy of communication and/or SANE between LEA, MSDE, and/or private school official working toward resolution</p> <p>2. If applicable, evidence of resolving disagreements</p>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>7. Supervision and Evaluation</p> <p>The LEA ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students.</p> <p><i>Required Attachment #1b & c</i></p>	1117(b)(1) 1117 (d)(1)	<p>Evidence LEA Supervises:</p> <p>LEA Program Oversight</p> <ol style="list-style-type: none"> 1. Schedules of Title I staff 2. Timeline/schedules for monitoring visits 3. LEA written process and procedures for monitoring private schools 4. Monitoring feedback on student progress to Title I staff providing services or private schools officials (including letters, emails, reports, or notes, if applicable) 5. Sample lesson plans and student work 6. Consultation between LEA and third party vendor <p>Qualifications of staff providing services:</p> <ol style="list-style-type: none"> 1. Teachers providing services meet state certification and

			<p>licensure requirements</p> <p>2. Paraprofessionals providing instructional support are under direct supervision of teachers that meet state certification and licensure</p> <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>Ordering and Storing of Materials and Equipment Oversight:</p> <ol style="list-style-type: none"> 1. Title I property labels 2. Inventory list <p>Evidence of Evaluation must include:</p> <ol style="list-style-type: none"> 1. Progress reports/EOY reports on effectiveness of services 2. SANE documenting modification to program, if applicable
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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. 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.

APPLICATION: The LEA will respond to each assurance <i>(Check One)</i>	Education for Homeless Children and Youth Assurances	Citation	Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: 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"> ○ Copy of needs assessment used ○ Copy of homeless enrollment data ○ Copy of support services data
<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"> 1. Collaboration meetings to determine the reservation (SAN) <ul style="list-style-type: none"> ○ Funds used for full or part of the homeless education liaison or additional staff ○ Funds used for excess transportation ○ Funds used for instruction and support services 2. Written/email communication with LEA homeless education coordinator/liaison) of agreed reservation set-aside for allowable activities. 3. Other documentation to support the LEA has implemented its written process, if applicable.

[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. **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.

APPLICATION: The LEA will respond to each assurance <i>(Check One)</i>	Support for Foster Care Students Assurances	Citation	Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: 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"> o copy of needs assessment used o copy of foster enrollment data o copy of support services data

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
2. The LEA must include a written process for sharing the number and percentage of English learners achieving English language proficiency.

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.

APPLICATION: The LEA will respond to each assurance (Check One)	English Learners Assurances	Citation	Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: 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. Required Attachment #1	1112(e)(3)	Evidence of a coordinated effort to inform parents about the ESOL Program placement, which must include: <ol style="list-style-type: none"> 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. 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 enrollment. 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"> ○ Parent notification ○ English Learner (EL) screening and placement ○ ESOL placement timeline
<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 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 of ELs regarding their education, which must include: <ol style="list-style-type: none"> 1. SANE documenting English Learner parental participation in parent and family engagement events 2. SANE documenting specific events held for 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> 3. Copy of Parent Communication Logs

			<ul style="list-style-type: none"> 4. Translated documents or flyers 5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable 6. Translated school improvement team invitation letter/flyer sent to parents of ELs and sign-in sheet SAN/SANE <p><i>NOTE: some of these items may be available in component D – Parent and Family Engagement.</i></p>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>3. The LEA has a written process for sharing the number and percentage of English learners achieving English language proficiency.</p> <p>Required Attachment #3</p>	1111(h)(2)	<p>Documentation supporting the implementation of the written process, which must include:</p> <ul style="list-style-type: none"> 1. The number and percentage of English learners achieving English language proficiency 2. Sample of the LEA’s report card 3. SAN and/or written communication documenting the ongoing collaboration between the Title III and Title I Coordinators 4. Other documentation to support the LEA has implemented its written process, if applicable.

I. SCHOOL IMPROVEMENT – TARGETED SUPPORT AND IMPROVEMENT SCHOOLS

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))
 - Targeted Support and Improvement (Section 1111(d)(2))
 - i. 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)).
 - ii. Process for approving school-level TSI plans (Section 1111(d)(2)(B)(iii))
 - iii. Process for monitoring school-level TSI plans (Section 1111 (d)(2)(B)(iv))
 - iv. 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.

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.

APPLICATION: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Support and Improvement School Assurances	Citation	Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
X 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. Written process for planning and implementing the components 2. Needs Assessment, with documentation to include: o Needs Assessment Tool o Summary of Results, with focus on identified student group(s) o Root Cause Analysis Tool (recommended) o SAN, e.g. School Staff and Parent/Community Members, Training Dates and Materials, o Written Summary of Results 3. SAN Documentation o SIT Meetings, Other Stakeholder Meetings o Schedule for Conducting the Needs Assessment 4. Analysis of Resource Inequities that affect lower performance in identified student group(s) o Written Method for Conducting Analysis o SAN for Meetings, e.g., between School and LEA Staff o Written Summary of Findings of Analyses A written process for implementing the school level Title I TSI plan including: 1. Evidence-based strategies that are aligned with findings of the Needs Assessment and Resource Inequities Analyses

			<p>2. Communications with LEA departments and partnerships with entities outside the LEA</p> <p>3. List of staff and organizations involved in plan development</p> <p>4. SAN/SANE Documentation from meetings, training, staff development</p> <p>5. Communications Logs, emails, etc.</p> <p>6. Copies of formal agreements, contracts, etc.</p> <p>Evidence of Stakeholder involvement, which must include:</p> <ol style="list-style-type: none"> 1. SAN/SANE 2. Communication logs <p>Documentation for monitoring and evaluating Title I TSI school plans:</p> <ol style="list-style-type: none"> 1. Analysis of academic progress of identified student groups and timelines that include: <ul style="list-style-type: none"> o Written Monitoring tool(s) and schedule o Summary Results of Assessments o Procedure for making changes in Strategies/Interventions based on growth in the identified student group(s) needs, if applicable 2. Other documentation to support the LEA has implemented its written process, if applicable
<p>X YES</p> <p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> N/A</p>	<p>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.</p>		<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> 1. If applicable, written process for determining allocation of additional Title I funds to schools 2. SAN from meetings e.g.: Finance Office Staff to develop budget 3. Emails, communication logs 4. Other documentation to support the LEA has implemented its written process, if applicable.

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. 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. 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. 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. 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.

APPLICATION: The LEA will respond to each assurance (Check One)	Fiscal Requirements Assurances	Citation	Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: 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>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.</p> <p><i>Required Attachment #8</i></p>	<p>2 CFR Part 200 Subpart E 200.403 200.404 200.405</p>	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> 1. Systems and structures for monitoring and approving school-level fiscal responsibility 2. Systems and structures for monitoring and approving school-level expenditures that are reasonable, necessary, allowable, and allocable 3. LEA monitoring of the appropriate use of school-level Title I funded positions based on approved job descriptions 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	<p>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.</p>	<p>1118(b)(1)</p>	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> 1. Most current, dated copy of the district’s supplement, not supplant policy and procedures document. 2. The approved methodology and supporting narrative provided with the Title I, Part A Application for the applicable school year. 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"> o Job descriptions o Time and effort reporting o Personnel Activity Reports (PARs) o Written procedures to review Time and Effort

	<i>Required Attachment #7</i>		5. <i>Other documentation to support the LEA has implemented its written process, if applicable.</i>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>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 would otherwise receive if it were not receiving Title I, Part A funds.</p> <p><i>Required Attachment #7</i></p>	1118(b)(2)	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> 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) 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. <i>Other documentation to support the LEA has implemented its written process, if applicable.</i>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>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.</p> <p>[Derived from NRG Q17.]</p>	1118(b)(1)-(2) 1114(a)(2)(B)	<ol style="list-style-type: none"> 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

<p align="center">REQUIREMENTS (align with the Fiscal Tables provided in Excel)</p>	<p align="center">Citation</p>	<p align="center">Evidence of Implementation</p> <p>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</p> <p>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</p>
<p>Requirement 1- Equitable Services Table 7-8</p> <p>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.</p>	<p>1117(a)(4)(A)</p> <p>Link to Non-regulatory Guidance</p>	<ol style="list-style-type: none"> 1. Evidence of Equitable Services Expenditures to show Proportional Share <ul style="list-style-type: none"> ○ School/LEA reservations are in the LEA budget and line items can be followed from the budget ○ Transaction level reports ○ Salary/wages information ○ Materials, instructional supplies ○ Invoices 2. Records of expenditures, i.e., inventory, Invoices for materials, purchase orders, instructional supplies <ul style="list-style-type: none"> ○ Transaction level reports 3. Evidence of professional development for teachers: <ul style="list-style-type: none"> ○ Purchase orders, invoices, agendas, sign-in sheets for costs related to professional development activities for Title I funded staff that show that these costs are charged to administration, if applicable. 4. Evidence of family engagement activities: <ul style="list-style-type: none"> ○ Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities, if applicable.
<p>Requirement 2- Parent and Family Engagement- Table 7-9.1</p> <p>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</p>	<p>1116 (a)(3)(A)</p> <p>1116(a)(3)(C)</p>	<p>Evidence of Parent and Family Engagement Expenditures</p> <ol style="list-style-type: none"> 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 4. Invoices, contracts, etc. <p>Cost related to professional development</p> <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget

<p>expenditure Title I Parent and Family Engagement spending plan.</p>		<p>2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc.</p> <p>Cost related to parent and family engagement 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.</p>
<p>Requirement 3 – Neglected & Delinquent Reservation Table 7-9.1 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.</p>	<p>1113(c)(3)(A)(ii) 1113(c)(3)(A)(iii)</p>	<p>Evidence of Neglected & Delinquent Expenditures</p> <ol style="list-style-type: none"> 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. 4. Memorandum of Understanding (MOU)
<p>Requirement 4 - Homeless Children and Youth Table 7-9.1 Funds are reserved to provide support to children experiencing homelessness. The LEA has a plan for the use of the funds.</p>	<p>1113(c)(3)(A)(i)</p>	<p>Evidence of Homeless Children and Youth Expenditures</p> <p>Reservation:</p> <ol style="list-style-type: none"> 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. <p>Instructional/Educational Support (If Applicable) – Costs associated with:</p> <ol style="list-style-type: none"> 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

		<ol style="list-style-type: none"> 4. GED testing for school-age students 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 <p>Homeless Liaison (If applicable):</p> <ol style="list-style-type: none"> 1. Cost associated with Homeless Education Coordinator/Liaison position 2. Reservation is in the budget 3. Job description 4. Schedules (note who monitors/oversight) <p>Transportation (If applicable):</p> <ol style="list-style-type: none"> 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
<p>Requirement 5 - Education for Foster Children Table 7-9.1 Funds are reserved to provide support to children in foster care. The LEA has a plan for the use of the funds.</p>	<p>Sec. 1113(c)(3)(A)(i) of ESEA and Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care Program</p>	<p>Transportation (If applicable):</p> <ol style="list-style-type: none"> 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
<p>Requirement 6- Districtwide Title I Instructional Programs Table 7-9 .2 LEAs must reserve funds for Districtwide instructional programs for Title I schools.</p>	<p>34 CFR Part 200.77</p>	<p>Expenditures</p> <ol style="list-style-type: none"> 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.

<p>Requirement 7 - Districtwide Professional Development Table 7-9.2 LEAs may reserve funds for Districtwide professional development programs for Title I schools such as: Professional development for Title I schools that is above and beyond what the Local Educational Agency program provides for all schools.</p>	<p>34 CFR Part 200.77</p>	<p>Evidence of Districtwide professional development Expenditures, if applicable:</p> <ol style="list-style-type: none"> 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.
<p>Requirement 8 - Administration Table 7-9.3: LEA may reserve funds for the cost of administering Title I Part A program. Funds reserved for Administration can only be used to administer the Title I Part A program in public schools. Indirect cost if charged to the grant is an administrative cost.</p> <p><i>Required Attachment #10</i></p>	<p>34 CFR Part 200.77</p>	<p>Evidence of Administration Expenditures, if applicable: LEA reservations are in the LEA budget and line items can be followed from the budget</p> <ol style="list-style-type: none"> 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
<p>Requirement 9 - Support for Title I TSI Schools Table 7-9.4</p>	<p>Section 1111(d)(2)</p>	<p>Expenditures</p> <ol style="list-style-type: none"> 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.
<p>Requirement 10 - Carryover Estimate Table 7-9.4</p>	<p>1127 1117(a)(4)(B)</p>	<ol style="list-style-type: none"> 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

<p>Requirement 11 – Audits The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented.</p>	<p>Uniform Grant Guidance (UGG) 200.501(b)</p>	<ol style="list-style-type: none"> 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 4. MSDE follow-up reviews of findings 5. All required corrective actions from the audit findings are fully implemented within the agreed timeline. 6. Independent auditor’s report shows that the LEA has corrected all actions required.
<p>Requirement 12 - Rank Order 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.</p>	<p>1113(a)(3)(A) 34 CFR Part 200, 200.77-200.78 Code of Federal Regulations (CFR)</p>	<ol style="list-style-type: none"> 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.
<p>Requirement 13 - Equipment and Related Property 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 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>EDGAR 34 CFR 80.32, UGG §200.314</p>	<ol style="list-style-type: none"> 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 5. Expenditure Reports 6. LEA Transaction Level Reports of Expenditures

<p>Elements: Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.</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. Adequate maintenance procedures must be developed to keep the property in good condition.</p>		
<p>Requirement 14- Use of Technology Devices Sub-grantees must adequately safeguard all assets and must ensure that they are used solely for authorized purposes</p>	<p>34 C.F.R. § 80.20 (added in SY 2015-2016)</p>	<ol style="list-style-type: none"> 1. Copy of acceptable use policy for staff and students stipulating constraints and practices of the user. 2. Documentation that the LEA has implemented their procedures for monitoring and enforcement of their acceptable use policies. 3. Staff Training (SANE) 4. Corrective Actions, if applicable.

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

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[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) SPC; 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 the 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 educator 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.



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 (2019-2020). 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	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<i>Title I</i>														

<i>Non-Title I</i>														
<i>Difference</i>														

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	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Title I														
Non-Title I														
Difference														

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

	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Title I														
Non-Title I														
Difference														

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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.

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<p>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)]</p> <p>Things to consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What types of qualitative and quantitative data are being collected? <input type="checkbox"/> Examples include culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement. <input type="checkbox"/> 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. <input type="checkbox"/> What are the strengths of students, teachers, school and community? What are their needs? <input type="checkbox"/> What are the contributing factors to academic strengths and needs? <input type="checkbox"/> How is the data being used by administration, teachers and parents to guide decisions and instruction? 	<p>2. Schoolwide Reform Strategies that address school needs including a description of how strategies will:</p> <ol style="list-style-type: none"> 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) <ul style="list-style-type: none"> <input type="checkbox"/> Counseling, school-based mental health programs, specialized instructional support services; <input type="checkbox"/> Preparation for and awareness of opportunities for postsecondary education and the workforce; <input type="checkbox"/> Schoolwide tiered model to prevent and address problem behavior; <input type="checkbox"/> Professional development and other activities for teachers; <input type="checkbox"/> Strategies to assist preschool children in transition <p>Things to consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do the schoolwide reforms increase the quality and quantity of instruction using evidence-based methods and strategies? 	<p>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)</p> <p>3B. Strategies to Increase Parent and Family Engagement (Section 1116)</p> <p>Things to consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How will parents, families, and community members be involved in developing the schoolwide plan? <input type="checkbox"/> How will teachers, principals, and other school staff be involved in developing the schoolwide plan?
<p>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)</p> <p>Things to consider:</p>		

<ul style="list-style-type: none">❑ 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?	<ul style="list-style-type: none">❑ 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?	<ul style="list-style-type: none">❑ 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?
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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 align="center">Selection for eligible students. (Section 1115 (c)(1)(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 may 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 may include-	

<p>(i) extended learning time, before- and after-school, and summer programs and opportunities; and</p> <p>(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.);</p>	
<p>(C) coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, the Literacy program under subpart 2 of part B of title II, -or State-run preschool programs to elementary school programs;</p>	
<p>(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;</p>	
<p>(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116;</p>	
<p>(F) if appropriate and applicable, coordinating and integrating Federal State and local</p>	

<p>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);</p>	
<p>(G) provide to local educational agency assurances that the school will-</p> <ul style="list-style-type: none"> (i) help provide an accelerated, high quality curriculum; (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards. 	

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**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
<p>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)</p>	<ul style="list-style-type: none"> ● Input from parents/families ● SANE from parent meetings ● Announcements/Fliers ● Parents feedback ● Translated documents ● Receipts for accommodations/ interpreters
<p>2. LEA’s establishes expectations and objectives for meaningful parent and family involvement Section 1116 (a)(1)(2)</p>	<ul style="list-style-type: none"> ● Translated documents Evidence in LEA plan ● SAN from meeting discussing expectations and objectives
<p>3. Parent and family member input:</p> <ul style="list-style-type: none"> 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) 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) c. Involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities. Section 1116 (a)(3)(A) 	<ul style="list-style-type: none"> ● SAN from parent meetings with agendas that identify specific topics for input. ● Example of how the Plan is distributed and available for parents and community may include: <ul style="list-style-type: none"> ○ District/school website ○ Student handbook ○ School newsletters ○ Plans and compact sent home via backpack/ orientation packet ● SAN from parent meetings specific to Section 1112. ● SAN from parent meetings specifying agenda item on Title I PFE funds ● Announcements/Fliers for meetings.
<p>4. Provides coordination, technical assistance, and other support necessary to assist and *build the capacity of</p>	

<p>all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (This may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education). Section 1116(a)(2)(B)</p>	<ul style="list-style-type: none"> ● SANE or other evidence that the LEA provides coordination, technical assistance. See building capacity section (B).
<p>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)</p>	<ul style="list-style-type: none"> ● Evidence in LEA plan ● 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.
<p>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)</p> <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> ● Completed district level evaluations/surveys addressing: <ul style="list-style-type: none"> ● barriers to greater participation by parents; ● the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; ● strategies to support successful school and family interactions; and other support to school. ● used findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. ● Communication/outreach regarding evaluation/survey of LEA Parent and Family Engagement Plan ● Results of data/feedback

	<ul style="list-style-type: none"> ● Revisions to policy/plan are made, based on evaluation, if applicable ● SAN with meeting notes, if applicable ● Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys, if applicable.
<p>7. The LEA’s policy/plan includes at least one of the following strategies:</p> <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> ● Evidence in LEA plan ● 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.
<p>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</p>	<p>Evidence of Implementation may include:</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</p>	<ul style="list-style-type: none"> ● SANE from parent meetings, outreach or events with topic specific agenda items. ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events,

<p>improve the achievement of their children. Section 1116 (e)(1)</p>	<p>staff development, etc., as appropriate</p> <ul style="list-style-type: none"> ● Translated documents ● Receipts for accommodations/ interpreters
<p>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)</p>	<ul style="list-style-type: none"> ● SANE from parent meetings, outreach or events with topic specific agenda items. ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events, staff development, etc., as appropriate ● Translated documents ● Receipts for accommodations/interpreters
<p>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)</p>	<ul style="list-style-type: none"> ● SANE from parent meetings, outreach or events with topic specific agenda items. ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events, staff development, etc., as appropriate ● Translated documents ● Receipts for accommodations/interpreters
<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>Section 1116 (a)(2)(C) and (e)(4)</p>	<ul style="list-style-type: none"> ● 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. ● SANE from parent meetings, outreach or events with topic specific agenda items. ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events, staff development, etc., as appropriate ● Translated documents ● Receipts for accommodations/interpreters
<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. Section 1116 (e)(5)</p>	<ul style="list-style-type: none"> ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events, staff development, etc., as appropriate ● Translated documents ● Receipts for accommodations/ interpreters

<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. Section 1116 (e) (14)</p>	<ul style="list-style-type: none"> ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events, staff development, etc., as appropriate ● Translated documents ● Receipts for accommodations/ interpreters
<p>C. Accessibility: Section 1116 (f)</p>	<p>Evidence of Implementation</p>
<p>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)</p>	<ul style="list-style-type: none"> ● SANE from LEA technical assistance to schools ● Translated documents ● Receipts for accommodations/interpreters

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**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"> ○ 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) ○ Parent and Family Engagement Plan <ul style="list-style-type: none"> a. Date Reviewed for input: _____ b. Date distributed: _____ ○ School-Parent Compact <ul style="list-style-type: none"> a. Date Reviewed for input: _____ 	<ul style="list-style-type: none"> ● SAN(E) from parent input meetings ● Announcements/Fliers ● Parents feedback ● Translated documents, if applicable ● Receipts for accommodations/interpreters, if applicable <p>Examples of how the school level Plan is distributed may include:</p> <ul style="list-style-type: none"> ● School website ● Student handbook ● School newsletters ● Plans sent home via backpack/ orientation packet
<ul style="list-style-type: none"> ○ Parents of participating Title I students are involved in the decisions regarding the spending of the parent involvement fund. Section 1116 (3)(B) 	<ul style="list-style-type: none"> ● SAN(E) from parent meetings specifying agenda item on Title I PFE funds ● Announcements/Fliers for meetings ● Parents feedback
B. Policy Involvement: Section 1116 (c)	Evidence of Implementation
<ol style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> ● SAN(E) from annual meeting(s) specifying information about Title I and parents rights to be involved ● Announcements/Fliers of outreach/events

	<ul style="list-style-type: none"> Translated documents, if applicable Receipts for interpreters, transportation, or other accommodations, if applicable
2. Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2)	<ul style="list-style-type: none"> Evidence showing flexible meeting times Announcements/Fliers of outreach/events
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) <ul style="list-style-type: none"> a. School Parent and Family Engagement Plan b. Schoolwide plan 	<ul style="list-style-type: none"> SAN from parent meetings specifying agenda item for review and input on <ul style="list-style-type: none"> School Parent and Family Engagement Plan Schoolwide plan Announcements/Fliers for meetings Parent feedback
4. Parents/families will be provided timely information about school programs. Sec. 1116 (c)(4)(A)	
5. The Parent and Family Engagement Plan advises that if the schoolwide program plan (1114) is not satisfactory to parents, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(5)	<ul style="list-style-type: none"> How parents are informed about the SW plan and can make comments if plan is not satisfactory
C. Shared Responsibility: Section 1116 (d) (<i>School-Parent Compact</i>)	Evidence of Implementation
<ul style="list-style-type: none"> The school-parent compact outlines how parents/families, school staff, and students share responsibility for improved student academic achievement? Section 1116 (d) 	
1. School Responsibilities: Describe how the school will: <ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Completed MSDE PFE school level checklist for compact showing all components are addressed SANE from parent meetings specifying agenda item for review and input on the school-parent compact Announcements/Fliers for meetings Parent feedback Translated school-parent compacts, if applicable

<ul style="list-style-type: none"> ● Conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement. Section 1116 (d)(2)(A) ● Provide frequent reports to families on their child's progress. Section 1116 (d)(2)(B) ● Provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities. Section 1116 (d)(2)(C) ● Ongoing basis, ensuring regular two-way, meaningful communication between home and school and in a language the family members can understand. Section 1116 (d)(2)(D) 	<ul style="list-style-type: none"> ● SANE from sharing school-parent compact with parents and family members
<p>2. Parent Responsibilities: 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. Student Responsibilities: Describe ways students will support their own academic achievement. Section 1116 (d)</p>	
<p>D. Building Capacity: Section 1116 (e) The Plan describes how the school will build the schools' and parents'/families' capacity for parental involvement</p>	<p>Evidence of Implementation may include:</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"> ● SANE from parent meetings, outreach or events with topic specific agenda items. ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events, staff development, etc., as appropriate ● Translated documents ● Receipts for accommodations/ interpreters

<p>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)</p>	<ul style="list-style-type: none"> ● SANE from parent meetings, outreach or events with topic specific agenda items. ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events, staff development, etc., as appropriate ● Translated documents ● Receipts for accommodations/ interpreters
<p>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)</p>	<ul style="list-style-type: none"> ● SANE from parent meetings, outreach or events with topic specific agenda items. ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events, staff development, etc., as appropriate ● Translated documents ● Receipts for accommodations/ interpreters
<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. Section 1116 (a)(2)(C) and (e)(4)</p>	<ul style="list-style-type: none"> ● 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. ● SANE from parent meetings, outreach or events with topic specific agenda items. ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events, staff development, etc., as appropriate ● Translated documents ● Receipts for accommodations/ interpreters
<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. Section 1116 (e)(5)</p>	<ul style="list-style-type: none"> ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events, staff development, etc., as appropriate ● Translated documents ● Receipts for accommodations/ interpreters

<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. Section 1116 (e)(14)</p>	<ul style="list-style-type: none"> ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events, staff development, etc., as appropriate ● Translated documents ● Receipts for accommodations/ interpreters
<p>E. Accessibility: Section 1116 (f)</p>	<ul style="list-style-type: none"> ● Evidence of Implementation
<p>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)</p>	<ul style="list-style-type: none"> ● SANE from LEA technical assistance to schools ● Translated documents ● Receipts for accommodations/ interpreters

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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
	A. How the children’s needs will be identified.
	B. What services will be offered.
	C. How, where, and by whom the services will be provided.
	D. How the services will be academically assessed and how the results of that assessment will be used to improve those services
	E. The size and scope of the equitable services to be provided to the eligible private school children, 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
	F. The method or sources of data that are used to determine the number of children from low-income families in participating school attendances areas who attend private schools
	G. 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

	<p>H. 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</p>
	<p>I. Whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor</p>
	<p>J. Whether to provide equitable services to eligible private school children (1) by creating a pool or pools of funds with all of the funds allocated based on all the 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</p>
	<p>K. When, including the approximate time of day, services will be provided</p>
	<p>L. Whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under application programs</p>

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



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

A. How the children's needs will be identified;

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



- 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 agency’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
 - 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;
- PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY
- 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; **TITLE I ONLY**

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



- 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**

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



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
LEA
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
(**21st 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

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Question	Answer
<p>1. 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?</p>	<p>For TAS, Title III funds will continue to pay for expenses associated with the parent notification letter for all ELs.</p>
<p>2. Regarding the parent notification letters: ESOL teachers have always been responsible for those, and will continue to be so. Do we have to send the parent notification letter twice or can the ESOL office give a copy to the Title I office?</p>	<p>As the requirement of sending the parent notification letter to parents/guardians of ELs has been moved from Title III to Title I, the two offices in the LEA must collaborate. ESOL teachers can still be responsible for actually sending the letter and the copy of the parent notification letter must be kept in the student’s cumulative folder in the school. Title I will pay for expenses associated with sending the parent notification letter to ELs in all Title I Schoolwide schools, and Title III will continue to pay for expenses associated with the parent</p>

	notification letter for ELs in TAS and non-Title I schools.
<p>3. How do we ensure that the Lau v. Nichols requirements are being met before Title I or Title III funds can be used?</p>	<p>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.</p>
<p>4. What is the "English Language Proficiency (ELP) Indicator" for the Title I monitoring visit? What does Title I need?</p>	<p>The ELP Indicator is Maryland's new accountability measure for ELs. The Title I and Title III offices will be working closely to provide technical assistance on requirements that were moved from Title III to Title I to LEAs as needed. In addition, Title I Coordinators will receive the updated Title I, Part A Application, Guidance document, and the monitoring tool at the Title I coordinators' meeting</p>

	in May outlining how this indicator will impact the Title I, Part A monitoring visit.
5. What are the academic guidelines that we should follow in order to implement supplemental academic supports for ELs?	ELs must be serviced or instructed by certified ESOL teachers (with the exception of some ELs receiving services through Dual Language Immersion Programs ¹) through locally funded English language development program services such as ESOL and ESL. If an LEA has a large number of ELs in Title I schools, the LEA may hire additional ESOL teachers to provide extra hours of services, hire ESOL tutors, and/or implement afterschool programs.
6. We only use local money, not Title I or III, for paperwork and interpretation. Is that OK?	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.
7. 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?	The school-level ELP results will be shared with LEAs from both the Title I and Title III offices. The information can also be accessed on mdreportcard.org website.

8. **Can ELs receive their services through an ELD program not led by a certified ESOL teacher?**

No. In Maryland, we have a certification program for ESOL teachers; therefore, all ELs must receive direct instructional support from certified ESOL teachers. The only exception to this requirement is ELs who are enrolled in a Dual Language Immersion Program¹ that serves as the ELD program for ELs.

¹ 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 2020-2021
Maryland State Department of Education

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Title I Skipped Schools' Addendum SY 2020-2021



Local Education Agency: _____

Title I Skipped Schools' Addendum for SY 2020-2021
Maryland State Department of Education

Signature/ Date: _____

Title I Coordinator: _____

Fiscal Representative: _____

Title I Skipped Schools' Addendum for SY 2020-2021 Maryland State Department of Education

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

Title I Skipped Schools' Addendum for SY 2020-2021
Maryland State Department of Education

		to a regular school; and falls outside the categories of regular, special education, or vocational education.
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Title I Skipped Schools' Addendum for SY 2020-2021
Maryland State Department of 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.

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;

Addendum: Progress Monitoring through Growth Measures and Outcomes

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 Initiatives, Districtwide Parent and Family Engagement Activities and Districtwide Targeted Support and Improvement Activities:** Growth Target, Goals/Objectives, Rationale using an equity lens, 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 2020-2021 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 area where growth is needed for Title I, Part A schools in the local education agency (areas where Title I, Part A is performing below expectations). 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	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	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	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	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 2019-2020 Title I, Part A Annual Program Review, the following addendum must be completed and submitted with the 2020-2021 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 2019-2020 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:
 - a. Steps taken to address the non-compliance issue, including how the steps are documented and monitored
 - b. Timeline to address the non-compliance issue
 - c. LEA personnel to include name and title involved in addressing the non-compliance issue
2. Based on the timeline provided in the 2019-2020 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, 2020 have been completed.
(Note: Documentation to support any required actions mandated to occur after September 1, 2020 will be reviewed at the 2020-2021 Title I, Part A Annual Program Review.)



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 2020-2021

2020-2021 Title I, Part A Application Attestation Superintendent

- 1.1 Adjustment for Title I Application
- 1.2 Application Development Process Attestation – Written Procedures
 - A. Staff Credentials and Certifications
 - A.1. Written Procedures
 - A.2.-3. Para-educators/Teachers in Title I Schools Not Met Licensure/Certification Status Data; Summary & Analysis; Commitment from Human Resources
 - A.4. Disparities Data
 - B. Schoolwide Programs – Written Procedures
 - C. Targeted Assistance Program – Written Procedures
 - D. Parent and Family Engagement
 - D.1. Written Procedures
 - D.2. Policy/Plan
 - D.3. Evaluation (District, School)
 - D.4. Allocations
 - E. Participation of Children Enrolled in Private Schools
 - E.1. Written Procedures
 - E.1.b.i Ordering and Storing Title I Non-Public School Orders
 - E.2. Timeline
 - Complaint Procedures
 - Affirmation of Consultations
 - F. Education for Homeless Children and Youth
 - F.1. Written Procedures
 - F.2. Transportation Calculation
 - F.3. Shelter List
 - G. Support for Foster Care Students
 - G.1. Written Agreement
 - G.2. MOU
 - H. English Learners
 - H.1. Written Procedures
 - H.2. ESOL Timeline
 - H.3. English Learners Sharing Number and Percentage Achieving English Language Proficiency
 - I. School Improvement Targeted Support and Improvement Schools – Written Procedures



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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

-
- J. Fiscal Requirements
 - J.3. Written Procedures (Education for Homeless Youth)
 - J.5. Written Procedures (Homeless Student Transportation)
 - 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
 - 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
 - 3. Negotiated Agreement Between the St. Mary's Association of Supervisors and Administrators and the Board of Education of St. Mary's County (Media Allocation)



St. Mary's County Public Schools

Division of Instruction

Department of Equity, Engagement, and Early Access
23160 Moakley Street, Suite 103
Leonardtown, Maryland 20650

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

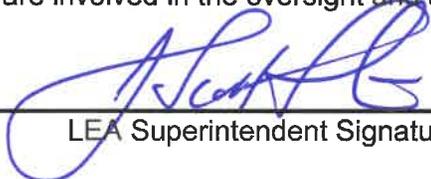
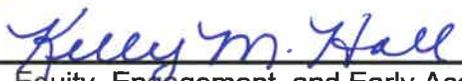
Dr. Kelly Murray Hall
Chief

2020-2021 Title I, Part A Application Attestation – Superintendent of Schools

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

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.

James Scott Smith LEA Superintendent	 LEA Superintendent Signature	St. Mary's County Public Schools Local Educational Agency	_____ Date
Kelly Hall Equity, Engagement, and Early Access Chief	 Equity, Engagement, and Early Access Chief Signature	St. Mary's County Public Schools Local Educational Agency	<u>8.26.20</u> Date

**St. Mary's County Public Schools
Title I, Part A Application Appendices
2020-2021**

1.1 Adjustment for Title I Application

1.2 Application Development Process

Attestation – Written Procedures



(1.1) Adjustment for Title I Application

The adjustments to the SMCPS Title I application were communicated with Dr. Gail Clark Dickson regarding how to proceed. Dr. Clark Dickson recommended that the SMCPS team make the adjustments and resubmit the application since Final Approval has not yet been received.

The Literacy and Technology position will be vacant as of 11/16/2020. The staff member worked in the position beginning 8/24/2020. The former staff member took another position for which she is qualified in the system following our established application procedures. The staff member's last day in the Literacy and Technology position will be 11/13/2020. During the time that the staff member has spent in the Literacy and Technology position, both wages and benefits will be applied to Title I.

We are currently in a teacher shortage and to replace the Literacy and Technology Coach at this time would create a classroom teaching shortage with limited options to fill the vacancy that is created. The Literacy and Technology Coach position requires a minimum of five years of experience, leadership experience, and a master's degree. For this reason, it was determined, in consultation with the Deputy Superintendent's Office, the five Title I principals, as well as with the Chief of Human Resources, to not attempt to fill this vacancy but rather to provide each of the Title I schools their proportional share of the salary and benefit savings from this position. Schools were obligated to meet with their stakeholders and determine how to best use these funds according to their School Wide Title I plans and with the support of their staff and parent communities. This information is reflected in the revised budget narrative.

Additionally, one of our participating non-public schools, St. John's School (SJS), did not have eligible students for tutoring this year. This information was reviewed and confirmed with the SJS principal. Since funds were generated from the September 30, 2019 counts, there was no way to expend those funds without current eligible children to serve who meet eligibility and residency criteria. Following consultation with the Archdiocese representative, Mr. Brian Radziwill, it was mutually understood that services may not be provided. This information is reflected by an adjustment of two fund generating students for the 2020-2021 school year. This information is also reflected in the submitted application.



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

Title I Written Procedures 2020-2021

(1.2) Application Development Process Attestation

Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

Staff Responsible:

Dr. Kelly Murray Hall, Chief Equity, Engagement, and Early Access

Mrs. Charlottis Woodley, Title I Student, Family, Staff Supervisor (SFSES)

Dr. Wauchilue Adams, Title I Equity Analyst

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.

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

1. In spring of each year, the Chief of Equity, Engagement, and Early Access, as a member of the Superintendent's Cabinet and the Division of Instruction 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 an agenda item on both the Cabinet and the Division of Instruction meetings weekly.
2. During the spring and summer, the Chief, the Title I Student, Family, and Support Engagement Supervisor (SFSES), and the Title I Equity Analyst 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, Finance, and the Office of the Superintendent.
3. During the summer meeting between the Chief, SFSES, and the departmental leader, written procedures reviewed, expectations clarified, and the attestation signed and dated. SAN documentation kept including actionable steps when follow up may be needed.
4. 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, para-educators, administrators, and other partners.

5. Each school includes their parent community, teachers, para-educators, administrators, and other partners in this process. During this meeting, 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 a 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.
6. Title I principals are obligated to keep SANE 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.
7. A parallel district level process occurs with participating parent and community members from each school and led by the SFSES. District level data and proposed initiatives are discussed, reviewed, and explored. The SFSES 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.
8. The Chief involves principals of Title I schools, 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.
9. All information and processes above embedded and included in the Title I application.

**St. Mary's County Public Schools
Title I, Part A Application Appendices
2020-2021**

A. Staff Credentials and Certifications

- A.1. Written Procedures
- A.2.-3. Para-educators/Teachers in Title I Schools Not Met Licensure/Certification Status Data; Summary & Analysis; Commitment from Human Resources
- A.4. Disparities Data



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

Title I Written Procedures 2020-2021

A.1. Staff Credentials and Certifications

Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

A WRITTEN PROCESS TO ENSURE THE LEA:

- ✓ Has all teachers and paraprofessionals in Title I schools meet applicable state certification and licensure requirements.
 - ✓ Coordinates certification and licensure notification between Human Resources, the Title I office and school administration.
 - ✓ Identifies (using the previous school year data) and addresses disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers.
 - ✓ Has a timeline to notify parents.
1. The LEA ensures that all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.
 - All teachers and paraprofessionals 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 para-educators 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. Each year, principals of Title I schools submit to the Title I office, attestation documentation verifying the teachers and para-educators 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.

- 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.
 - 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 the Department of Human Resources and copied to the Title I office and building principal. This notification includes information regarding the numbers 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 the Department of Human Resources charged with the responsibility of following up with the Chief of Staff; will discuss with Title I principals during Title I principals' meetings with the Chief of Equity, Engagement, and Early Access (EEEE), any certifications that may soon be expiring for which the teacher has not met the renewal requirements. Any certification issues needing to immediate attention must be communicated to the Chief of Staff for necessary follow-up.
3. The LEA ensures that all paraprofessionals working in school wide schools meet applicable State certification and licensure requirements.
- a. All Para-educators must have a high school diploma or equivalency.
- All para-educator vacancies posted for Title I schools, regardless of funding source, indicates the incumbent must qualify as a Para-educator II (Highly Qualified) through one of three avenues specified below.
 - 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 a passing scores

Candidates who do not meet at least one of the requirements below are not forwarded to the principal of the Title I school for consideration for employment by the Department of Human Resources.

4. The LEA ensures that all paraprofessionals assigned to Title I schools meet applicable State certification and licensure requirements.
- As indicated above, all para-educators assigned to Title I schools, regardless of funding source, must meet eligibility requirements to be considered Qualified.
5. The LEA ensures it has a written process to identify and address any disparities that result in low-income and minority students being taught at a higher rate than other students are 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.
 - The disparity report from the prior school year will include the following:
 - The number and percentage of inexperienced, ineffective, and out of field teachers

- The staffing data is disaggregated for minority students to include major racial and ethnic groups: American Indian/Alaskan 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 is 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.
6. The LEA ensures it has a written process and a timeline for parents being notified:
- a. Annually that they may request information regarding professional and paraprofessional qualifications of their child's teacher and/or para-educator and of paraprofessionals 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 para-educators 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 paraprofessional requested. The Department of Human Resources will communicate in writing the qualifications requested to the parent, and copy the teachers and/or para-educators, the Title I office, and the principal.

- b. 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.
- 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.
- The Department of Assessment and Accountability provides such information.

SUMMARY OF DATA USED TO DETERMINE DISPARITIES (2019-2020 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: (To be Included in September Submission)

- Lists of the percentage and number of teachers in Title I schools who have not met licensure and certification status for the 2020-2021 school year including the area of certification.
- List of the percentage and number of para-educators in Title I schools who have not met licensure and certification status for the 2020-2021 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 compliance.



TITLE I – Every Student Succeeds Act

A.2-3. Paraeducator and Certification Data for 2020-2021 School Year

PARAEDUCATORS:

Summary of paraeducator qualifications at Title I school sites in St. Mary's County Public Schools

<u>School Site</u>	<u>Number of Paras</u>	<u>Qualified Paras</u>
Green Holly Elementary	28	28 – 100%
Lexington Park Elementary	12	12 – 100%
GW Carver Elementary	14	14 – 100%
Park Hall Elementary	10	10 – 100%
Greenview Knolls Elementary	13	13 – 100%

TEACHERS:

Summary of teacher certifications at Title I school sites in St. Mary's County Public Schools

<u>School Site</u>	<u>Number of Teachers</u>	<u>Certificated Status</u>
Green Holly Elementary	37	37 – 100%
Lexington Park Elementary	34	34 – 100%
GW Carver Elementary	41	40 – 97% CONDITIONAL 1 – 3%
Park Hall Elementary	41	41 – 100%
Greenview Knolls Elementary	31	31 – 100%

*The one (1) teacher at GW Carver Elementary must pass the Early Childhood Praxis in order to become fully certificated. She has scheduled to take the test utilizing a remote testing location option provided by Praxis.



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

23160 Moakley Street, Suite 106
Leonardtown, Maryland 20650

Dr. Dale Patrick Farrell
Chief of Staff

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

TITLE I – Every Student Succeeds Act

Staff Credentials and Certifications

A.2-3. Summary of Data for 2019-2020 School Year

PARAEDUCATORS:

All paraeducators in each Title I school are highly qualified by meeting the standard of an Associate's degree (or equivalent of 2 years of college) or a passing score on the ParaPro Praxis Assessment. The "Paraeducator Data School Year 2019-2020" breaks down the paraeducators by location and by funding. All general fund and Title I fund paras in each of the five (5) Title I schools meet the highly qualified standard.

TEACHERS:

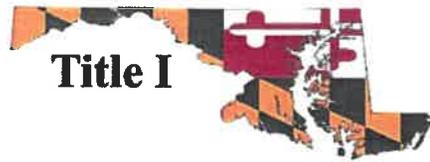
The "Teacher Disparities" reflects similar data as in previous school years. The average percentage of experienced teachers among all elementary school sites in St. Mary's County Public Schools is 90.11%. Four out of five of our Title I elementary sites are below the system average. This reflects similar state and national trends. This challenge is exacerbated due to the fact that a substantial amount of our teacher workforce is part of a military family requiring movement every few years. Additionally, in an effort to address budgetary shortcomings, our school system has offered incentives for early notification of retirement thus encouraging senior and experienced staff to take advantage of retirement. Lastly, we recognize burnout and the desire for teachers to transfer to other school sites in our county that are not classified as Title I sites. This transfer ability is guaranteed by our negotiated agreement with our employee associations.

Several strategies have been put in place to overcome these challenges. We have been successful in maintaining the principal leadership in each of these schools. By doing so, these educational leaders build lasting and trusting relationship with their staff which tend to lead staff to want to remain with those principals. We have also increased staff to support teachers in these buildings such as Instructional Resource teachers. Lastly, we have invested in training for Social-Emotional learning for staff members at all Title I schools to provide additional resources for educators.

As we continue to develop and invest in our staff, we believe this problem will resolve itself in the upcoming school years.

DISPARITIES REPORT:

The data used to calculate the disparities report was gathered from the Department of Human Resources using employee staff data as well and a coordinated effort with the Department of Assessment and Accountability to obtain student data. The data collection process and analysis was conducted by the Department of Human Resources, Chief of Staff.



Title I

Appendices A.4.

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 (2019-2020). 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

	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	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Title I	22	53.66	27	49.09	27	46.55	27	46.55	27	46.55	19	82.61	27	46.55
Non - Title I	19	46.34	28	50.91	31	53.45	31	53.45	31	53.45	4	17.39	31	53.45
Difference	3	7.32	-1	-1.82	-4	-6.9	-4	-6.9	-4	-6.9	15	65.22	-4	-6.9



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 (2019-2020). 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

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	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<i>Title I</i>	0	0	1	16.67	1	16.67	1	16.67	1	16.67	0	0	1	16.67
<i>Non-Title I</i>	3	100	5	83.33	5	83.335	5	83.33	5	83.33	3	100	5	83.33
<i>Difference</i>	-3	-100	-4	-66.66	-4	-66.665	-4	-66.66	-4	-66.66	-3	-100	-4	-66.66

Appendices A.4

Teachers - Elementary Disparity Data for School Year 2019-2020

SCHOOL	CODE	TOTAL TEACHERS	EXPERIENCED - AVG 90.11% / INEXPERIENCED - AVG 9.89%				EFFECTIVE - AVG 100%	
			#EXPERIENCED	%	#INEXPERIENCED	%	#EFFECTIVE	%
RES	104	19	16	84.21	3	15.79	19	100.00
PPES	201	27	26	96.30	1	3.70	27	100.00
LES	301	31	29	93.55	2	6.45	31	100.00
BBES	302	45	40	88.89	5	11.11	45	100.00
CWFDES	308	37	34	91.89	3	8.11	37	100.00
LMDES	501	33	30	90.91	3	9.09	33	100.00
WMES	503	16	15	93.75	1	6.25	16	100.00
MES	504	23	20	86.96	3	13.04	23	100.00
OES	602	18	16	88.89	2	11.11	18	100.00
HES	604	30	29	96.67	1	3.33	30	100.00
EES	606	46	43	93.48	3	6.52	46	100.00
DES	702	26	26	100.00	0	0.00	26	100.00
GHER	803	37	31	83.78	6	16.22	37	100.00
LPES	804	32	29	90.63	3	9.38	32	100.00
GWCES	805	39	34	87.18	5	12.82	39	100.00
TCES	806	16	14	87.50	2	12.50	16	100.00
PHES	808	41	33	80.49	8	19.51	41	100.00
GVKES	810	29	24	82.76	5	17.24	29	100.00
CPCS	813	35	33	94.29	2	5.71	35	100.00

Teachers - Elementary Disparity Data for School Year 2019-2020

<u>SCHOOL</u>	<u>CODE</u>	<u>TOTAL TEACHERS</u>	<u>/ INEFFECTIVE - AVG 0%</u>		<u>CERTIFIED IN SUBJECT/GRADE - AVG 99.10 / OUT OF</u>			
			<u>#INEFFECTIVE</u>	<u>%</u>	<u>#INSUBJECT</u>	<u>%</u>	<u>#OUTOSUBJECT</u>	<u>%</u>
RES	104	19	0	0.00	19	100.00	0	0.00
PPES	201	27	0	0.00	27	100.00	0	0.00
LES	301	31	0	0.00	30	96.77	1	3.23
BBES	302	45	0	0.00	45	100.00	0	0.00
CWFDES	308	37	0	0.00	37	100.00	0	0.00
LMDES	501	33	0	0.00	33	100.00	0	0.00
WMES	503	16	0	0.00	16	100.00	0	0.00
MES	504	23	0	0.00	23	100.00	0	0.00
OES	602	18	0	0.00	18	100.00	0	0.00
HES	604	30	0	0.00	30	100.00	0	0.00
EES	606	46	0	0.00	43	93.48	3	6.52
DES	702	26	0	0.00	25	96.15	1	3.85
GHER	803	37	0	0.00	37	100.00	0	0.00
LPES	804	32	0	0.00	32	100.00	0	0.00
GWCES	805	39	0	0.00	39	100.00	0	0.00
TCES	806	16	0	0.00	16	100.00	0	0.00
PHES	808	41	0	0.00	41	100.00	0	0.00
GVKES	810	29	0	0.00	28	96.55	1	3.45
CPCS	813	35	0	0.00	35	100.00	0	0.00

Appendices A.4

INEXPERIENCED TEACHERS

INEXPERIENCED TEACHERS - Title I		TOTAL		Amer.		Asian		Black/Af.		Hispanic		Multiple		Native Hawaiian		White	
SCHOOL	CODE	TEACHER S	#INEXPER IENCED	Indian/AI	AIA %	Asian	Asian %	Amer	B/AA %	Hispanic	Hisp %	Race	MR %	/Pac Is	NH/PI %	White	White %
GHES	803	37	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
LPES	804	32	3	3	3	3	3	3	3	3	3	3	3	0	0	3	3
GWCES	805	39	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
PHES	808	41	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
GVKES	810	29	5	0	5	5	5	5	5	5	5	5	5	0	0	5	5
TITLE I TOTAL		178	27	22	53.65854	27	49.09091	27	46.55172	27	46.55172	27	46.55172	19	82.6087	27	46.55172
INEXPERIENCED TEACHERS- Non-Title I		TOTAL		Amer.		Asian		Black/Af.		Hispanic		Multiple		Native Hawaiian		White	
SCHOOL	CODE	TEACHER S	#INEXPER IENCED	Indian/AI	AIA %	Asian	Asian %	Amer	B/AA %	Hispanic	Hisp %	Race	MR %	/Pac Is	NH/PI %	White	White %
RES	104	19	3	3	3	0	0	3	3	3	3	3	3	0	0	3	3
PPES	201	27	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1
LES	301	31	2	0	2	2	2	2	2	2	2	2	2	0	0	2	2
BBES	302	45	5	0	5	5	5	5	5	5	5	5	5	0	0	5	5
CWFDES	308	37	3	3	3	3	3	3	3	3	3	3	3	0	0	3	3
LMDDES	501	33	3	3	3	3	3	3	3	3	3	3	3	0	0	3	3
WMES	503	16	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1
MES	504	23	3	3	3	3	3	3	3	3	3	3	3	0	0	3	3
OES	602	18	2	0	2	2	2	2	2	2	2	2	2	0	0	2	2
HES	604	30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
EES	606	46	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
DES	702	26	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TCES	806	16	2	2	2	2	2	2	2	2	2	2	2	0	0	2	2
CPCS	813	35	2	0	2	2	2	2	2	2	2	2	2	0	0	2	2
NON-TITLE I TOTAL		402	31	19	46.34146	28	50.90909	31	53.44828	31	53.44828	31	53.44828	4	17.3913	31	53.44828
SMCPS INEXPERIENCED TOTAL			58	41	100	55	100	58	100	58	100	58	100	23	100	58	100

OUT OF FIELD TEACHERS

OUT OF FIELD TEACHERS - Title I																	
<u>SCHOOL</u>	<u>CODE</u>	<u>TOTAL TEACHER</u>	<u>#OUTOFS</u>	<u>Amer. Indian/AI</u>	<u>AIA %</u>	<u>Asian</u>	<u>Asian %</u>	<u>Black/Af. Amer</u>	<u>B/AA %</u>	<u>Hispanic</u>	<u>Hisp %</u>	<u>Multiple Race</u>	<u>MR %</u>	<u>Native Hawaiian /Pac Is</u>	<u>NH/PI %</u>	<u>White</u>	<u>White %</u>
GHES	803	37	0	0		0		0		0		0		0		0	
LPES	804	32	0	0		0		0		0		0		0		0	
GWCES	805	39	0	0		0		0		0		0		0		0	
PHES	808	41	0	0		0		0		0		0		0		0	
GVKES	810	29	1	0		1		1		1		1		0		1	
TITLE I TOTAL		178	1	0	0	1	16.66667	1	16.66667	1	16.66667	1	16.66667	0	0	1	16.66667
OUT OF FIELD TEACHERS - Non-Title I																	
<u>SCHOOL</u>	<u>CODE</u>	<u>TOTAL TEACHER</u>	<u>#OUTOFS</u>	<u>Amer. Indian/AI</u>	<u>AIA %</u>	<u>Asian</u>	<u>Asian %</u>	<u>Black/Af. Amer</u>	<u>B/AA %</u>	<u>Hispanic</u>	<u>Hisp %</u>	<u>Multiple Race</u>	<u>MR %</u>	<u>Native Hawaiian /Pac Is</u>	<u>NH/PI %</u>	<u>White</u>	<u>White %</u>
RES	104	19	0	0		0		0		0		0		0		0	
PPES	201	27	0	0		0		0		0		0		0		0	
LES	301	31	1	0		1		1		1		1		0		1	
BBES	302	45	0	0		0		0		0		0		0		0	
CWFDES	308	37	0	0		0		0		0		0		0		0	
LMDDES	501	33	0	0		0		0		0		0		0		0	
WMES	503	16	0	0		0		0		0		0		0		0	
MES	504	23	0	0		0		0		0		0		0		0	
OES	602	18	0	0		0		0		0		0		0		0	
HES	604	30	0	0		0		0		0		0		0		0	
EES	606	46	3	3		3		3		3		3		3		3	
DES	702	26	1	0		1		1		1		1		0		1	
TCES	806	16	0	0		0		0		0		0		0		0	
CPCS	813	35	0	0		0		0		0		0		0		0	
NON-TITLE I TOTAL		402	5	3	100	5	83.33333	5	83.33333	5	83.33333	5	83.33333	3	100	5	83.33333
SMCPS OUT OF FIELD TOTAL			6	3	100	6	100	6	100	6	100	6	100	3	100	6	100

St. Mary's County Public Schools
Title I, Part A Application Appendices
2020-2021

B. Schoolwide Programs Written Procedures



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 2020-2021

(B.) School Wide Programs

Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

Staff Responsible:

Dr. Kelly Murray Hall, Chief, Equity, Engagement, and Early Access (EEEE)
Mrs. Charlottis Woodley, Title I Student, Family, Staff Engagement Supervisor (SFSES)
Mrs. Denise Eichel, 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. Wauchilue Adams, Title I Equity Analyst

1. Development and Support of Title I School Wide Plans

The Division of Instruction 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 (EEA). The Department of EEA includes Early Childhood and Title I oversight and management. A Director or a Chief leads each department within the division.

The Division of Instruction (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, para-educators, secretaries, nurses, in addition to parent and community members. The team is assembled in person, in small groups, 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. SAN documentation of these meetings is kept to support the inclusive process in place for the School Wide plan's development.

The Title I principals are provided with the MSDE Checklist for School Wide Programs to assist them and their team in gathering information and approaching the development 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 Title I Student, Family, and Staff Engagement Supervisor (SFSES) in the early spring to purposefully review achievement data, parent and community surveys, carefully consider insights from staff, verify the evidence base for a planned intervention, etc. to develop the school Wide plan. In addition, Title I principals, the Chief, the SFSES, and fiscal staff meet monthly throughout the year to review the status of the School Wide plan and to make revisions as necessary. The Equity Analyst will be joining these on site monthly 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.

The Department of EEEA and the SFSES Supervisor takes a leadership role in securing staff and community involvement for the plan in collaboration with the school based leadership team.

Title I Principals meet with the Chief and SFSES 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, SFSES, and other Division of Instruction leaders as necessary review the data charts, tools, tables, and analysis 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 para-educators 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 MOU is not necessary. The Judy Center is located at George Washington Carver and Green Holly Elementary School. While the Judy Center has an MOU with many partners, because the grantee is also the school system, an MOU is not necessary.

The Implementation of Title I School Wide Plans

Title I Principals meet monthly/quarterly with the Chief and SFSES immediately preceding or following 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 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.

Director of Curriculum and Instruction

Director of Special Education

Director of Student Services

Director of Safety and Security

Assessment and Accountability Officer

Assistant Superintendent for Fiscal Services and designees

Title I Equity Analyst

In addition to the Title I principals, the Chief, the SFSES 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. During this monthly 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, on site 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 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 SFSES 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 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 SFSES 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.

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 MCAP, other state and national assessments, formative

data, surveys, interview data, etc. Using this information, they meet with the Chief, SFSES, and other DOI leadership as needed to determine effectiveness for the year and to guide the planning process for the following year.

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 Division of Instruction (DOI) Leadership team which includes the Deputy Superintendent, Chief of Educational Equity, Engagement, and Early Access, Chief of Staff, and the Directors of Student Services, Special Education, Assessment and Accountability, Curriculum and Instruction, and the Title I SFSES. 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 EEA, the SFSES, the DOI leadership team and the Title I principals and leadership team and the other DOI directors during monthly onsite meetings and school observations.

5. CTE 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 Maryland Food and Nutrition, the League of Women Voters, the Patuxent River Naval Air Warfare Center, the NAACP, 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; Multi-Cultural Days, Health and Wellness Fairs, Environmental Education, and fifth grade Leadership Academies.

In addition, SMCPSS has a large college fair and a new Historically Black College and University Fair (HBU) where Title I fifth grade students are transported to the fairs during the school day to gain perspective and experience with potential post high school education.

**St. Mary's County Public Schools
Title I, Part A Application Appendices
2020-2021**

**C. Targeted Assistance Program
Written Procedures**



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 2020-2021

(C.) Targeted Assistance Programs

Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

Staff Responsible:

Dr. Kelly Murray Hall, Chief of Equity, Engagement, and Early Access
Mrs. Charlottis Woodley, Title I Student, Family Staff Engagement Supervisor (SFSES)
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

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 2020-2021 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 (usually around February, once the official MSDE FARMS count is released), staff from the Department of Equity, Engagement, and Early Access 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 in gathering information and approaching the development of the Targeted Assistance Program in a structured and compliant manner.

The Chief of the Department of Equity, Engagement, and Early Access and the SFSES 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 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 Equity, Engagement, and Early Access, the SFSES, 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 (usually May), SMCPSS 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 SMCPSS central office staff to develop the draft program.

During the summer, the Chief of the Department of Equity, Engagement, and Early Access 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 MOU agreement between the Judy Center and its partners. The Judy Center is included within the Department of Equity, Engagement, and Early Access 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.

SMCPSS is the grantee of Head Start and as such, an MOU is not necessary.

2. Implementation and Monitoring of the Targeted Assistance Program

The Department of Equity, Engagement, and Early Access 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 SFSES and/or the Chief will be present at these meetings.

All meetings, reviews and follow up will be documented through 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 Equity, Engagement, and Early Access on the

system website, hard copies of the Targeted Assistance program plan will be available at the school. The SFSES 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, SFSES, and other DOI leadership as needed to determine the effectiveness of the program and determine whether the school should request to transition to Schoolwide for the following year or continue with implementing a Targeted Assistance Program.

St. Mary's County Public Schools
Title I, Part A Application Appendices
2020-2021

- D. Parent and Family Engagement
 - D.1. Written Procedures
 - D.2. Policy/Plan
 - D.3. Evaluation (District, School)
 - D.4. Allocations



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 2020-2021

(D.1.) Parent and Family Engagement Title I Ensuring LEA Monitors the Implementation of Parent Involvement Requirements

Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

Staff Responsible:

Mrs. Charlottis Woodley, Title I Student, Family, Staff Engagement Supervisor (SFSES)

Mrs. Mary Moreland, Title I Literacy and Technology Coach

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

What is Parent and Family Engagement?

Parent and Family Engagement (PFE) means the participation of parents and family members in regular two way and meaningful communication involving students' academic learning and other school activities. Engagement ensures:

- parents have an active role in assisting their child's learning;
- parents are encouraged and welcomed partners in their child's education;
- schools recognize parents as full partners in students' education and are included as appropriate in the decision-making in parent and family engagement funding, developing the Title I School Wide plan, and the SMCPs' Title I plan;
- LEA and schools focus on student accessibility, achievement, and growth that is monitored through an equity lenses from the perspective of stakeholders in the home, school, and community.

St. Mary's County Public Schools' commitment to Parent and Family Engagement

SMCPs believes that parental involvement is important to the establishment of an educational environment that encourages high student academic achievement. The Title I Office ensures that parents and families are involved at both the District and school level.

The Title I, Part A Grant is managed by the Chief of Equity, Engagement, and Early Access. The Chief, Title I SFSES, and the Title I Fiscal Secretary, each have responsibilities for monitoring the grant for completion and compliance of all required components at the school and District levels.

At the School Level

Parents of students in Title I Schools have a unique opportunity for parent engagement through active and intentional support of their children. Staff from SMCPs' Title I Office

provide technical assistance to Title I schools as they work to develop their Parent and Family Engagement Plans and their Home-School Compacts.

Each Title I school will involve parents of children in decisions about how the one percent reservation for PFE is used. The PFE budget reservation is used to facilitate and maximize parent and family engagement programs and activities. Title I schools solicit parental input regarding: how parent involvement funds are used, the development of the school's parent involvement plan and the compact in a variety of ways. Examples are:

- *printed and electronic surveys
- *discussions during PTA/PTO meetings
- *Informal parent meetings
- *telephone calls
- *online feedback
- *newsletters
- *suggestion box in school offices
- *program evaluations
- *translated print materials
- *video conferencing
- *translated materials from EL parents
- *in person interviews
- *print materials in English and Spanish

The SFSES uses the checklist provided by MSDE, custom-made monitoring tools and in-person observations to provide feedback on each school's Parent and Family Engagement Plan and Compact to ensure that these documents meet all Title I requirements and have been developed in coordination with parents. **Parents provide comments and feedback on the usefulness of these documents and how they aid in their ability to help their child succeed in school.** In addition, Title I schools are required to include a list of people, including parents, who have been involved in the development of their School Wide plan.

The SFSES closely monitors Parent and Family Engagement. She works in Title I schools with the administration, staff, parents and families of Title I students. The SFSES conducts monthly informal monitoring and/or weekly communications (conversations, emails, text, and phone calls) as part of the monitoring process. A more in-depth monthly monitoring of the Parent Involvement Plan and planned parent activities/programs occurs between the Title I SFSES and Parent Liaison/principal designee. Documentation of informal monitoring sessions are on the SFSES calendar and parent activities are documents with SAN(E) notation.

In addition, the Title I Fiscal Secretary and accountant monitor each school's parent involvement budget monthly during the school-site Title I meeting lead by the Chief of Equity, Engagement, and Early Access. This team of fiscal staffers ensure Title I funds are appropriately spent as supported by the Comprehensive Needs Assessment (CAN) and administrative approval

At the District Level

The District Title I Parent Advisory Council expands the outreach, support, decision-making and engagement of parents and community partners within the perimeter of the Title I school boundaries. The council is comprised of family representatives from each

Title I school, parent liaisons, and community partners. They engage in meaningful conversation and consultation that support District and School Wide programs. Their insight and voices yield positive relationships between the home, school, and the community. The council offers suggestions as to how parent and family engagement funds will be distributed to Title I schools during the following school year. They also annually review the SMCPs District Parent and Family Engagement plan, discuss its effectiveness, and provide recommendations for the following school year. The council gives guidance as to how the District addresses school culture and climate, SMCPs staffing, and feedback they would like to see the District to address to strengthen student academic achievement and equitable access for all students. The Title I SFSES regularly discusses the parental input, recommendations, and feedback with the Chief of Equity, Engagement, and Early Access during their weekly debriefings. These meetings are documented on the Title I SFSES calendar with SAN notations.

The District Title I Parent Advisory Council meet four times a year. A yearly meeting calendar is published during the last week in September. The calendar is available on the District website, Title I school websites, in school offices, translated in Spanish and embedded in each school's monthly calendar of PFE events. Meeting minutes are published on the Title I website and school websites.

The Parent and Family Engagement Survey is developed jointly with the District Parent Advisory Council and feedback from school administrators. The survey is intended to collect family input on the use of Title I funds to support family engagement programs and family engagement opportunities. The survey is conducted annually by the Title I SFSES who is responsible for distribution, analysis of the results, and providing the school principals and the Chief of Equity, Engagement and Early Access a summary of the survey results. Surveys are distributed to parents in Title I schools in multiple formats. Parents may access the survey in English and Spanish as a Google form, QR Code, and in print. If deemed appropriate, the Title I SFSES or a parent liaison may conduct a survey in person or over the telephone. Documentation of these activities will be kept on file.

The District will coordinate pages on the SMCPs and Title I schools' websites that feature school-related information, parent guides, resources, and at-home learning activities to help parents work with their children at home. Copies of these materials will be made available at all Title I schools for those families who may have limited internet access, including copies in Spanish. It is the responsibility of the Title I SFSES to monitor document using the content and effectiveness tool for information that is distributed in writing or electronically for accessibility and accuracy.

Parent and Family Budget Reservation:

The Title I SFSES works in the schools to support school administration as needed with the Comprehensive Needs Assessments (CNA); School Improvement Plans; Title I budgets, staffing, and the implementation of instruction and evidence-based resources.

Annual Evaluation and Monitoring:

A responsibility of the Title I office works collaboratively with the District Advisory Council and parents of Title I schools, meaningful consultation and decision-making evaluating annually all components of the Title I, Part A grant for content and effectiveness. The components that will be evaluated annually and amended as appropriate are:

- ◆ SMCPS District Parent and Family Engagement Policy
- ◆ School Level Parent Involvement Plans
- ◆ School Level Home and School Compacts
- ◆ Title I Parent and Family Engagement District Survey

The Title I office will utilize the MSDE Parent and Family Checklist to evaluate District and school effectiveness. The checklist is used throughout the school year as programs and activities are planned and executed. The annual evaluation is intended to identify barriers that prevent greater participation by parents in parental involvement activities. An equity lens is applied to give particular attention to parents who are:

- ◆ economically disadvantaged
- ◆ homeless
- ◆ disabled or handicapped
- ◆ LGBTQ
- ◆ have limited English proficiency
- ◆ illiterate
- ◆ from any racial or ethnic minority background

SMCPS will use the findings of the evaluation tools, feedback from District Advisory Council, surveys, and evaluations to design strategies for more effective parental involvement and to revise components of the Title I Grant and Parent and Family Engagement Practices.

ST. MARY'S COUNTY PUBLIC SCHOOLS

(D.2.) District Parent and Family Engagement Plan 2020-2021

Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

Introduction to the Parent and Family Engagement Policy/Plan

Saint Mary's County Public Schools embraces the notion that parents are our children's first teachers. In respecting that established family connection, the SMCPS wishes to be a partner with you and your child. We are dedicated to strengthening your child's academic achievement, social emotion growth and overall well-being.

What is Family Engagement?

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities. In SMCPS, we believe:

- Education is BEST served through the cooperative efforts of students, parents, staff, and community members.
- Parents and families play an integral role in assisting their child's virtual and in-person learning.
- Parents and families are partners in a child's education and are included as appropriate in decision-making that assist in their child's education.
- Building trusting relationships is at the heart of every decision, initiative, and delivery of service to our students, families and staff.

Title I Student, Family and Staff Engagement Supervisor

The Title I Student, Family, and Staff Engagement Supervisor (SFSES) will serve as the link between school, parents, and the community. The SFSES will build the capacity for all entities for strong family engagement, in order to ensure effective involvement between stakeholders. The SFSES will provide assistance and support to all Title I schools to ensure family engagement requirements are being met and that family engagement strategies and activities are being implemented. Title I schools will receive assistance and resources from the SFSES to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the SFSES will hold meetings and trainings for Title I school staff, provide technical assistance, and review family engagement plans and activities. The Title I SFSES will also work within the Title I schools allowing for real-time monitoring of school-based activities, instruction learning, best practices and a positive school climate.

Jointly Developed

Input and suggestions from parents and family members and the community are an essential component of the district and school improvement plans that are developed each year. All parents of students attending a Title I school are invited to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals.

Parents, family members, school staff and community members are welcome to submit comments and feedback regarding the policy at any time on SMCPs' Title I website or by submitting written comments to their child's school. All feedback received will be considered when revising policy for the following school year.

The Title I SFSES will facilitate the Title I District Parent Advisory Council (T1-PAC) that is comprised of a representative group of parents, Title I Parent Liaisons, and community agency representatives within the boundaries of the Title I schools. The group will meet three times in the school year (virtually or in-person) to review feedback from school online surveys, evaluations, website infomercials and program reflections. New stakeholders will be invited and informed via meeting announcements posted on the Title I website, Title I schools' websites, social media, and principal phone messages. Stakeholders attending the meetings will provide input on the previous year's Parent and Family Engagement Plan and make recommendations for changes to the document.

The Framework for the Title I District Family Involvement Plan

The Title I office and District Advisory Council have agreed to adopt the National PTA Standards as the focus for empowering the connections between the home-school environments and for these practices to aid in the development of a well-rounded student.

Using those standards as a framework, the Title I Office will assist schools in addressing these standards in the virtual learning and in-person environments as appropriate.

STANDARD 1: WELCOMING ALL FAMILIES – The Title I Office will:

- Work with Title I schools to help them develop strategies to make families feel welcome in school, and in interacting with school staff via technology as appropriate.
- Provide assistance to Title I schools to enable them to provide activities for families that feature an academic interactive component, making childcare and light meal available to parents and families during in-person events, providing translators and/or dual bi-lingual parent workgroups or training, translating written documents as necessary for EL families.

STANDARD 2: COMMUNICATING EFFECTIVELY – The Title I Office will:

- Provide training to school staff to enable them to communicate frequently and clearly about academic opportunities, school performance, student progress, and school-family partnerships.
- Ensure that parent notifications and resources sent home are in parents' native language, where applicable, and that, when appropriate, interpreters are present at parent meetings.
- 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.

STANDARD 3: SUPPORTING STUDENT SUCCESS – The Title I Office will:

- Work with schools to schedule professional development for teachers and support staff to enhance and support the development of student academic performance using scientifically proven research-based programs.
- Assist schools in scheduling training where best practices are shared with school staff with the goal of making staff more culturally sensitive and equipped to deliver lessons and work with parents and families maintaining respectful and trusting working relationships.
- Assist schools in identifying materials and providing training to parents through workshops and that includes information about Title I, state and local assessments, academic standards, and strategies to support their child at home to increase student achievement.

STANDARD 4: SPEAKING UP FOR EVERY CHILD – The Title I Office will:

- Work with schools to identify resources for staff that will provide information or training on advocating for students and families

STANDARD 5: SHARING POWER – The Title I Office will:

- Elicit information and feedback from parents on advisory panels, at local agency meetings, during school level PLCs, and weekly with the Chief of Equity, Engagement, and Early Access.
- Assist schools in hosting parent and family engagement workshops throughout the year virtually and within Title I schools as appropriate to promote effective leadership skills, more effective communication with school staff, and build knowledge of instructional standards and strategies.

STANDARD 6: COLLABORATING WITH THE COMMUNITY – The Title I Office will:

- Work with schools to assist them in collaborating effectively with the parents and families educationally, socially, emotionally, and culturally.
- Work with schools to identify opportunities to collaborate and address societal issues that promote a shared responsibility for educational equity, engagement, and respectful interchanges in our schools, local businesses, places of worship, athletics, and resource agencies in a unified effort to promote the academic achievement of all students and their success in schools.

Accessibility

The District Parent and Family Engagemnt Policy/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 infomring them of how to access the district policy/plan electronically and/or in print.

Parent and Family Evaluations

Each year, the Title I SFSES will conduct an evaluation of the content and effectiveness of this parent and family engagement policy/plan and the family engagement activities to improve the academic quality of the Title I schools through an annual parent satisfaction survey and the Spring District Parent Advisory Council Meetings.

In the spring, each Title I school will send home a survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. In addition to the annual survey, each Title I school will also use school level shared decision making meetings such as parent advisory groups, school improvements teams, and/or PTA to facilitate discussions on the needs parents and families are experiencing and strategies for more effective parental engagement.

The Title I SFSES 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 Policy/Plan; with a focus on equity, engagement and access for all students.

St. Mary's County Public Schools
Department of Equity, Engagement, and Early Access
23160 Moakley Street, Suite 103
Leonardtown, Maryland 20650

Dr. Kelly M. Hall
Chief of Equity, Engagement, and Early Access

Mrs. Charlottis M. Woodley
Title I Student, Family, and Staff Engagement Supervisor

For more information about the Title I Program:

cmwoodley@smcps.org

www.smcps.org/TitleI

St. Mary's County Public Schools Title I Schools:

[George Washington Carver Elementary](#)

[Green Holly Elementary](#)

[Greenview Knolls Elementary](#)

[Lexington Park Elementary](#)

[Park Hall Elementary](#)

ST. MARY'S COUNTY PUBLIC SCHOOLS
(D.3.) THE CONTENT AND EFFECTIVENESS MONITORING TOOL FOR THE
PARENT AND FAMILY ENGAGEMENT POLICY/PLAN 2020-2021 – DISTRICT LEVEL

Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

Name of LEA: St. Mary's County Public Schools

School Year: 2020-2021

Chief Equity, Engagement, and Early Access: Dr. Kelly M. Hall

Name of Monitor: Charlottis Woodley
Supervisor

Title: Title I Student, Family, and Staff 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 2020-2021 PARENT AND FAMILY ENGAGEMENT PLAN/POLICY.

SECTION 1116 (A)(2)

- YES
- NO

A. Written Policy

1. In consultation with parents of participating children, the LEA conducts outreach to all parents and family members of participating children, and implements program, activities, and procedures for the involvement of parents and family members. All consultation and outreach is documented via SAN(E)

Activity/Procedure	Implementation Date	Contact Person(s)

2. Establish LEA's expectations and objectives for meaningful parent and family involvement

Activity/Procedure	Implementation Date	Contact Person(s)

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 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	Implementation Date	Contact Person(s)

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	Implementation Date	Contact Person(s)

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	Implementation Date	Contact Person(s)

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	Implementation Date	Contact Person(s)

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	Implementation Date	Contact Person(s)

B. Building Capacity

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. Evidence of SANE from parent meetings, outreach or events with topic specific agenda items.

Activity/Procedure	Implementation Date	Contact Person(s)

2. Evidence of announcements, flyers, handouts, or other resources from parent events.

Activity/Procedure	Implementation Date	Contact Person(s)

3. Evidence of documents translated (if applicable) and delivered I

Activity/Procedure	Implementation Date	Contact Person(s)

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	Implementation Date	Contact Person(s)

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	Implementation Date	Contact Person(s)

6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request.

Activity/Procedure	Implementation Date	Contact Person(s)

Monitor's Notes:

Recommendations:

-
-
-
-
-

ST. MARY'S COUNTY PUBLIC SCHOOLS
(D.3.) THE CONTENT AND EFFECTIVENESS MONITORING TOOL FOR THE
PARENT INVOLVEMENT PLAN AND SCHOOL/FAMILY COMPACT 2020-2021 – SCHOOL LEVEL

Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

Name of School: _____ **Principal:** _____

Name of Monitor: Charlottis Woodley **Title:** Title I Student, Family, and Staff Engagement Supervisor

DOES THE SCHOOL HAVE A CURRENT YEAR SCHOOL PARENT AND FAMILY ENGAGEMENT PLAN AND SCHOOL PARENT COMPACT? • YES • NO

A. General Requirements

1. Jointly developed, and distributed, to parents of participating Title I students in a format and written in a language parents/family can understand.

- a. Parent and Family Engagement Plan Yes No
- b. School-Parent Compact Yes No

Activity/Procedure	Implementation Date	Contact Person(s)

2. Parents of participating Title I students are involved in the decisions regarding the spending of the parent involvement fund.

Activity/Procedure	Implementation Date	Contact Person(s)

B. Policy Involvement

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?

Activity/Procedure	Implementation Date	Contact Person(s)

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

Activity/Procedure	Implementation Date	Contact Person(s)

3. Involve parents of participating Title I students in an ongoing and timely way in the program planning, review, and improvement of the:

- a. School Parent and Family Engagement Plan
- b. Schoolwide plan

Activity/Procedure	Implementation Date	Contact Person(s)

4. Parents/families will be provided timely information about school programs.

Activity/Procedure	Implementation Date	Contact Person(s)

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

Activity/Procedure	Implementation Date	Contact Person(s)

C. Shared Responsibility - School-Parent Compact

1. The school-parent compact outlines how parents/families, school staff, and students share responsibility for improved student academic achievement?

Activity/Procedure	Implementation Date	Contact Person(s)

2. School Responsibilities: Describe how the school will:

- Provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards and a supportive and effective learning environment that enables children to meet the State's academic achievement standards.
- Conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement.
- Provide frequent reports to families on their child's progress.
- Provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities.
- Ongoing basis, ensuring regular two-way, meaningful communication between home and school, and in a language the family members can understand.

Activity/Procedure	Implementation Date	Contact Person(s)

3. Parent Responsibilities: 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.)

Activity/Procedure	Implementation Date	Contact Person(s)

4. Student Responsibilities: Describe ways students will support their own academic achievement.

Activity/Procedure	Implementation Date	Contact Person(s)

D. Building Capacity: Section 1116 (e)

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

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

Activity/Procedure	Implementation Date	Contact Person(s)

- 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)

Activity/Procedure	Implementation Date	Contact Person(s)

- 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	Implementation Date	Contact Person(s)

- 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	Implementation Date	Contact Person(s)

- 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	Implementation Date	Contact Person(s)

- 6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request.

Activity/Procedure	Implementation Date	Contact Person(s)

E. Accessibility: Section 1116 (f)

To the extent practicable, provide full opportunities for the participation of Parents of English Learners, students with disabilities, and migratory children.

Activity/Procedure	Implementation Date	Contact Person(s)

Monitor's Notes:

Recommendations:

-
-
-
-
-
-



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 Parent and Family Engagement

(D.4.) Parent and Family Engagement Allocations SY 2020-2021

	FTE Low Income Public School Children used to Allocate Title I Funds	Parent Involvement PPA	Total Parent Involvement Allocation per school
George Washington Carver	439.37	\$ 21.09298	\$ 9,267.62
Lexington Park	288.22	\$ 21.09298	\$ 6,079.42
Green Holly	273.73	\$ 21.09298	\$ 5,773.78
Park Hall	291.51	\$ 21.09298	\$ 6,148.81
Greenview Knolls	211.13	\$ 21.09298	\$ 4,453.36

Total 1503.96 \$ 31,723.00

Parent & Family Engagement Reservation (Table 7-9)	\$ 31,723.00
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PI Per Pupil Allotment (PI PPA)	\$ 21.09298
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**St. Mary's County Public Schools
Title I, Part A Application Appendices
2020-2021**

- E. Participation of Children Enrolled in Private Schools**
- E.1. Written Procedures**
- E.1.b.i Ordering and Storing Title I Non-Public School Orders**
- E.2. Timeline**
- Complaint Procedures**
- Affirmation of Consultations**



Title I Written Procedures 2020-2021

(E.) Participation of Children Enrolled in Private Schools

Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

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 with oversight for Title I, to the approved non-public schools in St. Mary's County and sent certified; receipt requested. 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 MSDE's website.

If schools do not respond to the certified letter, a phone call is placed to the school from the 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 Equity, Engagement, and Early Access 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 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 Equity, Engagement, and Early Access 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 Equity, Engagement, and Early Access.

Staff Responsible:

Dr. Kelly M. Hall, Chief of Equity, Engagement, and Early Access

Ms. Martina Green, Office Manager of Equity, Engagement, and Early Access

Mrs. Sara Renn, Title I Secretary, SMCPSS

Mrs. Kara Day, Title I Non-Public Instructional Resource Teacher

1b.i. Ordering and Storing of Materials and Equipment

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.

SMCPSS' Title I staff is responsible for developing the order. Details of the order are shared with the non-public school official by the Chief or Instructional Resource Teacher. The Title I secretary processes the order, following established SMCPSS, 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 the Title I secretary. Materials delivered to the non-public school site by Title I staff or SMCPSS 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.

1b.ii. Supervising and Evaluating the Program

The Chief conducts numerous informal site visits to each participating non-public school to observe the Instructional Resource Teacher and the hourly credentialed Title I staff in their interaction with students. These ongoing visits ensure that instructional practice are standards based, grounded in evidence, developmentally appropriate, and meeting the learning needs of the students served in the Title I program. Follow up documentation of these informal site visits are filed and shared with the teachers. These informal visits also allow for ongoing communication with the site-based administrators and occur quarterly. Additionally, the Chief conducts a formal

summative observation with each teacher using the SMCPS' Teacher Performance Assessment System based on the recommended and approved Danielson model for teacher observation and evaluation. Each teacher has a pre-observation conference, the observation, and then a post conference to discuss and detail what has been observed in practice. The principals of the school are invited to join, with the teachers' consent, if they would like to do so. The teachers receive a formal evaluation using the Danielson model with a self-assessment component at the end of each school year. All visits, observations, and evaluations can be documented with the calendar, notes, summaries of conversations and adjustments, and observation and evaluation information.

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. Moreover, Title I staff prepare individual student reports that are included in report cards but reviewed by the principal of the non-public school 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 students.

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 finishes 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 reviewed and discussed at that time. Programmatic adjustments are planned for the future during this meeting.

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 upon request.

An overall summary report from the Title I staff is provided for the Non-Public school officials, correlated with normed assessments taken at the schools, as part of their regular program. This information assists the private schools in programmatic decision making and to support a data driven consultation process for future Title I participation

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.

1c. Developing Formal Agreement with Other LEAs:

In the late spring, outreach occurs by the Chief to the Title I Directors in neighboring counties. A document is sent to these directors with addresses of students who reside in their counties and attend participating non-public schools in St. Mary's County.

The Title I staff in the receiving county is asked to verify enrollment and financial status and an income survey may be provided if needed. The form is returned to the Office of Equity, Engagement, and Early Access and reviewed. If the form is not returned in a timely manner, Title I staff follow up with the neighboring county.

If the county has a student eligible for services, consultation begins between SMCPSS and the other county to determine how to best meet the student(s) needs for service. A formal MOU would be generated and reviewed by SMCPSS counsel.

The reverse of this process happens with the other county taking the lead for St. Mary's County residents who attend a participating non-Public school in their jurisdiction.

When SMCPSS staff send the initial inquiry to neighboring counties, they also inquire about St. Mary's County resident students in their participating non-

**St. Mary's County Public Schools
Timeline for Consultation with Private Schools
2020-2021**

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	11/2019
February	Initial contact meeting with private school representatives	2/2020
April	Title I Participation Form due to Title I office	4/2020
April	Match addresses of private school students from low-income families to participating public school attendance areas.	4/2020
May	Complete public school ranking chart with per-pupil allocation to determine private school qualifying student allocation.	5/2020
May	Assess the current year Title I program in a meeting with private school representatives using student data.	5/2020
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.	5/2020
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.	8/2020
October	Schedule Federally Funded meeting with all private school representatives	10/2020
November- March	Schedule an observation of the Certified Teacher in each private school for February/March	TBD
February	Begin the process for the 2021-2022 school year by scheduling an information meeting with all private school representatives	TBD
May	Schedule private school visits	TBD

**Contact Information 2020-2021
Resolving Title I School Concerns and Complaints
For Non-Public Schools**

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:

<p>King's Christian Academy: 301-994-3080 Mrs. Emily Repenning: earepenning@contracted.smcps.org Mrs. Kara Day: krday@smcps.org</p> <p>Little Flower School:301-994-0404 Mrs. Emily Repenning: earepenning@contracted.smcps.org Mrs. Kara Day: krday@smcps.org</p>	<p>St. John's School: 301-373-2142 Ms. Michelle Sachs: mmsachs@contracted.smcps.org Mrs. Kara Day: krday@smcps.org</p> <p>St. Michael's School: 301-872-5454 Mrs. Beth Stencel: bsstencel@contracted.smcps.org Mrs. Jodi Tenney: jmtenney@contracted.smcps.org Mrs. Kara Day: krday@smcps.org</p>
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The second point of contact is the principal of each participating non-public school. The contact information is listed below:

<p>King's Christian Academy James Harris, Principal 20738 Point Lookout Road Callaway, MD 20620 301-994-3080 jharris@kingschristianacademy.org</p>	<p>Little Flower School Ms. Barbara Stirling, Principal 20410 Point Lookout Road Great Mills, MD 20634-3328 301-994-0404 lfprincipal@littleflowercatholic.org</p>
<p>St. John's School Mrs. Susan McDonough 43900 St. John's Road Hollywood, MD 20636 301-373-2142 mcdonoughs@sishollywood.org</p>	<p>St. Michael's School Ms. Lila Hofmeister 16560 Three Notch Road Ridge, MD 20680 301-872-5454 principal@saint-michaels-school.org</p>

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

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

All St. Mary's County Public School System (SMCPS) employees are committed to parental, family, 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

**St. Mary's County Public Schools
Affirmation of Consultation**

King's Christian Academy



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

St. Mary's County Public Schools
Division of Instruction
Department of Supplemental School Programs
23160 Moakley Street, Suite 103
Leonardtown, Maryland 20650

Dr. Kelly Murray Hall
Executive Director

**Title I Equitable Services Affirmation of Consultation
Between the Local Educational Agency (LEA) and Private School Official**

King's Christian Academy (2020-2021)

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.
- 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, 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. 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.

There will be no Professional Development provided during the 2020-2021 school year.

- All funds will be utilized for Materials of Instruction (MOI), computers, and tutoring service time.

Cooperation by the non-public school:

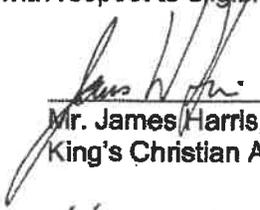
By choosing to participate in SMCPs' Title I Part A program, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPs Title I public school attendance areas and current student achievement data.

Please complete the following:

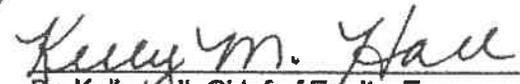
I. **Check the applicable box below regarding timely and meaningful consultation:**

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

8/25/2020
Date


Dr. Kelly Hall, Chief of Equity, Engagement, and Early Access
St. Mary's County Public Schools, Title I

8.14.20
Date

The teacher(s) assigned are: Mrs. Kara Day, SMCPs Instructional Resource Teacher for Title I Non-Public

Mrs. Emily Repenning, Abacus Certified Teacher

Teacher(s) will provide service TBD day(s).

Additional Information:

Consultation occurred on 8.6.20 and the meeting notes are included with this document. Mr. Harris has identified a new point of contact to streamline the consultation and coordination process with KCA officials.

SMCPs will begin the first marking period virtually due to the COVID-19 pandemic. While KCA is returning in a hybrid model, SMCPs and Abacus employees must work remotely. Tutoring services will be provided virtually

Service hours will be provided by Mrs. Day, as the SMCPs Instructional Resource Teacher and Mrs. Emily Repenning, as the hourly Abacus certified teacher. Hourly tutoring services will continue until funds are expended. Mrs. Repenning is planning a maternity leave beginning in December and at that time, a new certified teacher will continue to provide the hourly tutoring support under Mrs. Day's direction. The specific schedule will be forthcoming.

Two Chromebook computers with Headsets will be purchased to support online learning. Materials of Instruction to support students with virtual learning will be reviewed by Mrs. Day and purchased as needed.

St. Mary's County Public Schools Affirmation of Consultation

Little Flower School



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

St. Mary's County Public Schools
Division of Instruction
Department of Supplemental School Programs
23160 Moakley Street, Suite 103
Leonardtown, Maryland 20650

Dr. Kelly Murray Hall
Executive Director

**Title I Equitable Services Affirmation of Consultation
Between the Local Educational Agency (LEA) and Private School Official**

Little Flower School (2020-2021)

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 the Chief of Equity, Engagement, and Early Access (EEEE) 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 / Archdiocese of Washington (ADW) 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 EEEA.

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.
- 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, 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. 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.

There will be no Professional Development provided during the 2020-2021 school year.

- All funds will be utilized for Materials of Instruction (MOI) and tutoring service time.

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

8/20/2020
Date

Kelly M. Hall
Dr. Kelly Hall, Chief
St. Mary's County Public Schools, Title I

Date

8.14.20

B. Radzwell
Mr. Brian Radzwell
Archdiocese of Washington Representative

8/20/20
Date

The teacher(s) assigned are: Emily Reppenning

Teacher(s) will provide service 23 day(s).

Additional Information: Addendum

Mr. Radzwell, Mrs. Stirling, and the SMCPS' team met on Tuesday, August 11, 2020. During this meeting the status of COVID-19 was discussed and the impact on service to LFS.

Teachers are not permitted into LFS while students are in attendance and consequently Title I service hours will be provided virtually using Google Meets if possible. Mrs. Day will work with the hourly teacher to make certain that the proper training is conducted.

Computer devices are not needed from Title I as the multiple school surveys indicate that students on the Title I caseload have the necessary technology. Should this change, Mrs. Stirling can contact the office directly or speak with Mrs. Day and we can provide devices.

In addition to Mrs. Day's service, generated funds will support tutoring service from Mrs. Reppenning and an additional teacher as needed to accommodate her maternity leave. Services will continue until funds are expended.

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. Barbara Stirling, Principal (or Designee)
Little Flower School

Date

Kelly M. Hall

8.14.20

Dr. Kelly Hall, Chief
St. Mary's County Public Schools, Title I

Date

Mr. Brian Radziwill
Archdiocese of Washington Representative

Date

The teacher(s) assigned are: Emily Repenning

Teacher(s) will provide service 23 day(s).

Additional Information: Addendum

Mr. Radziwill, Mrs. Stirling, and the SMCPs' team met on Tuesday, August 11, 2020. During this meeting the status of COVID-19 was discussed and the impact on service to LFS.

Teachers are not permitted into LFS while students are in attendance and consequently Title I service hours will be provided virtually using Google Meets if possible. Mrs. Day will work with the hourly teacher to make certain that the proper training is conducted.

Computer devices are not needed from Title I as the multiple school surveys indicate that students on the Title I caseload have the necessary technology. Should this change, Mrs. Stirling can contact the office directly or speak with Mrs. Day and we can provide devices.

In addition to Mrs. Day's service, generated funds will support tutoring service from Mrs. Repenning and an additional teacher as needed to accommodate her maternity leave. Services will continue until funds are expended.

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 Supplemental School Programs
23160 Moakley Street, Suite 103
Leonardtwn, Maryland 20650

Dr. Kelly Murray Hall
Executive Director

**Title I Equitable Services Affirmation of Consultation
Between the Local Educational Agency (LEA) and Private School Official**

St. John's School (2020-2021)

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 (EEEE) 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 / Archdiocese of Washington (ADW) 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 EEEA

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.
- 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, 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. 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.

There will be no Professional Development provided during the 2020-2021 school year.

- All funds will be utilized for Materials of Instruction (MOI) and tutoring service time.

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.

Mrs. Susan McDonough, Principal (or Designee)
St. John's School Name

Date

B. R. Gill

8/20/20

Dr. Kelly Hall, Executive Director
St. Mary's County Public Schools, Title I

Date

Kelly M. Hall

8.14.20

Mr. Brian Radziwell
Archdiocese of Washington Representative

Date

The teacher(s) assigned are: Michelle Sachs

Teacher(s) will provide service (TBD) day(s).

Additional Information: Addendum:

Mr. Radziwell, Mrs. McDonough, and the SMCPS Title I team met to discuss the 2020-2021 school year. There was consensus with this first quarter plan. The plan will be revisited when SMCPS allows students to return to public schools. At that time, consideration can be given to allowing Title I staff to return to the non-public schools.

At the present time; SMCPS are not open for students and consequently school system staff, including Abacus employees, may not enter the parochial schools. Mrs. Day, the SMCPS Non-Public IRT, and the hourly teacher tutor, must work virtually. The planned virtual platform will be Google Meets and tutoring sessions will be provided if possible while the student(s) is attending SJS during their assigned days.

Mrs. McDonough declined technology devices as the Title I eligible student(s) at this time have indicated that they have access to a device. There was a discussion about outreach if they should find a need for a device in the future; that can be communicated, and the plan can be adjusted.

All funds will be directed towards service time and materials for families.

As school begins; Mrs. Day will work with the school to receive referrals, verify residency, and determine if there are other academically eligible students, residing in Title I areas, who could benefit from tutoring. These students can be added to the case load.

Services will continue until funds are expended.

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 8-20-20
Mrs. Susan McDonough, Principal (or Designee) Date
St. John's School Name

Dr. Kelly Hall, Executive Director Date
St. Mary's County Public Schools, Title I
Kelly M. Hall
Mr. Brian Radziwill 8.14.20
Archdiocese of Washington Representative Date

The teacher(s) assigned are: Michelle Sachs

Teacher(s) will provide service (TBD) day(s).

Additional Information: Addendum:

Mr. Radziwell, Mrs. McDonough, and the SMCPS Title I team met to discuss the 2020-2021 school year. There was consensus with this first quarter plan. The plan will be revisited when SMCPS allows students to return to public schools. At that time, consideration can be given to allowing Title I staff to return to the non-public schools.

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Services will continue until funds are expended.

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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.

Mrs. Susan McDonough, Principal (or Designee)
St. John's School Name

Date

Dr. Kelly Hall, Executive Director
St. Mary's County Public Schools, Title I

Date

Mr. Brian Radziwill
Archdiocese of Washington Representative

8.14.20
Date

The teacher(s) assigned are: Michelle Sachs

Teacher(s) will provide service (TBD) day(s).

Additional Information: Addendum:

Mr. Radziwill, Mrs. McDonough, and the SMCPs Title I team met to discuss the 2020-2021 school year. There was consensus with this first quarter plan. The plan will be revisited when SMCPs allows students to return to public schools. At that time, consideration can be given to allowing Title I staff to return to the non-public schools.

At the present time; SMCPs are not open for students and consequently school system staff, including Abacus employees, may not enter the parochial schools. Mrs. Day, the SMCPs Non-Public IRT, and the hourly teacher tutor, must work virtually. The planned virtual platform will be Google Meets and tutoring sessions will be provided if possible while the student(s) is attending SJS during their assigned days.

Mrs. McDonough declined technology devices as the Title I eligible student(s) at this time have indicated that they have access to a device. There was a discussion about outreach if they should find a need for a device in the future; that can be communicated, and the plan can be adjusted.

All funds will be directed towards service time and materials for families.

As school begins; Mrs. Day will work with the school to receive referrals, verify residency, and determine if there are other academically eligible students, residing in Title I areas, who could benefit from tutoring. These students can be added to the case load.

Services will continue until funds are expended.

**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
Leonardtwn, 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 (2020-2021)

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 were 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 Title I Executive Director 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 / Archdiocese of Washington (ADW) 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 of designee.

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.
- 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, 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.
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- 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. 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.

There will be no Professional Development provided during the 2020-2021 school year.

- All funds will be utilized for Materials of Instruction (MOI), computers, and tutoring service time.

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:

Check the appropriate 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 program. 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. Lee Hollmann, Principal (or Designee)
St. Michael's School

8/10/2020

Date



Dr. Kelly Hill, Chief
St. Mary's County Public Schools, Title I

8.5.20

Date



Mr. Brian Fitzmaurice
Archdiocese of Washington Representative

8/10/20

Date

The teacher(s) assigned are: Ruth Simpson and Jodi Turner

Teacher(s) will provide service 150 (total) day(s)

Additional Information:

Addendum Due to Covid-19 Pandemic: Based on a consultation meeting and discussion on Wednesday, August 5, 2020.

During the Covid-19 pandemic and following strict CDC guidelines and in consultation with St. Michael's School and the Archdiocese of Washington, specific adjustments are mutually acceptable and include:

- The purchase of technology to support a virtual Title I tutoring session either at school or at home for the identified students. This technology will be secured in a locked area within the school when not needed for Title I services.
- The use of an identified platform to support virtual Title I tutoring including but not limited to: Zoom, Canvas, Google Meet, etc.
- Instructional packets will be developed and their dissemination to identified Title I students will be coordinated with St. Michael's School.
- Scheduling and tutoring sessions will be determined by the Title I Instructional Resource Teacher with the support of the administration at SMS.
- SMS/Archdiocese staff must follow all procedures and protocols related to COVID-19. Exceptions may be discussed.

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.

Please complete the following:

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

Date

Kelley M. Hall

8.5.20

Dr. Kelly Hall, Chief
St. Mary's County Public Schools, Title I

Date

Mr. Brian Radziwill
Archdiocese of Washington Representative

Date

The teacher(s) assigned are: Beth Stencel and Jodi Tenney

Teacher(s) will provide service 156 (total) day(s).

Additional Information:

Addendum Due to Covid-19 Pandemic: Based on a consultation meeting and discussion on Wednesday, August 5, 2020.

During the Covid-19 pandemic and following strict CDC guidelines and in consultation with St. Michael's School and the Archdiocese of Washington, specific adjustments are mutually acceptable and include:

- The purchase of technology to support a virtual Title I tutoring session either at school or at home for the identified students. This technology will be secured in a locked area within the school when not needed for Title I services.
- The use of an identified platform to support virtual Title I tutoring including but not limited to: Zoom, Seesaw, Google Meets, etc.
- Instructional packets will be developed and their dissemination to identified Title I students will be coordinated with St. Michael's School.
- Scheduling and tutoring sessions will be determined by the Title I Instructional Resource Teacher with the support of the administration at SMS.
- SMCPs/Abacus staff must follow all procedures and protocols related to COVID-19. Exceptions may be discussed.

**St. Mary's County Public Schools
Title I, Part A Application Appendices
2020-2021**

- F. Education for Homeless Children and Youth
 - F.1. Written Procedures
 - F.2. Transportation Calculation
 - F.3. Shelter List



Title I Written Procedures 2020-2021

(F. 1.) Education for Homeless Children and Youth Reservation and Calculation Methodology

Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

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, Title I Student, Family, Staff Engagement Supervisor

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

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.

At each quarterly meeting, the following will be determined:

- Review of student needs
- Review of community needs assessment; summarized and analyzed by Homeless Liaison
- Review of grades and attendances
- Homeless enrollment trends
- Spending patterns
- Upcoming events that Title I can support
- 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.

As an example: if 2% of the total student population were homeless, 2% of the Title I funds would be reserved for homeless support. This would include transportation costs.



Phone: 301-475-5511 ext. 32247; Fax: 301-475-4228

Written Procedures 2020-2021

(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."

St. Mary's County Public Schools
Title I, Part A Application Appendices
2020-2021

G. Support for Foster Care Students

G.1. Written Agreement

G.2. MOU



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 2020-2021

(G.1.) Foster Care

Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

Staff Responsible:

Mrs. Kate Eggert Weaver, Supervisor Pupil Personnel Workers
Ms. Cheryl Long, Director, Student Services
Mrs. Charlottis Woodley, Title I Student, Family, Staff Engagement Supervisor (SFSES)
Dr. Kelly Murray Hall, Chief, Equity, Engagement, and Early Access (EEEEA)

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. SAN documentation is on file.
2. Data as it relates to Foster children within St. Mary's County Public Schools is reviewed at this time.
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. Any changes or pertinent information included in the Foster Care Agreement with the Department of Social Services is reviewed and revisited as appropriate.



G.2 Foster Care MOU

Martina Green <migreen@smcps.org>

Re: Foster Care MOU

1 message

Kate Eggert Weaver <keweaver@smcps.org>

Mon, Aug 24, 2020 at 4:31 PM

To: Martina Green <migreen@smcps.org>

Cc: Kate Eggert <kmeggert@smcps.org>, Sara Renn <skrenn@smcps.org>, "Kelly M. Hall" <kmhall@smcps.org>

Hi Martina!

Yes, we are still using this one. It is in effect for 5 years.

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

Thanks for the email. All St. Mary's County Public Schools and Offices are open by appointment only. Please call 301-475-0260 to schedule an appointment. All Schools and offices are closed on July 10th, 17th, 24th and 31st.

On Fri, Aug 21, 2020 at 2:39 PM Martina Green <migreen@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
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

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 SMCPSS otherwise would spend to transport the student to the school serving the geographic attendance area of the out-of-home placement and what SMCPSS 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. **SMCPSS Foster Care Liaison and SMCDSS Point of Contact (POC)** – The SMCPSS and SMCDSS staff people designated to work with SMCDSS and SMCPSS, 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 (SMCPSS)** – 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. SMCPSS 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 SMCPSS 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, SMCPSS will advise SMCDSS of the transportation plan for the student.
- D. SMCPSS 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. SMCPSS 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. SMCPSS 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, SMCPSS will provide and fund such transportation services.
- G. When SMCPSS 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 SMCPSS if resources are available for foster parents or other custodians to provide transportation with mileage reimbursement or other adult ride share to SMCPSS or to a stop on an SMCPSS existing route.
- H. SMCPSS 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):

(Signature) James Scott Smith 12/9/17
(Date)
(Printed Name) James Scott Smith Superintendent
(Title)

Authorization by St. Mary's County Department of Social Services (SMCDSS):

(Signature) Therese Wolf 4/24/18
(Date)
(Printed Name) Therese Wolf Director
(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
Achievement Data (test scores)

Attendance Data
IEP Plan or 504 Plan

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
2020-2021**

H. English Learners

H.1. Written Procedures

H.2. ESOL Timeline

H.3. English Learners Sharing Number and
Percentage Achieving English Language
Proficiency



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 2020-2021

(H.1.) English Learners

Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

Staff Responsible:

Mrs. Wendy Tarr, Supervisor of World Languages and ESOL

Mrs. Lisa Bachner, Director of Curriculum and Instruction

Mrs. Charlottis Woodley, Title I Student, Family Staff Engagement Supervisor (SFSES)

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

Title I supports a coordinated effort to inform between English Learners, Title III and Title I.

The Chief, Title I SFSES, ESOL Supervisor, and the Director of Curriculum and Instruction meet quarterly. SAN documentation from the structured and planned quarterly meetings include: Calendar Invitations with acceptances, Sign In, Agendas, Notes, Actionable Steps

Topics and discussion points for these quarterly meetings include but are not limited to:

- Braiding and consolidating funds
- Maximizing resources, strengthening practices in order to reduce redundancy
- Developing intentional and effective outreach to families of EL students
- 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 English Learners (i.e.: providing need based professional development)
- Ensuring data is shared appropriately regarding the number and percentage of English Learners achieving proficiency .
 - During the monthly EL/Title I Meetings; detail distribution and communication plans will be determined including time, responsible staff, follow up, and action items. Given Covid-19, the timeframe for this process may be adjusted.

(H.2.) English Speakers of Language Learners (ESOL) Program TimeLine

Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

Maryland Home Language Survey In accordance with federal and state requirements, 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.

Screening for delivery of ESOL Services

In the fall of each school year, all parents/legal guardian of new students complete a *Maryland Home Language Survey* at the time of enrollment. If a language other than English is indicated on two or more of the three questions, the student will be assessed for English language support services. Additional criteria for testing may be considered.

Delivery of Instruction:

- Parent/Legal Guardian is notified in writing of English for Speakers of Other Languages (ESOL) Program services.
- Letter is sent home prior to September 30 or two weeks after student enrolls. The letter outlines:
 - Screening results and recommendation
 - Eligibility criteria for ESOL instruction for the current school year
 - Additional services that may be provided under Title II
 - Parent approving or refusing services by a return receipt
- Parent/Legal Guardian is notified of the intended appropriate method of instruction as indicated by the assessment or the reason why services are not being provided within two weeks of the screening/assessment.
- Parent/Legal Guardian has 2 weeks to dispute the method of instruction or refuse ESOL services in writing. During the School Year
- As deemed appropriate, the student is serviced by an ESOL teacher for the school year.

April/May

- Spring administration of the English Language proficiency assessment to determine progress on English Language. ESOL Teacher determines if continuance of the ESOL services is warranted or services are discontinued.
- Students who exist the ESOL program when proficiency is demonstrated on the spring English language proficiency assessment are monitored by the classroom teacher.

Title I Written Procedures 2020-2021

(H.3.) English Learners Sharing Number and Percentage Achieving English Language Proficiency

Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

During the monthly EL/Title I meetings; detailed distribution and a communication plan will be determined including time, responsible staff, follow up, associated cost, and action items.

This communication could include:

- Parent Night
- Virtual Parent Night
- School Improvement Meetings
- Title I Academic Nights
- Newsletter
- Personal Letter
- Electronic communication
- Website posting
- Other

In addition to this communication, the achievement status of EL students is highlighted in the SMCPs' Report Card which can be accessed on the school, system, and MSDE website.

St. Mary's County Public Schools
Title I, Part A Application Appendices
2020-2021

- I. School Improvement Targeted Support and Improvement Schools Written Procedures



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 2020-2021

(I.) Support for Title I TSI Schools

Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

Staff Responsible:

Mr. Scott Szczerbiak, Director of Special Education

Dr. Alexander Jaffurs, Assessment and Accountability Officer

Mrs. Charlottis Woodley, Title I Student, Family, Staff Engagement Supervisor (SFSES)

Dr. Wauchilue Adams, Title I Equity Analyst

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

Dr. Maureen Montgomery, Deputy Superintendent and Division of Instruction

Departmental Directors as needed

District and Title I School Level Procedures

1. Initially, when a school is identified as a TSI school by 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, Assessment and Accountability Department, Curriculum and Instruction, and 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 Equity, Engagement, and Early Access; 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. SAN documentation will be on file.
3. In addition, the TSI school will involve school-based stakeholders including teachers, para-educators, parents, and community members. This process is managed by the Staff Student Family Staff Engagement Supervisor in a Title I TSI school.
4. 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.
5. TSI plans are submitted and approved by the Departmental Director. Title I TSI approvals are given by the Chief of EE&EA and the Departmental Director. That approval happens within the first quarter of the school year.

6. TSI plans are monitored quarterly by the 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 EE&EA.
7. 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.
8. The school's TSI plan will include growth targets, the schedule and process for progress monitoring, responsible staff, and a schedule for implementation. The Title I TSI plan will also be reviewed by the Equity Analyst to ensure there are no resource inequities.
9. After the Equity Analyst reviews the plan, the school's data, etc., a meeting is convened to discuss, identify, and develop a correction plan for any resource inequities. Meeting participants will include the Principal, school leadership, the departmental director from which the TSI status originated, Human Resources Chief, and district Title I leadership staff including the SFSES and the Chief.
10. The Director of the applicable department is responsible for assessing resource inequities for non-Title I TSI schools.
11. The Title I school designated as TSI is obligated to work with the district team to implement its TSI plan.
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 Equity, Engagement, and Early Access, the departmental director, and the principal 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.
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 Equity, Engagement, and Early Access and involve district level leadership and the Title I school principal.
16. Additional Title I funds are reserved for this specific purpose related to the associated plan costs.
17. Costs are charged to a district reservation for TSI.
18. Included in the monthly Title I monitoring process, the Chief, the SFSE Supervisor 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 districts other TSI schools.

**St. Mary's County Public Schools
Title I, Part A Application Appendices
2020-2021**

- J. Fiscal Requirements
- J.3. Written Procedures (Education for Homeless Youth)
- J.5. Written Procedures (Homeless Student Transportation)
- 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



Title I Written Procedures 2020-2021

(J. 3.) Education for Homeless Children and Youth Reservation and Calculation Methodology

Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

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, Title I Student, Family, Staff Engagement Supervisor

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

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.

At each quarterly meeting, the following will be determined:

- Review of student needs
- Review of community needs assessment; summarized and analyzed by Homeless Liaison
- Review of grades and attendances
- Homeless enrollment trends
- Spending patterns
- Upcoming events that Title I can support
- 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.

As an example: if 2% of the total student population were homeless, 2% of the Title I funds would be reserved for homeless support. This would include transportation costs.



Phone: 301-475-5511 ext. 32247; Fax: 301-475-4228

Written Procedures 2020-2021

(J.5.) Homeless Student Transportation

Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

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."

(J.7.) Written Procedures 2020-2021

St. Mary's County Public Schools Department of Fiscal Services and Human Resources Standard Operating Procedure

Subject:	Supplement Not Supplant Methodology	SOP
Date:	November 30, 2018	
Revised:		
Subtopic:		

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 30th 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 2020-2021

(J.8.) Fiscal Monitoring Title I Funds/Funded Positions

Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

Staff Responsible:

Dr. Kelly Murray Hall, Chief, Equity, Engagement, and Early Access
Mrs. Charlottis Woodley, Title I Student, Family, Staff Engagement Supervisor (SFSES)
Mrs. Denise Eichel, 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
Dr. Wauchilue Adams, Title I Equity Analyst

Title I principals, the Chief, the SFSES, 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; .and to make revisions as necessary. The Equity Analyst will be joining these on site monthly 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 this monthly 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 the following month's fiscal meeting, these planned purchases can be reviewed. Also during the monthly onsite meeting, there are administrative walk throughs involving the principal, Chief, SFSES, to monitor the activity of the Title I funded staff.

J.9. District Level Administration Job Descriptions

Department of Human Resources

Schedule of Classifications & Position Descriptions

Title	RANGE	Salary Schedule	Exempt or Non-Exempt	Months Worked	Working Days	Holidays	Total Duty Days	Hours Per Day	Hours Per Year
Chief of Supplemental School Programs	I	SMASA	Exempt	12	249	12	261	7	1827

**ST. MARY'S COUNTY PUBLIC SCHOOLS
SUPERVISORS AND ADMINISTRATORS POSITION DESCRIPTION**

EXECUTIVE DIRECTOR OF SUPPLEMENTAL SCHOOL PROGRAMS

POSITION: Executive Director of Supplemental School Programs

REPORTS TO: Deputy Superintendent

LOCATION: Department of Supplemental School Programs

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**

**GRANT FUNDED TITLE I ELEMENTARY STUDENT, FAMILY, AND STAFF ENGAGEMENT
SUPERVISOR**

POSITION: Grant Funded Title I Elementary Student, Family, and Staff Engagement Supervisor (SFSES)

REPORTS TO: Executive Director of Supplemental School Programs

LOCATION: Title I Schools, Department of Supplemental School Programs

NATURE OF WORK:

This administrative position provides support to students, families, and school based staff at Title I schools to foster a whole child approach to improving student success.

ESSENTIAL FUNCTIONS:

DUTIES AND RESPONSIBILITIES:

- Provide onsite student support, mentoring, coaching, and family support to identified students, their families, and the school staff;
- Work with principal to observe students and staff; to provide support and create alternative strategies to foster academic success;
- Schedule, structure, and lead small group positive behavioral interventions for identified students at each Title I school;
- Actively participate in PST/IEP/PLC meetings for students at identified grade level or on case load;
- Provides training, mentoring, coaching for teachers and staff on positive relationship building and meaningful student accountability;
- Make home visits and work collaboratively with parents and serve as a parental advocate and school system liaison for identified students;
- Plan and support student transition with students and families to middle school;
- Collaborate with Title I principals and staff, central office staff as needed;
- Work collaboratively with MSDE and the Executive Director of Supplemental School Programs to align work with the Family Engagement Framework in the Title I Office at MSDE;
- Prepare surveys and reports as requested;
- Document time and activity;
- Complete staff observations and assist with evaluations;
- Maintain accurate records, up to date schedules, and required support documentation; and
- Other duties as assigned.

QUALIFICATIONS:

- Administrator I or II endorsement required;
- Minimum 3 years as an Assistant Principal or Principal;
- Title I experience required; and
- Elementary and middle school experience 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 (#5) for eleven and twelve-month employees – Range E.

BARGAINING UNIT ELIGIBILITY: SMASA

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 Educational Equity, Engagement, and Early Access
LOCATION: Department of Educational 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 LITERACY AND TECHNOLOGY COACH

POSITION: Grant Funded: Title I Literacy and Technology Coach

REPORTS TO: Executive Director of Elementary Schools and Title I

LOCATION: Title I Schools: Greenview Knolls Elementary, Green Holly Elementary, G.W. Carver Elementary, Park Hall Elementary and Lexington Park Elementary Schools

NATURE OF WORK: This is a professional position to meet the instructional goals of the school system by delivering instructional programs effectively to ensure student achievement with a primary focus on literacy and technology. The Literacy and Technology Coach also works with other staff within Title I schools to mentor, model, guide, and enhance the delivery of instruction to students, work with individual students or small groups of students to provide focused instruction, and/or to work with parents/guardians to promote literacy and technology in the home.

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;
- Support parents/guardians in promoting literacy and technology in the home, and;
- Participate in system-wide professional development to share at the school-level.

DUTIES AND RESPONSIBILITIES:

- Assumes major responsibility for the literacy instructional support of the school's reading and written language programs;
- Facilitates collaborative team discussions related to literacy and instructional decision-making sessions;
- Ability to work collaboratively and comprehensively with Title I professional literacy consultants to embed practices that support instruction;
- Works collaboratively with all staff and support service providers within the assigned school to facilitate literacy instruction;
- Works to ensure that professional development is embedded in the schedule in a meaningful manner and is occurring regularly;
- Provides leadership in literacy programmatic implementation and prepares required reports accurately;
- Models instructional practices in classrooms and provides coaching for other staff members, focusing on target areas identified to include Schoology and other online platforms;
- Provides training, mentoring, coaching, and support for teachers and staff;
- Provides direct literacy instruction for students as needed including with the use of Schoology and other online platforms;

- Assists classroom teachers with the administration, interpretation, and analysis of formal and informal assessments;
- Conducts professional development and formal presentations on literacy, for parents, teachers, and other colleagues;
- Serves on the School Improvement Team (SIT); and School based leadership team, Title I leadership team;
- Works collaboratively with Title I partners to foster coordination of programs including Head Start, Judy Center, etc.; and
- Other school-based and system-level Title I responsibilities as assigned.

QUALIFICATIONS:

- Possess advanced professional certificate or is eligible to receive APC in 2016-2017 school year;
- Holds valid certificate in early childhood or elementary education and certification as a reading specialist **OR** a master's degree in curriculum and instruction, or related content area;
- Minimum of five years of successful instructional experience
- Substantial successful teaching experience in Title I Schools required;
- Minimum of five years of successful experience in a leadership role preferably at a Title I school;
- Knowledge of curriculum and staff development; proven experience leading initiatives at the school or district level;
- Ability to relate well to students, colleagues, parents, and community members;
- Ability to develop and implement school wide programs and operationalize initiatives for skillful implementation;
- Successful experience with grant management and related compliance tasks;
- Ability to meaningful analyze, interpret, and communicate assessment results to drive improved instructional practice;
- Demonstrated ability to integrate technology in instruction; and
- Letter of recommendation by principal/immediate supervisor.

TERM OF EMPLOYMENT:

Full-time ten-month position. Additional work after hours and during the summer compensated by stipend.

SALARY GRADE RANGE:

The salary for this position will be based on the appropriate position on the teacher's salary schedule (#1).

BARGAINING UNIT ELIGIBILITY: EASMC

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

OFFICE MANAGER

POSITION: Office Manager

REPORTS TO: Director

LOCATION: Various Sites

NATURE OF WORK:

This is a highly complex supervisory work guiding, coordinating, and prioritizing work performed by the office secretarial staff. The work includes assuring high quality and accuracy of work performed by other clerical employees. The work is performed under the general supervision of the Director with minimal instruction or supervision. The Office Manager may perform administrative secretarial duties for the Director.

ESSENTIAL FUNCTIONS:

- Organizes, supervises, coordinates, and establishes priorities of tasks to be performed by other clerical employees;
- Prepares biweekly payroll reports;
- Assists with annual evaluations and leave approval of secretarial staff;
- Assists in interviewing job applicants; makes hiring recommendations;
- Maintains orderly office routines; and
- Reports to work daily and on time.

DUTIES AND RESPONSIBILITIES:

- Organizes, supervises, coordinates, and establishes priorities of tasks to be completed;
- Proofreads and edits all work completed by the secretarial pool;
- Prepares biweekly payroll reports;
- Assists with annual evaluations of secretarial staff;
- Assists in interviewing job applicants; makes hiring recommendations;
- Orders supplies and equipment; maintains adequate inventories;
- Greets visitors and answers telephone calls;
- Perform secretarial duties for the director;
- Provides training to other staff as necessary;
- Uses technology effectively to complete work;
- Maintains all necessary files for the department;
- Orders supplies and equipment; maintains adequate inventories;
- Proofreads and edits all work completed by the secretarial staff; and
- Performs other related duties as required.

QUALIFICATIONS:

Graduation from high school (or GED); further secretarial or office management training is desirable; five years of secretarial or general office experience, or two years of supervisory experience; passing score on a proficiency exam conducted by SMCPS (applicants must establish proficiency prior to accepting employment) and transcribe dictation as needed (optional), or any combination of experience and training that would provide the following knowledge, abilities, and skills:

- Ability to maintain effective working relationships with office staff, other school employees and officials, and the general public;

- Ability to communicate effectively, both orally and in writing;
- Thorough working knowledge of current technology, including office equipment and software;
- Ability to work independently without supervision;
- Ability to follow written and oral directions;
- Ability to proofread all written materials for accuracy, consistency, and correct English usage;
- Knowledge of school system reports, policies and procedures;
- Ability to make decisions in accordance with regulations and established policies;
- Ability to plan, organize, prioritize, coordinate, and supervise the work of others;
- Ability to evaluate the work performance of secretarial staff;
- Ability to maintain sensitive and confidential records and prepare reports from such records;
and
- 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 23.

BARGAINING UNIT ELIGIBILITY: EASMC-ESP

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

FISCAL SECRETARY –TITLE I

POSITION: Fiscal Secretary-Title I (Grant-Funded)

REPORTS TO: Executive Director of Supplemental School Programs

LOCATION: Department of Supplemental School Programs; Title I Schools

NATURE OF WORK:

This is a highly skilled secretarial position for specific Title I fiscal and federal functions in an office, at Title I schools, and in non-public participating schools and with related Title I programming functions within Title I schools. The employee performs fiscal work of considerable difficulty, typically works independently and assumes a major segment of the day-to-day fiscal management. The work is performed under the direction of the Executive Director and the Office Manager.

ESSENTIAL FUNCTIONS:

- Prepares and distributes correspondence, bulletins, reports, newsletters, brochures, agendas, forms, etc., as required and maintains appropriate files, records, and documents;
- Coordinates and communicates with various departments and with designated Title I school staff;
- Supports school based staff with fiscal record keeping and reconciliation;
- Provides support and assistance with fiscal processes and related procedures for Title I schools;
- Conducts on-site follow up reviews of Title I fiscal operations for compliance with policies, regulations, laws, and audits upon direction;
- Communicates with parents, staff, and other necessary parties in a calm and respectful manner;
- Schedules appointments and arranges conferences; and
- Reports to work daily and on time.

DUTIES AND RESPONSIBILITIES:

- Provides and updates the Executive Director and Office Manager with important items such as budget reports; spreadsheets, purchase orders, etc.;
- Prepares budget transfers, school based requests and related follow up, for the Executive Director;
- Handles payroll and leave forms for Title I staff;
- Handles and processes invoices for purchases; requisitions for staffing;
- Coordinates the purchasing of office equipment and supplies;
- Analyzes fund accounting, verifies correct account coding;
- Analyzes data from requisitions, invoices, and other reports for accuracy and completion by matching, reconciling, and verifying data;
- Notifies designated personnel of changes in expenditures in accounts;
- Arranges meetings and prepares paperwork for the Executive Director;
- Fills out and submits work orders for the Department;
- Prepares memos and letters at the direction of the Executive Director and/or Office Manager;
- Updates and organizes files and folders such as Board of Education policies and regulations;
- Detailed knowledge of fund accounting and ability to verify and correct account coding;
- Strong communication and interpersonal skills;

- Must be able to work with frequent interruptions, work under deadlines and pressure to meet scheduled and unscheduled deadlines, with an attention to detail;
- Assist with other general office duties as needed relevant to Title I and related Title I programs; and
- Performs other duties as assigned.

QUALIFICATIONS:

- Graduation from high school (or GED), required;
- Three (3) years of secretarial or general office experience OR an Associate's degree (or higher degree) in Accounting required;
- Passing score on a proficiency exam conducted by SMCPS (applicants must establish proficiency prior to accepting employment); and
- Experience and training that would provide the following knowledge, abilities, and skills:
 - Thorough working knowledge of office technology, including office equipment and software;
 - Considerable knowledge of school system reports, procedures, and processes;
 - Ability to maintain integrity and confidentiality; and manage sensitive information;
 - Considerable knowledge of effective office practices and procedures;
 - Ability to make decisions in accordance with regulations and established policies;
 - Ability to accept constructive feedback with frequently changing requirements;
 - Ability to communicate courteously and tactfully with students, teachers, parents, and the general public orally and in writing;
 - Ability to work independently with minimal supervision; and
 - 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 salary schedule for twelve-month seven hour employees – Range 15.

BARGAINING UNIT ELIGIBILITY: EASMC-ESP

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

PARAEDUCATOR – INSTRUCTIONAL (ELEMENTARY GRADES PK-5)

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
Title I, Part A Application Appendices
2020-2021**

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

Addendum 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:							
Develop 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.	Establish September- October 2020 Ongoing October 2020-June 2021	Title I, Part A	The development of an 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 as needed	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.
Help develop, monitor, implement, revise and refine Title I school plans	Increase the percentage of students performing on grade level in various content areas	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	October/November 2020 December 2020/January 2021 May/June 2021	Title I, Part A	Emails, agendas, feedback	Assessments, IRLA, DIBELS/IGDIS, Attendance, Discipline (data will be disaggregated by race, gender, SWD, ED, and EL status). Due to virtual learning, a focus will also be on connectivity.	Progress from the baseline data Surveys

Addendum 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.
Provide coaching and professional development on equity strategies	Increase the percentage of students performing on grade level in various content areas	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	At Principals' request or as an outgrowth of site-specific meetings October 2020-June 2021	Title I, Part A	Professional development evaluations, sign in sheets, agendas, feedback to staff	Assessments, IRLA, DIBELS/IGDIS, Attendance, Discipline (data will be disaggregated by race, gender, SWD, ED, and EL status). Due to virtual learning, a focus will also be	Progress from the baseline data Surveys
Analyze programmatic and school data	Increase the percentage of students performing on grade level in various content areas	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	Ongoing October 2020-June 2021	Title I, Part A	Analyses of data for Title I schools in collectively and individually Documentation of how the analyses were shared with schools	Assessments, IRLA, DIBELS/IGDIS, Attendance, Discipline (data will be disaggregated by race, gender, SWD, ED, and EL status). Due to virtual learning, a focus will also be on connectivity. Surveys to determine	Progress from the baseline data Surveys
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	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	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	County Benchmark Assessments, IRLA, DIBELS/IGDIS, Attendance, Discipline (data will be disaggregated by race,	Surveys, Evaluations, and Artifacts

Addendum 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.
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	Ongoing October 2020-June 2021	Title I, Part A	Analyses of data, documentation of the sharing of data with staff through an equity lens	County Benchmark Assessments, IRLA, DIBELS/IGDIS, Attendance, Discipline (data will be disaggregated by race, gender, SWD, ED, and EL status). Due to virtual learning, a focus will also be	Baseline and Periodic Performance Data, Meeting Summaries
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	At Principals' request or as an outgrowth of site-specific meetings	Title I, Part A	Surveys, Agendas, Sign- ins, Written feedback to staff, Summaries	County Benchmark Assessments, IRLA, DIBELS/IGDIS, Connectivity, Attendance, Discipline (data will be disaggregated by race, gender, SWD, ED, and EL status). Due to virtual learning, a focus will also be on connectivity.	Surveys, Evaluations, and Artifacts
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.	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	Feedback from participants via evaluations and surveys and artifacts

Addendum 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.
Provide workshops for the District Parent Advisory Council regarding equity practices in our Title I schools in collaboration with the Title I Student, Family, and Staff Engagement Supervisor	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.	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	Feedback from participants via evaluations and surveys and artifacts



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*

EAP Questions	EAP Responses
1. What is the overarching purpose of the initiative/plan/activity?	
2. Is the initiative, plan or activity resourced to guarantee full implementation and monitoring?	
3. Which groups could be inequitably affected by this initiative/plan/activity? How?	
4. Which group(s) will have the most concerns with this initiative/plan/activity? Why?	

<p>5. What unintended consequences could result from the initiative/plan/activity?</p>	
<p>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?</p>	
<p>7. What factors may be producing and perpetuating inequities associated with this issue? Does this initiative/plan/activity deepen these inequities or improve them?</p>	
<p>8. Who (e.g., individual, department, team) is the main driver for improving equity for this particular initiative/plan/activity?</p>	
<p>Next Steps</p>	
<p>After using the EAP for this initiative/plan/activity, should it move forward?</p>	
<p>If yes, what changes will you make in moving forward that could be more inclusive?</p>	
<p>What is the deadline on the changes before moving forward?</p>	

* Adapted from Jefferson County Public Schools, Louisville, KY

Addendum 2-2

Due to COVID-19, virtual meetings may occur and electronic signatures are acceptable on Title I communication.

Area of Growth for Title I, Part A - Consultant - **Targeted Support and Improvement School**

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?

X YES NO

If Yes, complete the table below:

Districtwide Strategies and Evidence-based	Goals	Provide Rationale-through an equity lens	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.
Consultant: Provide professional development, coaching and mentoring to teachers and staff with language and literacy	To improve developmentally appropriate practice for all ECE students, to minimize the IEP referral process through improved 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.	October/November 2020, January/February 2021, May 2021	Title I, Part A funds	Needs Assessment from ECE Staff, Agendas, sign-in sheets; emails to staff pre and post training/coaching/modeling;	IGDIs Progress for Pre-K, DIBELS, Heggerty Phonemic Awareness Assessments, IEP Referrals	Baseline with Beginning of Year Assessments or assessments when ECE students return: Progress in each language and literacy area, fewer children qualifying for an IEP
Data Review	Monitor and Intervene academically for IEP Carriers	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 2020, January/February 2021, May 2021	General Fund-Dept. of Special Education, Assessment and Accountability, Title I, Equity, Engagement, and Early Access	Intervention Data, IEP Progress R	Intervention Reports, Performance Matters correlations, IEP progress reports. SpED and DAA will provide reported information.	Students with IEP's will make growth on individual goals and objectives. Sped and DAA will provide reported information.

**St. Mary's County Public Schools
Title I, Part A Application Appendices
2020-2021**

3. Negotiated Agreement Between the St. Mary's Association of Supervisors and Administrators and the Board of Education of St. Mary's County (Media Allocation)

Appendices 3

**Agreement Between the
St. Mary's Association of
Supervisors and Administrators
and the Board of Education
of St. Mary's County**

SMCPS



SMASA

K. Media Allocation

Principals and directors 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. Elementary school assistant principals and Coordinator I's will receive \$500; middle school assistant principals and Coordinator II's will receive \$600; and high school assistant principals, supervisors, and Coordinator III's will receive \$800 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.

L. Summer Compressed Scheduled

In an effort to conserve utilities, SMCPS will implement a compressed summer schedule for a minimum of four and a maximum of six of the weeks when regular school is closed for students. The duty day of all eleven and twelve month employees scheduled to work in any of these weeks will be extended by 25% of their normal work hours on Monday through Thursday, and employees will be off Friday, excluding the week of the July 4th holiday. The normal core workday should be maintained. The schedule for implementing the additional 25% duty day will be mutually determined around the core workday by the employee and his/her 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 VIII. If leave is taken on any workday, it will be assessed at 1.25% of the work hours of a normal duty day.

**ARTICLE V
DUTY DAYS**

The Board will require one hundred ninety (190) duty days for ten-month employees, two hundred twelve (212) duty days for eleven-month employees, and two hundred forty nine (249) duty days for twelve-month employees.

In the event that the Board of Education or the Superintendent closes the school system to all employees during the Winter Break, bargaining unit members will be placed on paid Administrative Leave and these days will be counted as a duty day.

**ARTICLE VI
SALARY**

A. Eligible unit members shall receive the regular step progression as set forth in the salary scales as defined below, to the extent funding is approved within the annual budget.

1. School Year 2017-2018: All employees will receive their normal step progression on the salary scale.
2. School Year 2018-2019: All employees will receive their normal step progression on the salary scale.
3. School Year 2019-2020: All employees will receive their normal step progression on the salary scale and 1% cost of living scale adjustment.
4. School Year 2020-2021: All employees will receive their normal step progression on the salary scale and 1% cost of living scale adjustment.

B. The salary schedule reflects the following stipends effective July 1, 2017:

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

ORIGINAL GRANT BUDGET	3,277,110.00	AMENDED BUDGET #		REQUEST DATE	10/20/20
GRANT NAME	ESEA Title I, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	010-21		
REVENUE SOURCE	F	RECIPIENT AGENCY NAME	St. Mary's County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2020	9/30/2022	
			FROM	TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						63,485.50	63,485.50
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	303,067.00	31,325.00	5,919.12	5,000.00			345,311.12
203-205 Instruction Categories							
Prog. 01 Regular Prog.	5,910.00	2,000.00	23,373.20				31,283.20
Prog. 02 Special Prog.	1,539,707.50	189,940.48	101,764.92	3,692.00			1,835,104.90
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						101,590.00	101,590.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	23,100.00	16,000.00	7,500.00	17,400.00			64,000.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.			28,294.00				28,294.00
208 Student Health Services							0.00
209 Student Transportation				3,744.00			3,744.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				804,297.28			804,297.28
213 Food Services							
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	1,871,784.50	239,265.48	166,851.24	834,133.28	0.00	165,075.50	3,277,110.00

Finance Official Approval	Christine Jewett		10/28/2020	301-475-5511 x 32120
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. J. Scott Smith		11/5/2020	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Title II

Appendix D

Revised April 2020



Title II, Part A

Systems of Support for Excellent Teaching and Leading

Local School System: St. Mary's County Public Schools

Fiscal Year: 2021

Title II-A Coordinator: Jessica Cotugno

Telephone: 301-475-5511 extension 32115

E-mail: 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, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the purpose of Title IIA.
- (B) Seek advice from the individuals and organizations described in subsection (A) regarding how to best to improve LSS activities to meet the purpose of the title
- (C) Coordinate activities with related strategies, programs, and activities being conducted in the community.
- (D) Required consultation cannot interfere with the timely submission of the application

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.
- Providing Personalized Professional Learning, including conferences, workshops, and courses, to all staff that educate our children that is focused on improving teaching and 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 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 Department of Instruction Meetings with Instructional Directors
- Weekly Division of Curriculum and Instruction Meetings with Instructional Supervisors
- Joint meetings of the Department of 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
- 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, emailed Monday Messages)
- Establish TSI Assistance Teams for each of the three TSI schools. These teams will be comprised 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.

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 Basecamp to document both meeting agendas and meeting minutes for Cabinet, Department of Instruction and Department of Curriculum and Instruction Meetings
- Use of Schoology and Google Sites to document meeting agendas and provide as needed resources and supports for Administrator and Supervisory; and Instructional Resource Teacher meetings.
- Use of Google Surveys to provide feedback after Administrator and Supervisory meeting as well as New Teacher Seminar meetings 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 is needed for individual schools and teachers based on the data
- Use of School Improvement Plans by all to determine supports and resources schools and their staffs need
- Use of Performance Matters/UNIFY to monitor student achievement data
- 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.
- The use of the Basecamp platform will be used to house TSI Assistance Team Agendas and supporting documents. The agendas will share the data reviewed monthly and those supports requested and deployed (ex: collaborative planning funds for general education and special educators to meet and co-plan for specific students as identified in the cohort).

In addition to the consultation methods mentioned above, unique communication and collaboration opportunities have occurred in 2020 as a result of school closures. The results of collected survey information from teachers, parents, and community members along with school system updates have been regularly provided at Town Hall Meetings and Board of Education presentations. Recordings of these meetings are posted on the SMCS YouTube Channel. This process will continue throughout the 2020-2021 school year.

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To develop and maintain an accounting system for Title II funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of the grant and are necessary 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 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.

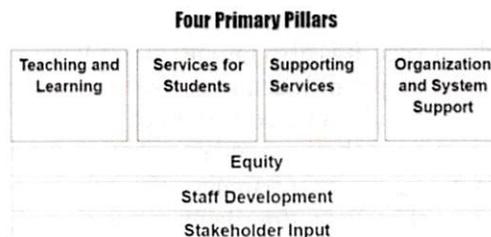
Due to school closures that began on March 16, 2020, some of our traditional means of collecting and reviewing data were altered as we prepared for the current school year. Teachers and students spent the last three months of the 2019-2020 school year engaging with students in a virtual world. Over 90% of students participated in online learning experiences using Imagine Learning and Edgenuity. The remaining students participated in learning activities using print resources that were mailed home.

As we considered how to transition students from a completely virtual learning experience to hybrid instruction (2 day face-to-face in school; 3 days completed independently online) the following guiding principles informed the St. Mary's County Public Schools Safe to Return School Plan:

- Health and Safety
- Equity and Access
- Communication and Engagement
- Engaging and High Quality Instruction
- Technology and Resource Support
- Meeting the Diverse Learning Needs

Over 90 stakeholders participated in workgroups that supported the creation of the St. Mary's County Public Schools Safe Return to School Plan. Stakeholder representation included parents, students, teachers, Education Association members, Administrators, Central Office staff, and the St. Mary's County Health Department. Additional feedback was collected from other stockholders across the community through surveys and Town Hall meetings.

Stakeholder workgroups were aligned to four pillars (Teaching and Learning, Services for Students, Supporting Services, Organization and System Support), with underling cross-cutting themes (equity, staff development, stakeholder input) that ensured needs were meet across the planning process.



Equity is addressed in each area of the SMCPSS recovery plan, and was a guiding principle set forth for each planning team. As we work to provide educational opportunities for all students, a key element in our planning process is ensuring that learning is both available and accessible for all students. Our planning and implementation will give special attention to diversity, equity, and inclusion goals. The particular access and support required for one student or group may be different from that needed by others. All plans will be reviewed through an equity and inclusion lens.

All St. Mary's County Public School students began the school year in a virtual-only instructional model. SMCPSS is utilizing Schoology as its learning management platform. Schoology offers the opportunity of learning modalities involving synchronous virtual experiences. SMCPSS is committed to meeting all students' needs, and the Schoology platform will meet those individualized needs.

While the extended school closures have a significant impact on the education of Maryland students statewide, it is recognized that students with disabilities may experience increased distress and negative educational consequences due to the changes in instructional method and environment. There is a continuum of teaching and learning connected by the individualized Continuity of Learning Plans (IEP as written, amended IEP, or revised IEP) for students with disabilities as we prepare for, and implement, recovery efforts. In order to ensure the English Language Learners (ELs) receive an equitable education, collaborations will occur between the content and ESOL teachers on a regular basis.

Students will be phased into the hybrid instructional model starting with students that receive specialized services (phase 1). Phase 2 will bring back grade-level groups including pre-kindergarten, kindergarten along with grades 6, 9, and 12. In Phase 3, additional grade levels will return until all grades have returned. All students will access remote/online learning activities using the Schoology learning management system. Online Schoology course content has been aligned to the Maryland College and Career Readiness Standards. Within the Schoology courses, formative and summative assessments have been built-in to help identify instructional strengths and gaps the need to be addressed in "real-time."

During this period of virtual learning, technology has presented new uncharted opportunities for educators, school administrators, and families to leverage the benefits of technology to support learning and encouraging meaningful parent participation. A survey was conducted during June-July 2020. Results indicated a need for technology and infrastructure to support virtual learning. St. Mary's County Public Schools has approved expanding the one to one computing initiative to include all secondary schools, with the acquisition of over 8,000 new laptops. This expansion means that every SMCPSS student in grades 6-12 will have access to a personally assigned SMCPSS-provided laptop for use at home and at school. Based on additional funding and availability, the program will be expanded to include 2nd through 5th grade students. Plans also include the deployment of iPad technology for students in Kindergarten and 1st grade. Additionally, the school system has purchased an additional 69 wireless hotspot devices for distribution to families when reliable home internet access is not available. The school system is working with State and County agencies to review other opportunities to provide connectivity to students that do not currently have access.

Teaching and learning will look different during the 2020-2021 school year with the combination of virtual, hybrid, and face-to-face instruction. Additional considerations with these instructional methods include the adaptability of these models based on public health considerations, family choice, 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.

As schools reopen for the 2020-2021 school year, it is also important to plan for the mental and social-emotional well-being of students, staff, and families. Under all possible return scenarios, mental health supports will be necessary considerations. SMCPSS 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. This will be accomplished by addressing the following components of the [Maryland Together Plan](#): Pre-planning for phased re-entry, mental health support, consultation/coordination, counseling support for all students, family support, and staff support. Mental health and wellness resources will be communicated and made available to all staff. Guided support will be offered as staff

transitions back to work in the form of check-ins, wellness groups, communication of available community-based resources, and mini-webinars on topics such as trauma, rebuilding relationships with students, and self-care.

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 support identified needs.

The full SMCPS Recover Plan Fall 2020 can be viewed here:

<https://docs.google.com/document/d/1WNWDziL3iZiadl-Yef2MkGsPeLeE-jNi8RZbzs-8mog/edit#>

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, hybrid)
- 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 Office of Supplemental Programs; and the Office of Student Services and all the grants they receive – Titles I, II, III, and IV, NCIL, SRCL, Safe to Learn.
- Bring more contracted specialists to our staff for training so we can ensure that both a consistent message is being shared and that, for some of the activities, we can develop our own staff to become “trainer or trainers”
- Participate in all trainings and supports offered by MSDE to both our system leadership, such as content supervisors, as well as to our teachers, such as FAME training
- Support the professional learning of teacher leaders through participation in national and state conferences as well as the local Common Ground conference, 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

Due to school closures on March 16, 2020, no 2020 MCAP data is available. MCAP data from 2019 and 2018 is included below.

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MCAP Reading 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	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
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"> ● anticipated outcomes ● implementation plan ● intended audience ● specific timeline ● plan for evaluation 	Cite: <ul style="list-style-type: none"> ● the level of evidence ● study or studies that support this activity/series ● the rationale for your rating 	Total Public School Costs
1. Strategies and Activities to Recruit and Hire Effective Teachers and Principals				
1.1	<p>Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B).</p> <p>The LSS may develop initiatives that provide:</p>	N/A		
1.1.1	expert help in screening candidates and enabling early hiring [Section 2103](b)(3)(B)(i)	N/A		
1.1.2	<p>ii. differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems</p> <p><i>*Note: Because the purpose of Title II Part A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or</i></p>	N/A		

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	<i>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 teachers 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 exam, Principal II test, and ParaPro assessment.</p> <p>Specific Timeline: These funds will be made available throughout the 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>The Secretary's Sixth Annual Report on Teacher Quality. A Highly Qualified Teacher in Every Classroom <i>US Department of Education</i></p> <p>https://eric.ed.gov/?q=highly+qualified+teachers+student+achievement&ft=on&pg=2&id=ED513872</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>	\$7,050
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 Outcomes: Offer MSDE-approved coursework in reading that promotes completion of certification and highly qualified requirements such as Reading in the Content Areas I and II, etc. From these experiences participants will learn to design strategic instruction using appropriate reading materials to achieve content</p>	<p>Maryland State Approved Reading Courses</p> <p>http://marylandpublicschools.org/about/Documents/DEE/ProgramApproval/Reading/ReadingCoursesOctober2017.pdf</p>	\$7,776

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		<p>area goals. Participants will also develop classroom environments that foster and support positive attitudes towards reading.</p> <p>Specific Timeline: These funds will provide funding for six classes to be taught throughout the school year.</p> <p>Intended Audience: Any administrator, teacher, or paraeducator.</p> <p>Implementation Plan: The Human Resources Department in collaboration with the Department of Curriculum and Instruction will publicize and promote these courses. The courses will be taught by instructors that are highly qualified and will meet the course criteria established by MSDE.</p> <p>Plan for Evaluation: Data collected on how many administrators, teachers and/or paraeducators completed the courses offered. An end of course evaluation will be given to all participants as well as a Google Drive established to warehouse all the final projects. Final projects will be used to determine if outcomes have been met and if any facets of the course need to be revised and/or what projects should be replicated for others at the county level.</p>	<p>This MSDE published document shares the state of Maryland's commitment to ensure teachers have the coursework needed regardless of the grade and content that they teacher to teach reading to all students.</p> <p>Malatesha Joshi, R., Binks, E., Hougen, M., Dahlgren, M. E., Ocker-Dean, E., & Smith, D. L. (2009). Why Elementary Teachers Might Be Inadequately Prepared to Teach Reading. <i>Journal of Learning Disabilities, 42</i>(5), 392-402. https://www.researchgate.net/publication/26307089_Why_Elementary_Teachers_Might_Be_Inadequately_Prepared_to_Teach_Reading</p> <p>This study confirmed the need for providing ongoing professional development and collaborative opportunities for reading instructors to foster greater knowledge of and improved performance in literacy instruction.</p> <p>This is a level 4 program. While no empirical studies have been conducted for funding the MSDE-approved coursework needed for certifications, there is rationale that offering courses needed for certifications "in house" is likely to improve relevant outcomes based on the high-quality research findings cited above.</p>	
1.2	<p>Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-</p>	N/A		

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	<p>career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;</p>			
<p>1.3</p>	<p>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>	<p>Anticipated Outcome: Increase student achievement by funding salaries and fringe benefits for teachers to reduce class size. Four schools will receive an 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 33 students per class to 24 students per class.</p> <p>Dynard Elementary School- Grade 2 – an additional FTE reduces the class size from 33 students per class to 22 students per class.</p> <p>Greenview Knolls Elementary School- Grade 2 – an additional FTE reduces the class size from 33 students per class to 22 students per class.</p> <p>Piney Point Elementary School- Grade 1 – an additional FTE reduces the class size from 30 students per class to 20 students per class.</p> <p>Specific Timeline: These FTE will be employed for the 2020-2021 school year.</p> <p>Intended Audience: Benjamin Banneker Elementary School; Dynard Elementary School; Greenview Knolls Elementary School; and Piney Point Elementary School.</p>	<p>“Another Look at the Glass and Smith Study on Class Size” <i>James L. Phelps; <u>Educational Considerations Fall 2011</u></i> https://eric.ed.gov/?id=EJ964520</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>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 high-quality research findings cited above.</p>	<p>\$281,323</p>

		<p>Implementation Plan: Human Resources will work with the building principals to hire highly qualified teachers for these classroom positions 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>		
	Other Evidence-Based Activities Related to Recruiting and Hiring Effective Teachers and Principals:	N/A		
2. Strategies and Activities to Improve the Quality of the Teaching Force				
2.1	<p>Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement.</p> <p>The LSS may develop initiatives that:</p>	N/A		
2.1.1	help all students develop the skills essential for learning readiness and academic success;	N/A		
2.1.2	use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the 'Family Educational Rights and Privacy Act of 1974') (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;	N/A		

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2.1.3	effectively engage parents, families, and community partners, and coordinate services between school and community;	N/A		
2.1.4	effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);	N/A		
2.1.5	provide opportunities for experiential learning through observation	N/A		
2.1.6	provide training, technical assistance, and capacity-building to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement (which may include providing additional time for teachers to review student data and respond, as appropriate)	<p>Anticipated Outcome: Increase teacher effectiveness by providing professional development activities using the “trainer or trainer” model for system initiatives such as Standards-Based grading and Multi-Tiered Systems of Support.</p> <p>Monies are also budgeted for purchase of books to support initiatives such as new teacher seminars and supplies for facilitation.</p> <p>Specific Timeline: These funds will provide stipends to pay teachers to attend workshops and classes throughout the school year in order to be the “trainer of trainers” back at their school sites.</p> <p>Intended Audience: Select highly-qualified teachers and paraeducators.</p> <p>Implementation Plan: The Department of Curriculum and Instruction in collaboration with building principals, the Department of Special Education, the Office of Assessment and Accountability, and the Department of Student Services will determine system initiatives and then those staff that would best be trained to train their colleagues. Training will be done in the summer as well as throughout the school year as needed, and as data on system initiatives become available.</p>	<p>Key Characteristics of Teacher Leaders in Schools <i>Lumpkin, Angela; Claxton, Heather; Wilson, Amanda; Administrative Issues Journal: Connecting Education, Practice, and Research, v4 n2 p59-67 2014</i></p> <p>http://files.eric.ed.gov/fulltext/EJ1058520.pdf</p> <p>This journal article shares how teacher leaders can work to bring back and foster system initiatives while providing collegial support. The article is supported throughout with references to current research in the field of “teacher of teacher” learning.</p> <p>This is a level 4 program. While no empirical studies have been conducted for the funding of trainer of trainer professional development models and student achievement, there is a rationale that the funding of trainer of trainer professional development models is likely to improve relevant outcomes based on the high-quality research findings cited above.</p>	\$6,759

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		<p>Plan for Evaluation: Data such as Response to Interventions (RTI) will be used to determine the training and supports needed throughout the year. Adjustments will be made according to the data collected.</p>		
<p>2.1.6</p>	<p>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>	<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"> • Teachers will collaboratively plan and incorporate UDL strategies into daily lesson planning. • Teachers will use assessment data to identify and track deficit standards. • Teachers will use assessment data to determine student specific intervention, support, and enrichment needs. • Teachers will collaboratively design and implement formative and/or summative assessments based on identified needs. • Teachers will collaboratively review student work samples to determine instructional next steps. • Teachers will increase comfort with standards-based grading. <p>Specific Timeline: These funds are to be used for stipends or substitutes for the 2020-2021 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</p>	<p>Pieces of the Learning Puzzle Tracy Crow; April 2015/ Volume 36 No. 2</p> <p>https://creatingwhatsnext.org/journal/april-2015-issue/pieces-of-the-learning-puzzle/</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 (PLC's) and student achievement, there is a rationale that the funding of support for PLC's is likely to improve relevant outcomes based on the high-quality research findings cited above.</p>	<p>\$80,989</p>

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		<p>can be requested, accessed, and utilized.</p> <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: Ask for artifacts for activities undertaken by school teams to validate use of funds as well as create models for other schools. Select various groups/teams/teachers utilizing the money to survey about the experience and the influence on their own professional learning and the impact on the achievement of their students.</p>		
2.1.6	<p>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>	<p>Anticipated Outcome: Provide stipends for individual and teacher/administrative teams to develop and then complete self-proposed action research projects to: analyze data; select, construct and implement assessments, interventions and activities; and provide time to review work to plan next instructional steps. This year our system focus will continue to be incorporation of UDL strategies into daily lesson planning (virtual, face-to-face, hybrid); analyzing data and developing formative assessment to benchmark deficit standards; Standards Based Grading; and documentation and use of Response to Intervention data with fidelity. The anticipated project outcomes would be an increase in teacher effectiveness and/or student achievement as a result of the completion of a self-identified action research project. Example outcomes could include:</p> <ul style="list-style-type: none"> • Research and implement an instructional routine or practice designed to increase 	<p>Pieces of the Learning Puzzle Tracy Crow; April 2015/ Volume 36 No. 2</p> <p>https://learningforward.org/docs/default-source/jsd-april-2015/pieces-of-the-learning-puzzle.pdf</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 (PLC's) and</p>	\$59,940

TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING
Local School System: St. Mary's County Public Schools

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		<p>teacher effectiveness and/or student achievement (ex: Daily 5)</p> <ul style="list-style-type: none"> • Research and implement UDL strategies in a variety of instructional models (virtual, face-to-face, hybrid). • Research and implement strategies for increasing student engagement in a variety of instructional models (virtual, face-to-face, hybrid). • Research and implement formative and summative assessment strategies that can be used in a variety of instructional models (virtual, face-to-face, hybrid). <p>Specific Timeline: These funds are to be used for stipends or substitutes for the 2019-2020 school year or until exhausted.</p> <p>Intended Audience: All schools in SMCPs.</p> <p>Implementation Plan: The Director of the Department of Curriculum and Instruction (DCI) will inform schools of the process for submission of action research projects and how these funds can be requested, accessed, and should be spent.</p> <p>The Director of DCI and content supervisors will monitor use of these funds throughout the year giving guidance as needed to participating individuals and groups.</p> <p>Plan for Evaluation: Submission of completed action research projects by participating individuals and groups will be collected and reviewed by the Director of Curriculum and Instruction, content supervisors and/or select lead teachers. Projects will</p>	<p>student achievement, there is a rationale that the funding of support for PLC's is likely to improve relevant outcomes based on the high-quality research findings cited above.</p>	
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TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING
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		serve to create models for others as well as be used by content supervisors to supplement their content resources.		
2.1.7	developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science	N/A		
2.2	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 The LSS may develop initiatives that increase:	N/A		
2.2.1	the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing;	N/A		
2.2.2	the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;	N/A		
2.2.3	use of techniques and supports needed to help educators understand when and how to refer	N/A		

TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING
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	students affected by trauma and children with, or at risk of, mental illness			
2.2.4	the ability of teachers, principals, or other school leaders to address issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism	N/A		
2.2.5	the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate	N/A		
2.2.6	providing training to support the identification of students who are gifted and talented, including high ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students	N/A		
2.2.7	providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse	N/A		
2.2.8	provide high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate)	N/A		
2.2.9	Other Evidence-Based Activities Related to Improving the Quality of the Teaching Force:	N/A		
3. Strategies and Activities to Retain and Provide Support to Effective Educators				
3.1	Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage	N/A		

TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING
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	<p>of low-achieving students</p> <p>The LSS may develop initiatives that:</p>			
3.1.1	provide new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement; and increase the retention of effective teachers, principals, or other school leaders	N/A		
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 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, provide support to master teachers who will serve as facilitators at New Teacher Orientation and monthly New Teacher Seminars.</p> <p>Specific Timeline: These funds will provide stipends to pay six lead mentors, including a lead mentor representing special education, for facilitating throughout the year at New Teacher Induction Events.</p> <p>Intended Audience: Select highly-qualified lead mentors</p> <p>Implementation Plan: The Department of Curriculum and Instruction in collaboration with building principals and the Department of Special Education will identify lead mentors. Training of lead mentors will be done in the summer as well as throughout the school year as needed. Lead mentors will participate in monthly New Teacher Seminars as well as in school sites assisting mentor teams.</p>	<p>Research in Higher Education Journal: Mentoring for new-hire, page 1 Mentoring for new-hire success in any profession <i>Charles K. Runyan Pittsburg State University</i></p> <p>http://files.eric.ed.gov/fulltext/EJ1064631.pdf</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 references providing research that supports the concepts in the paper that directly link to the components of our leader mentor training and facilitating that we deliver.</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>	\$13,893

TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING
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		<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>3.1.2</p>	<p>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>	<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 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 whomever attends these conferences will bring back the information and share with others in forums such as content newsletters; staff/department/PLC meetings; and county led workshops.</p>	<p>Pieces of the Learning Puzzle Tracy Crow; April 2015/ Volume 36 No. 2</p> <p>https://learningforward.org/docs/default-source/jsd-april-2015/pieces-of-the-learning-puzzle.pdf</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 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>	<p>\$16,800</p>

TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING
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		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.		
3.1.3	provide financial incentives for teachers and principals with a record of helping students to achieve academic success	N/A		
3.1.4	include teacher advancement initiatives to promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, instructional coach, or teacher leader) and pay differentiation.	N/A		
3.1.5	support the instructional services provided by effective school library programs	N/A		
3.1.6	improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback	N/A		
3.1.7	provide common planning time to help prepare students for postsecondary education and the workforce	N/A		
3.1.8	Other Evidence-Based Activities Related to Retaining and Providing Support to Effective Teachers and Principals:	N/A		

4. Use of Funds to Improve Equitable Access to Effective Educators To All Students

4.1	If using Title II, Part A funds to improve equitable access to effective teachers and principals for all students, describe how such funds will be used for this purpose.	N/A		
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***Below is a list of “Warehouses” with multiple sources on various topics with research already evaluated on the strength of the link between evidence and outcome.**

- [Evidence for ESSA](#) (Hopkins)

- [Report on School Leadership Interventions under ESSA](#) (RAND)
- [Social and Emotional Learning Interventions under ESSA](#) (RAND)
- [What Works Clearinghouse](#) (IES)
- [Evidence-Based Intervention Network](#) (University of Missouri)
- [National Center on Intensive Intervention](#) (AIR)
- [Substance Abuse and Mental Health Services Registry](#) (SAMHSA)
- [Results First Clearinghouse Database](#) (Pew)
- [Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools](#) (Hopkins)
- [Impact of Family Involvement on the Education of Children](#) (MDRC)

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 Frameworks for Social Studies. 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 to use the academic standards to develop lesson plans, assignments, and assessments that help their students master the knowledge and skills defined by the academic standards.

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) 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 on-going consultation, and manage disputes and/or complaints.

On August 20, 2020, 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 August 21, 2020, 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 Application distributed to Non-Publics](#)

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. Due to current school building closures, this 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.

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.

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 non-public 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 on-going and multifaceted (email; certified mailings; meetings; phone conversations)
- Dialogue and discussion with individual schools occurs as needed in regards to their Needs Assessment
- Two Federally Funded Grant meetings are scheduled each school year (fall, spring).
- 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)

18,083 SMCPS students + 2,048 Nonpublic students = 20,131 students
SMCPS Title II allotment \$539,050 – Administrative Costs \$0 = \$539,050
 $\$539,050 / 20,131 \text{ students} = \$26.777109 \text{ per student}$

Participating Private Schools:

Bay Montessori

70 students x \$26.777109 per student = \$1,874.40

Father Andrew White

242 students x \$26.777109 per student = \$6,480.06

King's Christian Academy

362 students x \$26.777109 per student = \$9,693.31

Little Flower School

123 students x \$26.777109 per student = \$3,293.58

Lexington Park Baptist Church Pre-School

28 students x \$26.777109 per student = \$749.76

Mother Catherine Academy

168 students x \$26.777109 per student = \$4,498.55

St. John's School

240 students x \$26.777109 per student = \$6,426.51

TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING
Local School System: St. Mary's County Public Schools **Fiscal Year: 2021**

St. Michael's Catholic

143 students x \$26.777109 per student = \$3,829.13

St. Mary's Ryken

672 students x \$26.777109 per student = \$17,994.22

Total Amount of Transfers: \$54,839.52

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: 2021

Title II, Part A Budget Narrative						
Activity #	Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
				Total:		
1.1.3	203-205 – 09 / 01	CPD Course Instructor Stipends	4 instructors x \$1800 per course	\$7,200.00		\$7,200.00
1.1.3	212 / 04	Fixed Charges	\$7,200 x 8%	\$576.00		\$576.00
				Total:		\$7,776.00
1.1.3	203-205 – 09 / 04	Praxis Testing	47 assessments x \$150 (average cost)	\$7,050.00		\$7,050.00
				Total:		\$7,050.00
1.3	203-205 – 01 / 01	FTE Positions	Teacher 1: 52,877.00 Teacher 2: 54,992.00 Teacher 3: 54,992.00 Teacher 4: 52,877.00 *Note: The actual estimated salaries are \$215,738; Carry over balances of \$22,051 from FY20 salaries will cover the difference. $\$215,738 - \$22,051 = \$193,687$	\$193,687.00		\$193,687.00

TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING
Local School System: St. Mary's County Public Schools **Fiscal Year: 2021**

1.3	212 / 04	Total Fringe Benefits	<p>Total Fringe Benefits @ Actual; Heath - \$54,341; Annual Life Fringe - \$86; FICA & Workmans Comp - \$17,259; Pension - \$32,274.</p> <p>*Note: The estimated Fixed Charges calculated on actual estimated salaries of \$215,738. $\\$215,738 \times 8\%$ FICA and Worker's Compensation = \$17,259; Life Insurance 2 employees out of 4 take this benefit $2 \times \\$43 = \\86; Pension $\\$215,738 \times 14.96\% = \\$32,274$; Health (dependent on plan they select) \$23,170 + \$16,612 + $\\$7279.50 \times 2 = \\$54,341$</p> <p>*Note: The actual estimated fixed charges are \$103,960; Carry over balances of \$16,324 from FY20 fixed charges will cover the difference. $\\$103,960 - \\$16,324 = \\$87,636$</p>	\$87,636	\$87,636.00	
				Total:	\$281,323.00	
					Activity 1.0 Total	\$296,149.00
2.1.6	203-205 – 09 / 01	Trainer of Trainer Sessions	100 hours x \$30/hour	\$3,000.00	\$3,000.00	
2.1.6	212 / 04	Fixed Charges	\$3000 x 8%	\$240.00	\$240.00	
				Total:	\$3,240.00	
2.1.6	203-205 – 09 / 03	Trainer of Trainer Materials (Books, Chart Paper, Post its, Markers, etc.)	\$3,519	\$3,519.00	\$3,519.00	
				Total:	\$3,519.00	
2.1.6	203-205 – 09 / 01	Collaborative Planning	1,750 Teacher stipend hours x \$30/hour (\$52,500) and 1,730 Substitute stipend hours X \$13/ hour (\$22,490)	\$74,990.00	\$74,990.00	

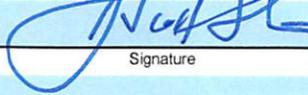
TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING
Local School System: St. Mary's County Public Schools **Fiscal Year: 2021**

2.1.6	212 / 04	Fixed Charges	$\$74,990 \times 8\%$	\$5,999.00		\$5,999.00
				Total:		\$80,989.00
2.1.6	203-205 – 09 / 01	Action Research Projects	1850 hours x \$30/hour	\$55,500.00		\$55,500.00
2.1.6	212 / 04	Fixed Charges	$\$55,500 \times 8\%$	\$4,440.00		\$4,440.00
				Total:		\$59,940.00
Activity 2.0 Total						\$147,688.00
3.1.2	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)	\$12,864.00		\$12,864.00
3.1.2	212 / 04	Fixed Charges	$\$12,860 \times 8\%$	\$1,029.00		\$1,029.00
				Total:		\$13,893.00
3.1.2	203-205 – 09 / 04	Conferences	21 people x \$800	\$16,800.00		\$16,800.00
				Total:		\$16,800.00
Activity 3.0 Total						\$30,693.00
6.0	203-205 – 07 / 08	Non-Public Transfers		\$54,840.00		\$54,840.00
				Total:		\$54,840.00
	201 – 22 / 08	Indirect Cost	2.04% Indirect Cost: (Indirect Rate/ (1+Indirect Rate)) * Allowable Charges (Grant total minus Transfers) Indirect Cost: (.0204/ (1 + .0204)) * (539,050- 54,840) = 9,680	\$9,680.00		\$9,680.00
				Total:		\$9,680.00
Grand Total:						\$539,050.00

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

ORIGINAL GRANT BUDGET	539,050.00	AMENDED BUDGET #		REQUEST DATE	09/24/20
GRANT NAME	Improving Teacher Quality, Title II Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	119-21		
REVENUE SOURCE	F	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2020	6/30/2022	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						9,680.00	9,680.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	193,687.00						193,687.00
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						54,840.00	54,840.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	153,554.00		3,519.00	23,850.00			180,923.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				99,920.00			99,920.00
213 Food Services							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	347,241.00	0.00	3,519.00	123,770.00	0.00	64,520.00	539,050.00

Finance Official Approval	Jennifer Shaffer		10/1/2020	301-475-5511 x32168
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. J. Scott Smith		10/1/2020	301-475-5511x 32178
	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**

St. Mary's County Public Schools

2020-21



Office of English Learner/Title III

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

	Local School System: <u>St. Mary's County</u> Fiscal Year 2021	
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SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

A. REQUIRED ACTIVITIES [SEC. 3115(c)]: An eligible entity receiving funds under section 3114(a) **MUST** use the funds in the required activities before spending funds in the authorized activities.

1. To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [section 3115(c)(1)]			
Required Activities	Descriptions	Public School Costs	Private School Costs
	<p>Please address each item (a-c) in your required activity descriptions.</p> <ul style="list-style-type: none"> 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 [section 3115(c)(1)].	<p>a) In order to improve the English proficiency and academic achievement of English learners, we will purchase ELlevation 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 grade-level content</p> <p>In order to increase the reading and writing proficiency levels of ELs in grades 1-8, we will renew our current educational software: Imagine Learning. These licenses will be used as a supplemental instructional resource in order to increase the</p>	12,000	

	<p>reading and writing proficiency levels of ELs in grades 1-8. This purchase will allow for all level 1 and 2 ELs in St. Mary’s County Public Schools to have an annual license. Imagine Learning addresses the individualized instructional needs for language and literacy of our ELs. This purchase includes licenses, implementation costs, training, support, and upgrades.</p> <p>The purchase of Imagine Learning supports evidence-based practices at a level 2.</p> <p>b) Timeline: September 2020 (ELlevation). We will start with training our ELL teachers first. Content teachers will be introduced to the platform two months later in November. September 2021 (Imagine Learning). This will cover the last installment of a 3 year contract and will thus allow us use through SY 2021-22.</p> <p>c) Upon consultation, private school would like to use funds to purchase 5 iPads for use with the language and literacy program, Imagine Learning, to help provide literacy support for their ELs.</p>	10,000	2255
<p>2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)]</p>			
<p>Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [section 3115(c)(2)(D)].</p>			
2.1 Providing for professional development designed to improve the instruction and	<p>a) <u>Membership/registration fees for conferences</u> such as MELLFIN and WIDA for family engagement, best instructional practices, latest research</p>	7,000	

<p>assessment of ELs [section 3115(c)(2)(A)].</p>	<p>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: 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) Timeline: School year 2020-21: Virtual WIDA Conference in October 2020 & MELLFIN Conference (virtual or in-person) May 2021. This amount should also cover the cost of these two conferences in the fall of 2021 (WIDA) and spring of 2022 (MELLFIN).</p> <p>c) Upon consultation with private school representative, they would like to use their funding allotment for EL conferences as well.</p>		497
<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 [section 3115(c)(2)(B)].</p>	<p>a) 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) Timeline: School year 2020-21: Purchase ELlevation and train ELL teachers in October 2020. Train content teachers in November 2020. Continuation of ELlevation training through the 2021-22 school year, with emphasis on the training of content teachers.</p> <p>c) n/a</p>	6,000	

2.3 Providing for professional development effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs [section 3115(c)(2)(C)].	a) b) c)		
3. To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs [section 3115 (c)(3)]			
3.1 Providing parent, family, and community engagement activities that may include strategies that serve to coordinate and align related programs [section 3115(c)(3)].	<p>a) In order for parents to understand their role as supporter of their child’s mathematics and literacy development at home, we will host a County-Wide EL Parent Information Family Night. This evening event is designed to give parents an opportunity to become acquainted with the technology used to help support their student’s English literacy and math development. There will be student-led demonstrations for parents to show them how to access these digital programs at home. This activity supports the Local ESSA Consolidated Strategic Plan objective of providing opportunities to have EL parents working together with teachers and administrators in order to discuss and share their students’ achievement data. Title III funds will be used to provide supplies and refreshments for parents and families.</p> <p>b) Timeline: This activity will take place in the fall of 2021 since we still have leftover money from last year’s grant for this activity.</p> <p>c) n/a</p>	283	

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

	Local School System: <u>St. Mary's County</u>	Fiscal Year 2021
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***SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]:** Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.*

B. AUTHORIZED ACTIVITIES [SEC. 3115(d)]: An eligible entity receiving funds under section 3114(a) may use the funds to achieve any of the authorized activities. *(Please note that the entity must utilize Title III funds to support A. Required Activities prior to allocating funds for B. Authorized Activities.)*

4. To improve the education of ELs by assisting the children to learn English and meet the challenging State academic standards [section 3115(a)]			
Authorized Activities	Descriptions	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 [section 3115(d)(1)].	a) b) c)		
4.2 Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and	a) b) c)		

assessment procedures [section 3115(d)(2)].			
4.3 Providing to ELs tutorials and academic or career and technical education [section 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 [section 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 [section 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 achieve success in postsecondary education [section 3115(d)(8)].	a) b) c)		

5. To provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families [section 3115(d)(6)].

5.1 Providing programs to improve the English language skills of ELs [section 3115(d)(6)(A)].	a) b) c)		
5.2 Providing programs to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].	a) b) c)		
6. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>Every Student Succeeds Act</i> [section 3115(d)(9)].			
6.1 Carrying out other activities that are consistent with the purposes of this section [section 3115(d)(9)].	a) b) c)		

C. ADMINISTRATIVE EXPENSES [SEC. 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may use **not more than 2 percent** of such funds for the cost of administering this subpart.

7. Administrative Expenses		Public School Costs	Private School Costs
7.1 Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%.			

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 (2.04%)	720
Total Title III, Part A English Language Acquisition Funding		\$38,755

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: _____ St. Mary's County _____ Fiscal Year 2021
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E. EQUITABLE SERVICES TO ENGLISH LEARNERS (ELs) IN PRIVATE SCHOOLS:

Services and other benefits to private school students must be secular, neutral, and non-ideological [Sec. 8501(a)(2)], must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel [Sec. 8501(a)(3)(A)]. To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools [Sec. 8501(a)(3)(B)].

1. All school systems must submit the following documents in Appendix H.

- Consultation timeline for each program
- Signed Affirmation of Consultation
- Complaint procedures/dispute resolution process for covered programs under ESSA
- Total number of participating ELs in private schools 24

2. Describe 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 information regarding the names of participating private schools and number of private school students, and the calculated cost per pupil that will benefit from Title III services in the Attachment H Equitable Services Table [Sec. 8501 (a)(4)(C)].

Total Amount for Private School Transfers: \$2,751.84

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 2019-20, two private schools 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).

F. RECIPIENT ASSURANCES

Attach the signed recipient assurances form with the final submission.

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: _____ St. Mary's County _____ Fiscal Year 2021
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G. BUDGET NARRATIVE

See attached.

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 and Imagine Learning	\$12,000 District-wide subscription of ELLevation + \$10,000 Imagine Learning Literacy	22,000		22,000
203-205-07-Non Public Transfers	08-Transfers	Private School Ipads with cases	Ipads and covers (5 Ipads X \$399 each & 5 covers X \$48 each + \$20 S/H)	2,255		2,255
Total:						\$24,255

Activity 2.1

203-205 -09-Instruction Staff Dev.	04-Other Charges	Staff development-membership/registration fees; conferences & PD workshops (MELLFIN, WIDA); hotel/flight cost	MELLFIN (8 ESOL teachers, 1 supervisor, 3 classroom teachers/family engagement coordinators X \$100 each); WIDA (4 ESOL teachers and 1 supervisor X \$1160 each)	7,000		7,000
203-205-07-Non Public Transfers	08-Transfers	Private school allotment for staff development		497		497
Total:						\$7,497

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.	\$1,500 Implementation + \$4,500 for training	6,000		6,000
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Title III Budget Narrative: English Language Acquisition

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In-Kind	Total

Total: \$6,000

Activity 2.3

Total: \$0

Activity 3.1

214-Community Services	03-Supplies & Materials	County-Wide EL Parent Information Family Night	Refreshments (\$2.36/person X 120 people)	283		283

Total: \$283

Activity 4.1

Total: \$0

Activity 4.2

Total: \$0

Activity 4.3

Title III Budget Narrative: English Language Acquisition

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
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Total: \$0

Activity 4.4

Total: \$0

Activity 4.5

Total: \$0

Activity 4.6

Total: \$0



Activity 5.1

Total: \$0

Activity 5.2

Total: \$0



Activity 6.1

Total: \$0



Title III Budget Narrative: English Language Acquisition

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
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Activity 7.1

Total:

Activity 8.1

201 -22-Business Support	08-Transfers	2.04% Indirect Cost	Indirect Cost: Grant total less Non Public charges = Base. (36,003 / 1 + 2.04 %) X 2.04%	720		720

Total:

\$720

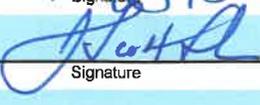
Grand Total:

\$38,755

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

ORIGINAL GRANT BUDGET	38,755.00	AMENDED BUDGET #		REQUEST DATE	09/22/20
GRANT NAME	Title III, English Language Acquisition	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #	210479.01	RECIPIENT GRANT #	049-21		
REVENUE SOURCE	F	RECIPIENT AGENCY NAME	St. Mary's County Public Schools		
FUND SOURCE CODE	6941	GRANT PERIOD	7/1/2020	9/30/2022	

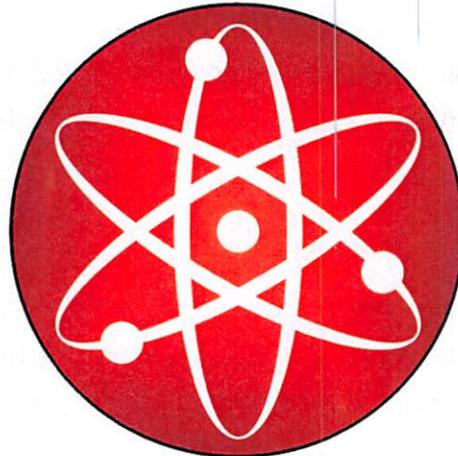
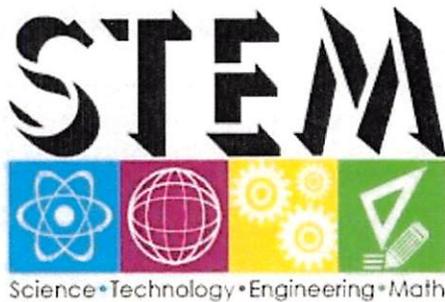
CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						720.00	720.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.			22,000.00				22,000.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						2,752.00	2,752.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.		6,000.00		7,000.00			13,000.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services			283.00				283.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	6,000.00	22,283.00	7,000.00	0.00	3,472.00	38,755.00

Finance Official Approval	Jennifer Shaffer		9/22/2020	301-475-5511 X32168
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith		9/23/2020	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Title IV

Appendix F: FY 2021 (July 1, 2020 – June 30, 2022)
Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency (LEA): <u>St. Mary's County Public Schools</u> Grant Year: <u>FY 2021</u> (use drop down)
Title IV-A Point of Contact: <u>Jessica Cotugno</u>
Telephone: <u>301-475-5511 extension 32115</u> E-mail: <u>jwcotugno@smcps.org</u>



Title IV, Part A
Student Support and Academic Enrichment (SSAE) Grants

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>Local Educational Agency (LEA): <u>St. Mary's County Public Schools</u> (use drop down)</p> <p>Title IV-A Point of Contact: <u>Jessica Cotugno</u></p> <p>Telephone: <u>301-475-5511 extension 32115</u> E-mail: <u>jwcotugno@smcps.org</u></p>	<p>Grant Year: FY 2021</p>
<p>Title IV, Part A Application: Overview</p>	
<ul style="list-style-type: none">• Data Profile (Data should be part of the needs assessment to identify local priorities.)• Identified needs through a needs assessment <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>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:</p> <ol style="list-style-type: none">1) provide all students with access to a well-rounded education;2) improve school conditions for student learning; and3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.	

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 (For any LEA receiving at least \$30,000);
- 4) The programs and activities the LEA proposes to implement which must include as applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity;
- 5) How funds will be used for activities in the three content areas;
- 6) Program objectives and intended outcomes;
- 7) How the LEA will periodically evaluate the effectiveness of its SSAE programs based on the objectives and outcomes;
- 8) Proposed use of funds for the direct administrative costs of carrying out the LEA's program responsibilities; and
- 9) Completed set of assurances.

Consultation: In developing the application an LEA will:

- 1) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV, Part A;
- 2) Seek advice from the individuals and organizations described in subsection (A) in ESEA regarding how to best to improve LEA activities to meet the purpose of the title;
- 3) Coordinate activities with related strategies, programs, and activities being conducted in the community; and
- 4) Ensure that required consultation cannot interfere with the timely submission of the application.

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>St. Mary's County Public Schools</u> (use drop down)	Grant Year: FY 2021
1.0 CONSULTATION - Required	
<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>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. A Title II and Title IV need assessment survey was also distributed to all building administrators and school system staff.</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. Over the past few years, 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>	
<p>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</p>	

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Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Council discusses items related to safe and healthy schools and acts in an advisory capacity to the St. Mary's County Board of Education.

St. Mary's County Public Schools does the following to ensure that ongoing, meaningful consultation with school system leaders, principals, teachers and paraprofessionals occurs:

- Weekly Superintendent's Cabinet Meetings
- Weekly Department of Instruction Meetings with Instructional Directors
- Weekly Division of Curriculum and Instruction Meetings with Instructional Supervisors
- Joint meetings of the Department of 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
- 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, emailed Monday Messages)

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)).

The instructional supervisors will oversee the planned activities. They will work in collaboration with the Department of Curriculum and Instruction, Human Resources, and Fiscal Services, to recruit staff, secure/distribute materials, implement the activities, and review the effectiveness of the planned activities.

The St. Mary's County STEM coordinator has monthly contact with the Patuxent Partnership and the community outreach representative for the Naval Air Station. 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.

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Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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 IV, Part A funds. These include but are not limited to:

- Use of Schoology and Basecamp to document both meeting agendas and meeting minutes for Cabinet, Department of Instruction and Department of Curriculum and Instruction Meetings
- Use of Schoology and Google Sites to document meeting agendas and provide as needed resources and supports for Administrator and Supervisory; and Instructional Resource Teacher meetings.
- Use of Google Surveys to provide feedback after Administrator and Supervisory meeting as well as New Teacher Seminar meetings 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 is needed for individual schools and teachers based on the data
- Use of Performance Matters/UNIFY to monitor student achievement data

In addition to the consultation methods mentioned above, unique communication and collaboration opportunities have occurred in 2020 as a result of school closures. The results of collected survey information from teachers, parents, and community members along with school system updates have been regularly provided at Town Hall Meetings and Board of Education presentations. Recordings of these meetings are posted on the SMCS YouTube Channel. This process will continue throughout the 2020-2021 school year.

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)).

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 student 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> (use drop down)		Grant Year: FY 2021	
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. Administrative Costs: Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%. (THIS IS NOT YOUR INDIRECT COSTS- THOSE SHOULD BE INCLUDED IN BUDGET NARRATIVE- DO NOT SUBTRACT ADMINISTRATIVE COSTS BEFORE DETERMINING 20% SPENDING FOR WELL-ROUNDED EDUCATION AND SAFE & HEALTHY STUDENTS)			
2.0 ADMINISTRATIVE COST – Allowable			
Item	Line Item	Description	Public School Costs
2.1	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: St. Mary's County Public Schools **Grant Year: FY 2021**
 (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:

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Note: An individual LEA receiving an allocation that is less than \$30,000 is not required to conduct a comprehensive needs assessment. (ESEA section 4106(d)(2)).

3.0 NEEDS ASSESSMENT - Required

Guiding Questions	Well-Rounded Education	Safe & Healthy Students	Effective Use of Technology
3.1 What local needs have stakeholders identified?	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 the previously funded Title IV Well-Rounded activities. With the increased focus on virtual learning the need for funding to provide addition online student course opportunities for FARMS students was identified.	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 identified the need for an onsite counselor during summer learning opportunities to implement social-emotional learning programming, additional summer learning opportunities for cognitively engaging students and increase the home/school connection during the summer, and the continuation of the previously funded school-based wellness coordinators.	The Department of Assessment and Accountability, the Department of Curriculum and Instruction, the Department of Special Education, and building administrators can 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. Through this process a new need has been identified. With the current focus on virtual learning, teachers need support in how to utilize available technological resources to support student virtual learning. Teachers will also need ongoing support in how to provide effectively provide instruction using the school

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

				system's new learning management platform.
3.2	What data support the identified local needs?	<p>Current Well-Rounded Educational Opportunities:</p> <p>Music and the Arts - Students have access to music and arts instructions in grades Pre-K - 12. Students also have access to theatre instruction in grades 9 - 12. Inquiry based arts integration is occurring at one school (CPCS) and the system is also home to the Academy of Visual and Performing Arts, located at Chopticon High School.</p> <p>In our current climate, the infusion of art/music technology into the creative processes is critical in ensuring the continuity of high-quality Fine Arts programs in SMCPS. Observational and survey data have shown that the majority of SMCPS Fine Arts educators only have a surface-level knowledge of available technology designed to elevate authentic student engagement and motivation in the creative process. The intended programs requested through Title IV funds will increase the pedagogical capacity of our educators while also increasing student achievement.</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>	<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>http://www.boarddocs.com/mabe/smcps/Board.nsf/goto?open&id=AMMMNL55F414</p> <p>http://www.boarddocs.com/mabe/smcps/Board.nsf/goto?open&id=AMMP6W60353F</p> <p>Additional wellness data was collected and information was shared in the SMCPS Triennial Assessment of School Wellness Policy 2020.</p> <p>https://sites.google.com/a/smcps.org/st-mary-s-county-school-health-council/triennial-assessment-of-school-wellness-policy-2020?authuser=0</p> <p>Current Safe and Healthy School Opportunities:</p> <p>Drug and Violence Prevention - Activities that encourage drug prevention 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 Superintendents Advisory Council.</p> <p>Site Resource Coordinator - Five schools have designated resource coordinators who assist with establishing partnerships</p>	<p>Many instructional technology resources are currently available. These include:</p> <ul style="list-style-type: none"> • ARC Bookshelf • Bookshelf by VitalSource • BrainPop! • Bridges Online • Career Essentials • Carnegie Learning • Cengage • Clever • Code.org • CommonLit • ConnectED • Cosmos • Destiny • DIBELS • Edgenuity • EMC eBooks • EMC Passport • Everfi • Gizmos • GW Publishers • Goalbook Pathways • Health Smart • HMH ED • HMH Science Dimensions • HMH ThnkCentral • Imagine Learning L&L • Imagine Learning Math • iReady • IXL

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	<ul style="list-style-type: none"> • Eleven of the nineteen local elementary public schools had Robotics Club Advisors (CWFDES, DES, GHES, HES, LES, OES, PHES, PPES, RES, WMES, MES) • Two of the five middle schools had Robotics Club Advisors (LMS, SRMS). • Three of the five high schools had Robotics Club Advisors (GMHS, CHS, GMHS). <p>Robotics/Coding Technology: (During the school day)</p> <ul style="list-style-type: none"> • Additional robotics and coding materials are available for use during the school day. • Sixteen of the nineteen local elementary public schools used this technology during the 2018-2019 school year. • Four of the five local middle schools used the technology during the 2018-2019 school year. • One of the five local high schools used this technology during the 2018-2019 school year. <p>Technologies currently utilized include the following:</p> <ul style="list-style-type: none"> • BeeBots: BBES, CWFDES, HES, GHES, DES, OES, GKES • BlueBots: LES, DES, PHES, LMDES, GHES, CWFDES, RES • Dash & Dot: LPES, DES, PHES, LMDES, GKES, PPES 	<p>within the community and coordinating resources and support for families.</p> <p>In the past, through collaboration with community partners, the need for school based activities that support safe and healthy schools 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 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. 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 held during the summer of 2020.</p>	<ul style="list-style-type: none"> • Kahn Academy • KRA • Launchpad • Lumina • Make Music • Membean • My Access/Vantage Learning • myIGDIs • Mymathlabforschool.com • My NG Connect • myIGDis • Naglieri • Naviance • Pearson • PebbleGo • Perfection Learning • Performance Matters • PhysednHealth • Problem-Attic • Proquest (SIRS/CultureGrams) • Quaver • Sapling Plus • Savvas Easy Bridge-enVisions • Savvas Easy Bridge-myRealize • Savvas Easy Bridge-myWorld • SchoolPace • School Connect • Schoology • Sight Reading Factory • Smart Music • Springboard
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Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	<ul style="list-style-type: none"> • Little Bits: WMES, RES, CWFDES, LES • MakeyMakey: LMDES, HES, DES • Ozobots: DES, MBMS, PHES, BBES, SRMS • ProBots: CWFDES, LES, PHES • EV3: OES, SRMS, CWFDES, GHES, LPES, LMS, GKES, PHES, LMDES, LES, WMES • RoboFinches: LMDES • Breakout Boxes: LES, CPCS, MBMS, GWCES, GHES, FAI, DES <p>A STEM 4 ALL website is available with information and resources. In addition to professional development, it includes information regarding robotics, coding, and makers spaces. https://sites.google.com/smcps.org/stem4all</p> <p>Academic Achievement – SMCPS currently covers the majority of the costs of Advanced Placement testing fees for low-income students enrolled in accelerated coursework who wish to register for the assessments.</p> <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</p>		<ul style="list-style-type: none"> • Teaching Books • Tenmarks • Think Central • Turnitin • Typing.com • Virtual Job Shadow • Unify • WorldBook Online • WW Norton • Wayside Publishing <p>Schoology is the new learning management system that will be used district-wide to house content PreK- grade 12. Teachers will need opportunities to learn how to utilize available materials in a variety of instructional models (virtual, face-to-face, hybrid). Teachers will also need training in how to incorporate those materials effectively in the new learning management system.</p>
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Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<p>during the school day. After-school opportunities are available in several elementary schools each year.</p> <p>Environmental Education: Once a year, all public school elementary students participate in an environmental education experience at one of three 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>		
3.3	<p>What are the hardest to serve student groups?</p>	<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 to highly able students. Some others have robotics clubs that are filled on a first come, first served basis.</p> <p>Eight elementary schools, three middle schools, and three high schools do not currently 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 with all students. Effort needs to be made to ensure that</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. This individual works in collaboration with school site based parent/community liaisons (5) that work in schools that have specific areas of need for additional student and family support. Our hardest to serve student group continue to be FARMS, ELL, and special education.</p>	<p>Instructional technologies and resources are available, as appropriate based on age/grade, to all students.</p> <p>Teachers will need training in how to effectively use these resources with all students in a variety of instructional models (virtual, face-to-face, hybrid).</p>

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		<p>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.</p>		
3.4	<p>What inequities inherent in the system are driving some of the local needs?</p>	<p>Opportunities for, and participation in, some experiences can be dependent on available volunteers. Proximity to STEM 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 current focus on virtual learning, additional needs such as access to online coursework for FARMS students has been identified.</p>	<p>Opportunities for, and participation in, some experiences can be dependent on available volunteers. Lack of transportation can also impact participation.</p> <p>By utilizing available funds to provide coaches and adult facilitators, we will be able to provide additional 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>	<p>Training for some technology resources is held after normal duty hours and is optional for teachers. Teachers who opt not to attend these trainings and are unfamiliar with the technology resources are less likely to use those resources with students.</p>
3.5	<p>How are the identified needs being prioritized when several significant needs are identified?</p>	<p>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 (Example: schools that do not currently have Foreign Language in the Elementary Schools, Destination Imagination, Robotics Clubs, etc.) Activity participation priority will be given to students who are</p>	<p>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.</p>	<p>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.</p>

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		economically disadvantaged, minorities, or traditionally underrepresented in the designated experiences.		
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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 2021
(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 my target a particular school or group of students, most activities will be made accessible to all students, teachers, and schools.	
2. Have the highest percentages/numbers of children counted under sec.1124(c)		
3. Select from prioritized needs.		
4. Select from prioritized needs.		
5. Select from prioritized needs.		
Additional Comments:		

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>St. Mary's County Public Schools</u> (use drop down)		Grant Year: FY 2021
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.		
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)). (20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION).		
Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.		
4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required [ESEA §4107(a)(1)]		
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>The SMCPS Fine Arts Leadership Team is comprised of school stakeholders that engages all Fine Arts teachers in the planning, implementation, and evaluation of our Fine Arts programs. The Fine Arts Department has worked in collaboration with schools to identify activities that support music and the arts. Activities include the use of music software in elementary, middle, and high schools.</p> <p>Environmental field-based experience will be planned for high school students in coordination with the Elms Environmental Center, Sotterley Plantation, and Greenwell State Park.</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>

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		In coordination with local high schools, the AP examination and online course costs for FARMS students will be covered to increase participation.
4.2	(2) Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities ; [Section 4107](a)(2)	<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>The Elms Environmental Center, Sotterley Plantation, and Greenwell State Park will be involved in the planning and implementation of the environmental field experiences for high school students.</p>

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. 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.	
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	Supporting the participation of low-income students in nonprofit competitions related to STEM subjects

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Well-Rounded Education Opportunities	
<p>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. 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.</p>	
Well-Rounded Education: Federal Examples ESEA§4107	Abbreviated Name
subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions)	
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”) 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))]	Supporting the creation and enhancement of STEM-focused specialty schools
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 attainment of skills related to STEM subjects, and promote 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	Increasing access to accelerated learning courses and dual or concurrent enrollment programs

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Well-Rounded Education Opportunities	
<p>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. 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.</p>	
Well-Rounded Education: Federal Examples ESEA§4107	Abbreviated Name
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	
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
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

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.1 Well-Rounded Education Activities	
<p>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 drop down menu 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.</p>	
<p>LECS Plan Focus Area: Teaching and Learning</p>	
<p>Proposed Well-Rounded Activity 4.1: Implementation of SmartMusic</p>	
<p>Activity Implementation: (How will the activity operate and over what duration?) Implement SmartMusic in all three levels of schools beginning December 2020 (or as soon as software is purchased) through June 2021. This software is designed to provide instant feedback for students when practicing or completing assignments. The software offers students a higher level of differentiation and shows exact notes or measures that need additional work. Teachers will be selected from each level (elementary , middle, high school) to participate in this activity. Staff development will be provided to train teachers that will be implementing the software. Monthly collaborative opportunities will be provided for teachers through June 2021. These meetings will also include technical training and the continued development of lesson plans. Solo and ensemble literature will be selected and used for differentiation purposes. Based on teacher feedback, additional training can be scheduled with the software representative, if needed.</p>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>
<p>Who benefits from this activity? <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.</p>	<p>Music and arts programs or activities Level IV - Logic Model/Rationale Provide a link or citation below to support the Level of Evidence: Many studies have been conducted on practice strategies over the past 20 years. There have been several studies within the past 2-3 years demonstrating the effectiveness of computer aided practice software. In each study, researchers found that student engagement and analytical skills increased. Additionally, students enjoyed practicing and, as a direct result, stayed enrolled in the instrumental music program. http://digitalcommons.gardner-webb.edu/cgi/viewcontent.cgi?article=1170&context=education_etd https://ttu-ir.tdl.org/ttu-ir/bitstream/handle/2346/45246/GURLEY-THESIS.pdf?sequence=1</p>
<p>What are the desired changes? (Address all beneficiaries selected above; add more as needed) Purchase 51 educator licences and 1,500 student licences for a program that will provide additional scaffolding for elementary, middle, and high school instrumental music students and motivate them to practice more and develop self-analytical/critical listening skills during SY2020-2021.</p>	

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		Evaluation
		How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i>
Outcome 1: Participation in the District IV Solo and Ensemble Assessment will increase by 5%		Evaluation for Outcome 1: Review District IV Solo and Ensemble Assessment participation to determine if an increase of 5% has been achieved.
Outcome 2: 75% of students participating the District IV Solo and Ensemble will earn a rating of II “excellent” or better.		Evaluation for Outcome 2: Review District IV Solo performance assessments to determine if 75% of students have achieved a rating of II “excellent” or better.
Use of Funds:	Provide a <i>total</i> dollar amount per activity.	\$ 20,040

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.2 Well-Rounded Education Activities	
<p>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 drop down menu 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.</p>	
<p>LECS Plan Focus Area: Teaching and Learning</p>	
<p>Proposed Well-Rounded Activity 4.2: Implementation of Sight Reading Factory</p>	
<p>Activity Implementation: (How will the activity operate and over what duration?) Implement Sight Reading Factory in all secondary schools beginning December 2020 (or as soon as software is purchased) through June 2021. This software is designed to provide instant feedback for students when practicing or completing rhythmic sight reading assignments. The software offers students a higher level of differentiation, shows exact rhythms that need additional work, and can be used as an assessment tool. Teachers will be selected from each level (middle/high school) to participate in this activity. Staff development will be provided to train teachers that will be implementing the software. Monthly collaborative opportunities will be provided for teachers through June 2021.</p>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>
<p>Who benefits from this activity? <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.</p> <p>What are the desired changes? (Address all beneficiaries selected above; add more as needed)</p> <p>Purchase 51 educator licenses and 1,000 student licenses for use during SY 2020-2021. This program will additional scaffolding for secondary instrumental and vocal music students and motivate them to practice more and develop self-analytical skills.</p>	<p>Music and arts programs or activities</p> <p>Level IV - Logic Model/Rationale</p> <p>Provide a link or citation below to support the Level of Evidence:</p> <p>Many studies have been conducted on practice strategies over the past 20 years. There have been several studies within the past 2-3 years demonstrating the effectiveness of computer aided practice software. In each study, researchers found that student engagement and analytical skills increased. Additionally, students enjoyed practicing and, as a direct result, stayed enrolled in instrumental and vocal programs.</p> <p>http://digitalcommons.gardner-webb.edu/cgi/viewcontent.cgi?article=1170&context=education_etd</p> <p>https://ttu-ir.tdl.org/ttu-ir/bitstream/handle/2346/45246/GURLEY-THESIS.pdf?sequence=1</p>
Evaluation	
<p>How and when will the listed outcomes be measured for success? (Add more as needed)</p>	

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<p>Outcome 1: All students of teachers using Sight Reading Factory will achieve a rating of II “excellent” or better on the SMCPs Fine Arts Performance Assessments.</p> <p>Outcome 2: The retention rate of students participating in instrumental music in grades 5-12 will increase by 5% when compared to data from the 19-20 school year.</p>	<p>Evaluation for Outcome 1: Review Sight Reading Factory usage data and SMCPs Fine Arts Performance Assessments to determine if all students of teachers using Sight Reading Factory have achieved a rating of II “excellent” or better</p> <p>Evaluation for Outcome 2: Participation data will be collected to determine any changes within the instrumental music program in grades 5-12.</p>	
Use of Funds:	Provide a <i>total</i> dollar amount per activity.	\$ 3,785

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4.3 Well-Rounded Education Activities	
<p>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 drop down menu 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. ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.</p>	
<p>LECS Plan Focus Area: Teaching and Learning</p>	
<p>Proposed Well-Rounded Activity 4.3: Implementation of Quaver Music</p>	
<p>Activity Implementation: (How will the activity operate and over what duration?) Implementation of Quaver Music, in interested elementary general music classrooms beginning December 2020 (or as soon as software is purchased) through June 2021. This software is designed to provide interactive content that encompasses all general music teaching pedagogies, provide music-based teaching resources, and can be used as an assessment tool. Staff development will be provided to train teachers that will be implementing the software. Monthly collaborative opportunities will be provided for teachers through June 2021</p>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>
<p>Who benefits from this activity? <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.</p> <p>What are the desired changes? (Address all beneficiaries selected above; add more as needed) Provide 23 music educators an additional resource to assist in increasing student achievement in the general classroom during the 2020-2021 school year.</p>	<p>Music and arts programs or activities Level IV - Logic Model/Rationale</p> <p>Provide a link or citation below to support the Level of Evidence:</p> <p>Quaver Music is based around online instruction and geared specifically toward general music teachers.</p> <p>Quaver Music focuses exclusively on general music teachers. This focus provides teachers with a broad set of learning options for their general music students. .</p> <p>Quaver Music offers an incredibly diverse selection of meaningful and relevant general music lesson opportunities.</p> <p>Quaver Music https://www.quavermusic.com/info/about/quavermusics-mission-music-education/ https://www.quavermusic.com/info/quaver-impact/quaver-music-curriculum-reviews-teacher-survey/</p>

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		Evaluation
		How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i>
<p>Outcome 1: All students of participating teachers will achieve at least a score of 75% on summative creative process assessments.</p> <p>Outcome 2: All students of participating teachers will achieve at least a score of 75% on the SMCPS General Music Assessments.</p> <p>Outcome 3: During formal observations of participating teachers, the rating for “Content Knowledge and Pedagogy” category will be “effective” or higher.</p>	<p>Evaluation for Outcome 1: Review assessment data for students of participating teachers to determine if they achieved a score of at least a score of 75% on summative creative process assessments.</p> <p>Evaluation for Outcome 2: Review SMCPS General Music Assessment data for all students of participating teachers to determine if they achieved a score of at least 75% on the assessments.</p> <p>Evaluation for Outcome 3: Review “Content Knowledge and Pedagogy” observation ratings to determine if participating teachers scored in the “effective” range or higher.</p>	
Use of Funds:	Provide a total dollar amount per activity.	\$ 38,640

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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 drop down menu 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. ADD MORE ACTIVIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.	
LECS Plan Focus Area: Teaching and Learning; Staff Development	
Proposed Well-Rounded Activity 4.4: Implementation of the Art of Education	
Activity Implementation: (How will the activity operate and over what duration?)	
Implementation of the Art of Education in all three levels of schools in SMCPS beginning December 2020 (or as soon as software is purchased) through June 2021. Art Ed PRO is the only on-demand, personalized learning platform designed exclusively for K-12 art educators. PRO provides its users with access to a comprehensive, relevant library filled with hundreds of expert trainings, hands-on tutorials, and rich-printable resources. Staff development will be provided to train teachers that will be implementing the software. Monthly collaborative opportunities will be provided for teachers through June 2021	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
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)
Who benefits from this activity? <input 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.	Music and arts programs or activities Level IV - Logic Model/Rationale Provide a link or citation below to support the Level of Evidence: The Art of Education is based around online instruction and geared specifically toward K-12 art teachers. The Art of Education focuses exclusively on K-12 art teachers. This focus provides teachers with a deeper coursework selection and a more broad set of learning options. Everything in the program is designed by art teachers, for art teachers, and taught by art teachers. The Art of Education offers an incredibly diverse selection of lifelong learning opportunities including daily articles, weekly podcasts, online conferences, professional development platforms, and more. https://theartofeducation.edu/
What are the desired changes? (Address all beneficiaries selected above; add more as needed) Provide 30 art educators an additional resource to assist in increasing student achievement in the visual art classroom during the 2020-2021 school year.	Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)

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<p>Outcome 1: All students of participating teachers will achieve at least a score of 75% on summative creative process assessments.</p> <p>Outcome 2: All students of participating teachers will achieve at least a score of 75% on the SMCPS Art Assessments.</p> <p>Outcome 3: During formal observations of participating teachers, the rating for “Content Knowledge and Pedagogy” category will be “effective” or higher.</p>	<p>Evaluation for Outcome 1: Review assessment data for students of participating teachers to determine if they achieved a score of at least a score of 75% on summative creative process assessments.</p> <p>Evaluation for Outcome 2: Review SMCPS Art Assessment data for all students of participating teachers to determine if they achieved a score of at least 75% on the assessments.</p> <p>Evaluation for Outcome 3: Review “Content Knowledge and Pedagogy” observation ratings to determine if participating teachers scored in the “effective” range or higher.</p>
<p>Use of Funds: Provide a total dollar amount per activity.</p>	<p>\$ 6,000</p>

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4.5 Well-Rounded Education Activities	
<p>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 drop down menu 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. ADD MORE ACTIVIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.</p>	
<p>LECS Plan Focus Area: Teaching and Learning; Services for Students</p>	
<p>Proposed Well-Rounded Activity 4.5: Robotics Club Advisors</p>	
<p>Activity Implementation: (How will the activity operate and over what duration?) Recruit a Robotics Club Advisor at each school and pay him/her a stipend to facilitate this experience for students before or after school during the 2020-2021 school year.</p>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>
<p>Who benefits from this activity? <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.</p>	<p>Select a Well-Rounded Strategy. Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects Level IV - Logic Model/Rationale Provide a link or citation below to support the Level of Evidence: Karna-Lin, E., Pihlainen-Bednarik, K., Sutinen, E., & Virnes, M. (2006, July). Can robots teach? Preliminary results on educational robotics in special education. In <i>Advanced Learning Technologies, 2006. Sixth International Conference on</i> (pp. 319-321). IEEE. Nugent, G., Barker, B., Grandgenett, N., & Welch, G. (2016). Robotics camps, clubs, and competitions: Results from a US robotics project. <i>Robotics and Autonomous Systems, 75</i>, 686-691. Rusk, N., Resnick, M., Berg, R., & Pezalla-Granlund, M. (2008). New pathways into robotics: Strategies for broadening participation. <i>Journal of Science Education and Technology, 17</i>(1), 59-69. Taban, F., Acar, E., Fidan, I., & Zora, A. (2005, June). Teaching basic engineering concepts in a K-12 environment using LEGO bricks and robotics. In <i>Proceedings of the 2005.</i></p>
<p>What are the desired changes? (Address all beneficiaries selected above; add more as needed) Continue Robotics club offerings previously funded using Title IV funds by hiring at least 15 school based Robotics Club faciliators by June 2022.</p>	

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<p>Outcome 1: Increase student exposure to STEM opportunities outside of the normal school day facilitating school based Robotics Clubs at 15 school sites by June 2021.</p>	<p>Evaluation How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i></p> <p>Evaluation for Outcome 1: Collect participant demographic data to determine if target audience has participated. Survey facilitators to determine impact (academic, social-emotional, etc.) Determine how many students would participate in this experience again if it were offered in the future. Review data of participants to determine if there was an impact on overall school performance (attendance, academic, behavior, etc.).</p>
<p>Use of Funds: <i>Provide a total dollar amount per activity.</i></p>	<p>\$ 17,050</p>

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4.6 Well-Rounded Education Activities	
<p>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 drop down menu 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. ADD MORE ACTIVIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.</p>	
<p>LECS Plan Focus Area: Services for Students, Equity</p>	
<p>Proposed Well-Rounded Activity 4.6: AP Examinations for FARMS Students</p>	
<p>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 2020-2021 school year.</p>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>
<p>Who benefits from this activity? <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.</p>	<p>Reimbursing low-income students for accelerated learning examination fees Level IV - Logic Model/Rationale Provide a link or citation below to support the Level of Evidence: Achieve, Inc. and Jobs for the Future (2015). Integrating Earning College Credit in High School into Accountability Systems. https://www.achieve.org/files/EarningCollegeCreditAchieveJFF.pdf 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. https://eric.ed.gov/?id=EJ1071756</p>
<p>What are the desired changes? (Address all beneficiaries selected above; add more as needed) Fund AP examination costs for up to 118 FARMS students to faciliate participation across all three high schools by June 30, 2021</p>	<p>Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)</p>

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<p>Outcome 1: The percentage of FARMS students participating in AP examples will increase by 5% by June 30, 2021.</p>	<p>Evaluation for Outcome 1: Participant demographic data will be collected to determine if target audience has participated. Participant performance data will also be collected.</p>	
Use of Funds:	Provide a <i>total</i> dollar amount per activity.	\$ 6,525

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4.7 Well-Rounded Education Activities	
<p>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 drop down menu 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. ADD MORE ACTIVIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.</p>	
<p>LECS Plan Focus Area: Teaching and Learning; Services for Students</p>	
<p>Proposed Well-Rounded Activity 4.7: Environmental Educators</p>	
<p>Activity Implementation: (How will the activity operate and over what duration?) Environmental educators will be hired to facilitate field study experiences with high school students. At least one science teacher at each of the three high schools will be recruited to participate in a field-based study integrating hands-on learning based at the Elms, one of our partner sites, or on their school grounds.</p>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>
<p>Who benefits from this activity? <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.</p>	<p>Environmental education Level IV - Logic Model/Rationale Provide a link or citation below to support the Level of Evidence: Behrendt, M., & Franklin, T. (2014). A review of research on school field trips and their value in education. <i>International Journal of Environmental and Science Education</i>, 9(3), 235-245. Steele, A. (2011). Beyond Contradiction: Exploring the Work of Secondary Science Teachers as They Embed Environmental Education in Curricula. <i>International Journal of Environmental and Science Education</i>, 6(1), 1-22.</p>
<p>What are the desired changes? (Address all beneficiaries selected above; add more as needed) Continue Environmental Educator activity previously funded using Title IV funds by hiring 2 Environmental Educators to facilitate environmental field based studies for high school science students during SY 2020-2021.</p>	<p>Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)</p>
<p>Outcome 1: Maintain participation from all three high schools in hands-on environmental field-based studies during the 2020-2021 school year.</p>	<p>Evaluation for Outcome 1: Participation data will be collected. This data will include the number of high schools participating in this environmental education field study opportunity.</p>

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Outcome 2:	The number of high school classes participating in all three hands-on environmental field based study lessons will increase from 2 to 10 by June 2022.	Evaluation for Outcome 2: Participation data will be collected. This data will include the number of classes that participated in a field-based study integrated into their science curriculum and the number of lessons completed by each class.
Use of Funds:	Provide a <i>total</i> dollar amount per activity.	\$ 15,000

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4.8 Well-Rounded Education Activities	
<p>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 drop down menu 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. ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.</p>	
<p>LECS Plan Focus Area: Teaching and Learning; Services for Students, Equity</p>	
<p>Proposed Well-Rounded Activity 4.8: Online Coursework for FARMS Students</p>	
<p>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 online MVLO coursework during the 2020-2021 school year.</p>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>
<p>Who benefits from this activity? <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.</p>	<p>Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences</p> <p>Level IV - Logic Model/Rationale</p> <p>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>. https://files.eric.ed.gov/fulltext/ED561029.pdf</p> <p>Theokas, C., & Saaris, R. (2013). Finding America's Missing AP and IB Students. Shattering Expectations Series. <i>Education Trust</i>. https://files.eric.ed.gov/fulltext/ED578802.pdf</p> <p>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. https://www.tandfonline.com/doi/pdf/10.1080/00220671.2014.917253</p>
<p>What are the desired changes? (Address all beneficiaries selected above; add more as needed) Fund online course costs for up to 40 FARMS students to facilitate access across all three high schools by June 30, 2021</p>	<p>Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)</p>

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<p>Outcome 1:</p> <p>The percentage of FARMS students participating in online coursework will increase by 5% by June 30, 2021.</p>	<p>Evaluation for Outcome 1:</p> <p>Participant demographic data will be collected to determine if target audience has participated. Participant performance data will also be collected.</p>
<p>Use of Funds: Provide a total dollar amount per activity.</p>	<p>\$ 8,000</p>

Local Educational Agency: <u>St. Mary's County Public Schools</u>	Grant Year: FY 2021
(use drop down)	
<p>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, 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)</p> <p>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)).</p> <p>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.</p>	
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>The 21CCLC program has a Leadership Team that consists of central office staff, public and non-public school principals, program leaders, and SMCPs supporting staff members. The 21CCLC program also has a Steering Committee that includes principals, central office staff, parents, parent liaisons, teachers, and program leaders</p> <p>School based Wellness Coordinators will work in collaboration with the Director of Facility Coordination, Health & 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 will attend School Health Council meetings.</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</p>

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	staff will also work collaboratively with local public libraries when planning summer opportunities.
(5.2) Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)	<p>School counselors help students develop social and emotional skills such as empathy and perspective-taking so that they may use these skills for problem-solving and to prevent and/or resolve problems and conflicts in social interactions.</p> <p>School-based Wellness Coaches will be able to promote school based wellness initiatives that support academic achievement. They will coordinate school-based wellness activities.</p> <p>School-based summer library hours will offer students and families a safe place to meet and engage in literacy and learning activities when school is not in session.</p>
(5.3) Promote the involvement of parents and in the activity or program; [Section 4108](3)	<p>Wellness Coaches 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>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>
(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>The planned wellness coaches 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 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>

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)	Evidence-based drug and violence prevention activities and programs

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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
programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes	
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

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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
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
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

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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
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 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”	Designing and implementing an evidence-based, locally-tailored plan to reduce exclusionary 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

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.1 Safe & Healthy Students' Activities	
<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 drop down menu 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 Safe and Healthy Students' strategies.</p>	
<p>LECS Plan Focus Area: Services for Students</p>	
<p>Proposed Safe & Healthy Student Activity 5.1: 21CCLC Counselor</p>	
<p>Activity Implementation: (How will the activity operate and over what duration?) One counselor will be recruited to serve at the 21CCLC Summer Learning Program and pay them a stipend (in coordination with the 21CCLC grant) for his/her services.</p>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>
<p>Who benefits from this activity? <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.</p>	<p>Mentoring and school counseling programs and activities</p> <p>Level IV - Logic Model/Rationale</p> <p>Provide a link or citation below to support the Level of Evidence:</p> <p>Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. <i>Child development</i>, 82(1), 405-432.</p> <p>Dahir, C. A. (2004). Supporting a nation of learners: The role of school counseling in educational reform. <i>Journal of Counseling & Development</i>, 82(3), 344-353.</p> <p>Payton, J. W., Graczyk, P., Wardlaw, D., Bloodworth, M., Tompsett, C., & Weissberg, R. (2000). Social and emotional learning: A framework for promoting mental health and reducing risk behavior in children and youth. <i>Journal of School Health</i>, 70, 179-185.</p>
<p>What are the desired changes? (Address all beneficiaries selected above; add more as needed) By the end of May 2020, SMCPS will be able to braid Title IV funds with 21 Century Community Learning Center (21CCLC) funds in order to secure one full time counselor for the 21CCLC summer program which is scheduled to operate from July-August 2021.</p>	
<p>Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)</p>	

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<p>Outcome 1: The counselor will work directly with teachers and students providing at least 3 classroom/group lessons on social-emotional topics between July - August 2021. Topics may include being respectful, using "I" messages, bullying, goal setting, problem solving, etc.</p> <p>Outcome 2: The counselor will work with students both individually and in small groups to address topics such as being a good listener, sharing, empathy, positive mind set, anger management, etc. . He/She will also conduct check in/check out sessions with students identified as needing this service. The counselor will provide small group sessions at least once per week during the five week summer session. He/she will provide check-in/check out sessions daily as necessary to support specific students.</p>	<p>Evaluation for Outcome 1: Review programming provided by the counselor. Review logs of student support provided by this position to determine overall impact on student performance. 21CCLLC also has an external evaluator who issues a report that is submitted to MSDE.</p> <p>Evaluation for Outcome 2: Review logs of student support provided by this position to determine overall impact on student performance. One performance goal is to have a minimum of 75% of the students who attend the programs display positive social interactions as evidenced by lack of Level 2 disciplinary actions. Another performance goal is to have 100% of the students in attendance each day engage in daily enrichment activities that reinforce academic instruction or supplement academic instruction. 21CCLLC also has an external evaluator who issues a report that is submitted to MSDE.</p>
<p>Use of Funds: Provide a <i>total</i> dollar amount per activity.</p>	<p>\$ 1,620</p>

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 drop down menu 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 Safe and Healthy Students' strategies.	
LECS Plan Focus Area: Teaching and Learning; Supporting Services, Equity	
Proposed Safe & Healthy Student Activity 5.2: Summer Media Centers	
Activity Implementation: (How will the activity operate and over what duration?) 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: (see definitions #21 for Evidence-Based ESEA Section 8101)
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)
Who benefits from this activity? <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.	Providing safe and healthy learning environments, such as integrated systems of student and family supports Level IV - Logic Model/Rationale Provide a link or citation below to support the Level of Evidence: Alexander, K., Entwistle D., & Olsen L (2007). " Lasting Consequences of the Summer Learning Gap. " <i>American Sociological Review.</i> no. 72, 167-180. Allington, R. L., McGill-Frazen A., Camilli G., Williams L., Graff J., Zeig J., Zmach C., & Nowak R. (2010). " Addressing Summer Reading Setback Among Economically Disadvantaged Elementary Students. " <i>Reading Psychology</i> , (31) 5, 411-427 Krashen, S., & Shin F. (2004). Summer Reading and the Potential Contribution of the Public Library in Improving Reading for Children of Poverty. <i>Public Library Quarterly</i> , 23 (3/4), 99-109.
What are the desired changes? (Address all beneficiaries selected above; add more as needed) Open at least 12 school media centers to students and families between June 2021 – August 2021 when school is not in session.	Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)

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<p>Outcome 1: Establish a summer learning environment in at least 12 school sites that is accessible to students and families between June 2021- August 2021.</p> <p>Outcome 2:</p> <ul style="list-style-type: none"> 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 2021-August 2021. <p>Outcome 3:</p> <ul style="list-style-type: none"> Increase home/school connection during the summer by advertising and encouraging family participation in scheduled summer media center activities, June 2021- August 2021 	<p>Evaluation for Outcome 1: 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.</p> <p>Evaluation for Outcome 2: Collect information about the the kinds of activities planned and the number of community participants.</p> <p>Evaluation for Outcome 3: Collect information about the number of community participants.</p>
<p>Use of Funds: Provide a total dollar amount per activity.</p>	<p>\$ 50,769</p>

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5.3 Safe & Healthy Students' Activities	
<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 drop down menu 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 Safe and Healthy Students' strategies. ADD MORE ACTIVIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 5.4, 5.5, etc.</p>	
<p>LECS Plan Focus Area: Teaching and Learning; Services for Students</p>	
<p>Proposed Safe & Healthy Student Activity 5.3: School Wellness Coordinators</p>	
<p>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.</p>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>
<p>Who benefits from this activity? <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.</p>	<p>Aligned Pay for success initiative Level IV - Logic Model/Rationale</p> <p>Provide a link or citation below to support the Level of Evidence:</p> <p>Bunketorp Käll, L., Malmgren, H., Olsson, E., Lindén, T., & Nilsson, M. (2015). Effects of a curricular physical activity intervention on children's school performance, wellness, and brain development. <i>Journal of School Health</i>, 85(10), 704-713.</p> <p>Stiefel, L., Elbel, B., Pflugh Prescott, M., Aneja, S., & Schwartz, A. E. (2017). School Wellness Programs: Magnitude and Distribution in New York City Public Schools. <i>Journal of School Health</i>, 87(1), 3-11.</p> <p>Story, M., Nannery, M. S., & Schwartz, M. B. (2009). Schools and obesity prevention: creating school environments and policies to promote healthy eating and physical activity. <i>The Milbank Quarterly</i>, 87(1), 71-100.</p>
<p>What are the desired changes? (Address all beneficiaries selected above; add more as needed) Continue implementation of School Wellness Coordinators previously funded using Title IV funds by hiring at least 25 school-based wellness coordinators by June 2022.</p>	<p>Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)</p>

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<p>Outcome 1: Promote wellness initiatives by establishing and implementing site-based wellness goals in at least 25 schools by June 2021.</p> <p>Outcome 2: Offer opportunities for students to participate in school site based wellness activities during and outside of the normal school day in at least 25 schools by June 2021.</p>	<p>Evaluation for Outcome 1: Collect information regarding site-based goals and the types of wellness activities initiated by the school Wellness Coaches.</p> <p>Evaluation for Outcome 2: Review data of participants to determine if there was an impact on overall school performance (attendance, academic, behavior, etc.).</p>
<p>Use of Funds: Provide a <i>total</i> dollar amount per activity.</p>	<p>\$ 13,596</p>

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Local Educational Agency: <u>St. Mary's County Public Schools</u> (use drop down)	Grant Year: FY 2021
6.0 ACTIVITIES TO THE EFFECTIVE USE OF TECHNOLOGY – Required [ESEA §4109]	
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.	
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)). (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.	
Activity Key for Effective Use of Technology	
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.	
Effective Use of Technology Federal Examples ESEA §4109	Abbreviated Name
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

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Activity Key for the Effective Use of Technology	
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.	
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

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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 drop down menu 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	
Proposed Safe & Healthy Student Activity 6.1: Teacher Technology Playdates	
Activity Implementation: (How will the activity operate and over what duration?) Teacher Technology Playdates will be available in all elementary schools during the 2020-2021 school year. In these sessions teachers will learn how technology applications can be used in the regular and virtual classrooms to support student learning.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
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)
Who benefits from this activity? <input 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 Level IV - Logic Model/Rationale Provide a link or citation below to support the Level of Evidence: Stacy, S. T., Cartwright, M., Arwood, Z., Canfield, J. P., & Kloos, H. (2017). Addressing the Math-Practice Gap in Elementary School: Are Tablets a Feasible Tool for Informal Math Practice? <i>Frontiers in Psychology</i> , 8, 179. http://doi.org/10.3389/fpsyg.2017.00179 Zhang, Meilan & Trussell, Robert & Gallegos, Benjamin & R. Asam, Rasmiyeh. (2015). Using Math Apps for Improving Student Learning: An Exploratory Study in an Inclusive Fourth Grade Classroom. <i>TechTrends</i> . 59. 10.1007/s11528-015-0837-y.
What are the desired changes? (Address all beneficiaries selected above; add more as needed) Develop teacher understanding of the instructional benefits technology applications and tools provide by offering at least one Teacher Technology Playdate at each elementary school by June 2022.	Evaluation 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>Outcome 1: Offer a Teacher Technology Playdate opportunity to all elementary school teachers.</p> <p>Outcome 2: Increase teacher/student use of technology applications (virtual manipulatives) and/or tools (ex: robotics technologies) that can be used in the regular and virtual classroom by 10% by June 2022.</p>	<p>Evaluation for Outcome 1: Collect information about the Teacher Technology Playdate opportunities offered during the school year and over the summer.</p> <p>Evaluation for Outcome 2: 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>
<p>Use of Funds: Provide a total dollar amount per activity.</p>	<p>\$ 7,290</p>

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 drop down menu 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	
Proposed Safe & Healthy Student Activity 6.2: Schoology Liaison	
Activity Implementation: (How will the activity operate and over what duration?) Recruit a Schoology Liaison at each local school and pay them a stipend to support staff and provide training in the roll out 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: (see definitions #21 for Evidence-Based ESEA Section 8101)
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)
Who benefits from this activity? <input 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 Level IV - Logic Model/Rationale Key Characteristics of Teacher Leaders in Schools <i>Lumpkin, Angela; Claxton, Heather; Wilson, Amanda; Administrative Issues Journal: Connecting Education, Practice, and Research, v4 n2 p59-67 2014</i> http://files.eric.ed.gov/fulltext/EJ1058520.pdf Pieces of the Learning Puzzle Tracy Crow; April 2015/ Volume 36 No. 2 https://creatingwhatsnext.org/journal/april-2015-issue/pieces-of-the-learning-puzzle/ 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, 42</i> (3), 255-284. https://files.eric.ed.gov/fulltext/EJ882506.pdf
What are the desired changes? (Address all beneficiaries selected above; add more as needed) Establish Schoology Liaisons in every school to provide teachers with support as they implement a new learning management platform.	Evaluation 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>Outcome 1: Provide staff with support during the roll out of the new learning management system by establishing and implementing site-based coaches in all schools by June 2021.</p>	<p>Evaluation for Outcome 1: Collect information about the site based coaches and the kind or support they provided to the staff.</p>
<p>Outcome 2: Offer opportunities for staff in all 29 schools to participate in school site based trainings related to the new learning management platform by June 2021.</p>	<p>Evaluation for Outcome 2: Collect professional learning artifacts and feedback from liaisons to determine ongoing staff strengths and needs as they deliver instruction through the use of technology.</p>
<p>Use of Funds: Provide a total dollar amount per activity.</p>	<p>\$ 38,232</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

This page was intentionally left blank because there are no additional Effective Use of Technology Activities needed.

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>St. Mary's County Public Schools</u> (use drop down)	Grant Year: FY 2021
7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 8501]:	
Equitable Services: Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).	
Participating Private Schools and Services: Provide information regarding <i>the 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)	
18,083 SMCPS students + 2,072 Nonpublic students = 20,155 students SMCPS Title II allotment \$257,657 – Administrative Costs \$0 = \$257,657 $\$257,657 / 20,155 \text{ students} = \$12.783775 \text{ per student}$	
Participating Private Schools:	
Bay Montessori 70 students x \$12.783775 per student = \$894.86	
Father Andrew White 242 students x \$12.783775 per student = \$3,093.67	
Hollywood United Methodist Church Christian PreSchool 24 students x \$12.783775 per student = \$306.81	
King's Christian Academy 362 students x \$12.783775 per student = \$4,627.73	
Little Flower School 123 students x \$12.783775 per student = \$1,572.40	
Lexington Park Baptist Church Pre-School 28 students x \$12.783775 per student = \$357.95	
Mother Catherine Academy 168 students x \$12.783775 per student = \$2,147.67	
St. John's School 240 students x \$12.783775 per student = \$3,068.11	
St. Michael's Catholic 143 students x \$12.783775 per student = \$1,828.08	

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>St. Mary’s Ryken 672 students x \$12.783775 per student = \$8,590.70</p> <p>Total Amount of Transfers: \$26,487.98</p>	
<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.</p>	
<p>Initial Consultation:</p>	<p>On August 20, 2020, 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 August 21, 2020, 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>Title IV Letter and Application distributed to Non-Publics</p>
<p>On-Going Consultation:</p>	<p>In addition to email and phone consultations, all participating nonpublic schools are typically invited to attend a Federally Funded Programs Meeting in October to discuss Federally Funded Grant opportunities including Title IV, Part A. Due to current school building closures, this 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.</p>
<p>Managing Disputes/Complaints:</p>	<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. 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 arrangements (ex: other grants) are discussed.</p>
<p>Describe the school system's <i>process for providing equitable participation</i> to students in private schools. This should include evidence of a needs assessment, monitoring practices, and a professional development action plan. (Include below or as an attachment)</p>	
<p>Needs Assessment:</p>	<p>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.</p> <p>Title IV Letter and Application distributed to Non-Publics</p>

Appendix F**Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants**

Monitoring:	In the past, all nonpublic funds have been utilized for Well Rounded and Safe and Healthy Student activities. 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.
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 all planned activities.
Total Amount for Non-Public Transfers:	\$ 26,488
REMEMBER, THE 20%, 20% and 15% RULE INCLUDES NONPUBLIC SPENDING.	

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>St. Mary's County Public Schools</u> (use drop down)	Grant Year: FY 2021
8.0 Assurances [ESEA, Section 4106(E)(2)]: EACH APPLICATION SHALL INCLUDE ASSURANCES THAT THE LEA WILL—	
<input checked="" type="checkbox"/> (A) prioritize the distribution of funds to schools served by the LEA that— (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 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;	
<input checked="" type="checkbox"/> (B) comply with section 8501 (regarding equitable participation by private school children and teachers); (i) the LEA maintains control over materials, equipment and property purchased with federal funds, if applicable under section 8501(d)(1); (ii) the LEA 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 (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).	
<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;	
<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;	
<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	
<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).	
(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)	

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 2021
(use drop down)	
9.0 INTERNET SAFETY [ESEA, Section 4121]:	
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—	
(1)(A) has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—	
(i) obscene;	
(ii) child pornography; or	
(iii) harmful to minors; and	
(B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and	
(2)(A) has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—	
(i) obscene; or	
(ii) child pornography; and	
(B) is enforcing the operation of such technology protection measure during any use of such computers.	
(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.— A 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.	
<input type="checkbox"/> By checking this box the LEA certifies that it is in compliance with the internet safety policies and technology protection measures.	

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>St. Mary's County Public Schools</u> (use drop down)	Grant Year: FY 2021
10.0 BUDGET NARRATIVE:	
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">• 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.) <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>	
<u>Personnel Costs:</u>	
<ul style="list-style-type: none">• <u>For Salaries:</u> 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.	

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<ul style="list-style-type: none">• 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.
<p><u>Contracted Services</u></p> <ul style="list-style-type: none">• 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.
<p><u>Supplies and Materials</u></p> <ul style="list-style-type: none">• 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).
<p><u>Other Charges</u></p> <ul style="list-style-type: none">• 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.
<p><u>Equipment</u></p> <ul style="list-style-type: none">• 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.
<p><u>Transfers</u></p> <ul style="list-style-type: none">• 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.
<p><u>Indirect Costs</u></p> <ul style="list-style-type: none">• 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 = \$50,000 - \$4,000 (equitable services) - \$1,000 (equipment) = \$45,000. \$45,000 x .02 = \$900. \$900 x 1.02 = \$918 INDIRECT COSTS.

You should use the format as shown in one of the two following samples shown on the next pages:

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
Activities to Support Well-Rounded Educational Opportunities						
				Total:		
4.1	203-205 – 01 / 03	Supplemental materials to support instruction (SmartMusic)	51 educator licenses x \$40 = \$2,040 1,500 student licenses x \$12 = \$18,000	\$20,040.00		\$20,040.00
				Total:		20,040.00
4.2	203-205 – 01 / 03	Supplemental materials to support instruction (Sight Reading)	51 educator licenses x \$35 = \$1,785 1,000 student licenses x \$2 = \$2,000	\$3,785.00		\$3,785.00
				Total:		3,785.00
4.3	203-205 – 01 / 03	Supplemental materials to support instruction (Quaver Music)	23 educator licenses x \$1,680	\$38,640.00		\$38,640.00
				Total:		38,640.00
4.4	203-205 – 01 / 03	Supplemental materials to support instruction (Art of Education)	30 educator licenses x \$200	\$6,000.00		\$6,000.00
				Total:		6,000.00
4.5	203-205 – 01 / 01	Robotics Club Advisors	25 school-based Robotics Club Advisors x \$400	\$10,000.00		\$10,000.00
4.5	212 / 04	FICA	8% of \$10,000	\$800.00		\$800.00
4.5	203-205 – 01 / 03	Instructional Supplies	25 sites x \$250	\$6,250.00		\$6,250.00
				Total:		\$17,050.00
4.6	203-205 – 01 / 03	AP examination costs for FARMS students	145 exams x \$45	\$6,525.00		\$6,525.00
				Total:		\$6,525.00

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.7	203-205 – 01 / 02	Environmental Education Instructors	2 EE Instructors x 9 weeks x 5 days/week x 6 hours/day = 540 hours @ \$19.50/hr (avg. of \$18 & \$21) x .2658% Mark-Up	\$13,329.00		\$13,329.00
4.7	203-205 – 01 / 01	Substitute Coverage	17 substitutes x \$91/day	\$1,547.00		\$1,547.00
4.7	212 / 04	FICA	8% of \$1547	\$124.00		\$124.00
				Total:		\$15,000.00
4.8	203-205 – 01 / 03	Online Student Courses for FARMS students	Approx. 32 students x \$250 per course (exact costs will vary by course)	\$8,000.00		\$8,000.00
				Total:		\$8,000.00
Activity 4.0 (Well-Rounded) Total						\$115,040.00
Activities to Support Safe and Healthy Students						
5.1	203-205 – 01 / 01	21CCLC Counselor	\$30/hour x 7.5 hours x 22 days - (\$3,450 funded with the 21CCLC Grant)	\$1,500.00		\$1,500.00
5.1	212 / 04	FICA	8% of \$1,500	\$120.00		\$120.00
				Total:		\$1,620.00
5.2	203-205 – 01 / 01	Summer Media Centers	32 staff x 5 hours x \$30/hour x 9 days	\$43,200.00		\$43,200.00
5.2	212 / 04	FICA	8% of \$43,200	\$3,456.00		\$3,456.00
5.2	203-205 – 01 / 03	Materials to support summer activities	15 sites x \$274.20	\$4,113.00		\$4,113.00
				Total:		\$50,769.00
5.3	203-205 – 01 / 01	School Wellness Coordinators	29 school wellness coordinators x \$300	\$8,700.00		\$8,700.00
5.3	212 / 04	FICA	8% of \$8,700	\$696.00		\$696.00
5.3	203-205 – 01 / 03	Materials to support school-based wellness initiatives	29 sites x \$145 (approx)	\$4,200.00		\$4,200.00
				Total:		\$13,596.00
Activity 5.0 (Safe and Healthy) Total						\$65,985.00
Activities to Support the Effective Use of Technology						
6.1	203-205 – 09 / 01	Teacher Technology Playdates	150 participants x \$30/hour x 1.5 hours	\$6,750.00		\$6,750.00

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.1	212 / 04	FICA	8% of \$6,750	\$540.00		\$540.00
				Total:		\$7,290.00
6.2	203-205 – 01 / 01	Schoology Laisions	29 schools x (\$1,000-\$1,600) per site based on school size [8 schools @ \$1,000; 13 schools @ \$1,200; 5 schools @ \$1,400; 3 schools @ \$1,600]	\$35,400.00		\$35,400.00
6.2	212 / 04	FICA	8% of \$35,400	\$2,832.00		\$2,832.00
				Total:		\$38,232.00
Activity 6.0 (Effective Use of Technology) Total						\$45,522.00
Other						
	201 – 22 / 08	Indirect Costs	2.04%	\$4,622.00		\$4,622.00
	203-205 – 07 / 08	Nonpublic Transfers		\$26,488.00		\$26,488.00
				Total:		\$31,110.00
Other Subtotal						\$31,110.00
Well Rounded Subtotal						\$115,040.00
Safe and Healthy Subtotal						\$65,985.00
Effective Use of Technology						\$45,522.00
Grand Total:						\$257,657.00

*Upon final approval, please submit the Title IV, Part A application in the final LECS Plan.

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

ORIGINAL GRANT BUDGET	\$ 257,657.00	AMENDED BUDGET #		REQUEST DATE	09/25/20
GRANT NAME	Title IV, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	060-21		
REVENUE SOURCE	F	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2020	TO	6/30/2022

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						4,622.00	4,622.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	100,347.00	13,329.00	97,553.00				211,229.00
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						26,488.00	26,488.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	6,750.00						6,750.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				8,568.00			8,568.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	107,097.00	13,329.00	97,553.00	8,568.00	0.00	31,110.00	257,657.00

Finance Official Approval	Jennifer Shaffer		9/28/2020	301-475-5511 x 32168
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. J. Scott Smith		9/29/2020	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	Jonathan Turner		09.29.2020	410-767-0288
	Name	Signature	Date	Telephone #

Fine Arts

2020 FINE ARTS INITIATIVE STATE GRANT APPLICATION



Maryland State Department of Education
Office of Fine Arts

Appendix G

Fine Arts Initiative Grants Application

Local school systems should provide a cohesive, stand-alone response to the prompts below.

- 1 Complete the chart below describing the **progress and challenges** in meeting the Programs in Fine Arts goals articulated in the system’s 2019-2020 Annual Update. Identify the programs, practices, strategies, and resource allocations that are related to progress.

2019-2020 Fine Arts		
Goals	Progress	Challenges
<p>Dance</p> <p>Continued attempts to begin a dance program in the Academy of Visual and Performing Arts at Chopticon High School. Additionally, collaborative discussions will continue to occur with our physical education supervisor to determine if any cross-curricular opportunities are present that would allow alignment to the new MSDE Fine Arts Standards. The same discussions will take place with the library media supervisor (for media arts) and career and technology supervisor (media arts).</p>	<p>During the 2019-2020 school year, prior to the March 13 closing due to COVID 19, 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 2019-2020 school year, prior to the March 13 closing due to COVID 19, collaborative discussions occurred with the physical education supervisor that helped map possible collaborative opportunities moving forward.</p>	<p>Due to COVID 19 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 virtual learning opportunities for the first quarter of the 2020-2021 school year.</p>
<p>Media Arts</p> <p>Continued exploration of ways we can authentically incorporate media arts into already existing fine arts courses at all levels. We will continue to embed our discoveries into existing curriculum.</p> <p>At the high school level, we will continue aligning already existing fine arts and CTE courses with the Media Arts standards.</p>	<p>During the 2019-2020 school year, prior to the March 13 closing due to COVID 19, 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 COVID 19 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 virtual learning opportunities for the first quarter of the 2020-2021 school year.</p>
<p>Music</p> <p>Continued alignment of curriculum to the fine arts standards. The piloting of</p>	<p>The continued planned alignment, which normally occurs during the summer, did not take place during</p>	<p>Time and financial resources. In our LSS, there is only one date where all fine arts teachers meet</p>

Maryland State Department of Education
Office of Fine Arts

<p>newly created curriculum in elementary school general music; beginning and advanced band, chorus, and strings; middle school band; high school band; and jazz band.</p>	<p>the 2019-2020 school year.</p> <p>The majority of teachers piloted the new curriculum and the overall feedback was incredibly positive. Due to COVID 19, we are planning to pilot again during the 2020-2021 school year.</p>	<p>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 virtual learning opportunities for the first quarter of the 2020-2021 school year.</p>
<p>Theatre</p> <p>Continued alignment curriculum to the fine arts standards. The piloting of newly created curriculum in Theatre I and II; and Technical Theatre</p>	<p>The continued planned alignment, which normally occurs during the summer, did not take place during the 2019-2020 school year.</p> <p>The majority of teachers piloted the new curriculum and the overall feedback was incredibly positive. Due to COVID 19, we are planning to pilot again during the 2020-2021 school year.</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 virtual learning opportunities for the first quarter of the 2020-2021 school year.</p>
<p>Visual Arts</p> <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 planned alignment, which normally occurs during the summer, did not take place during the 2019-2020 school year.</p> <p>The majority of teachers piloted the new curriculum and the overall feedback was incredibly positive. Due to COVID 19, we are planning to pilot again during the 2020-2021 school year.</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 virtual learning opportunities for the first quarter of the 2020-2021 school year.</p>

- Complete the chart below outlining the system’s 2020-2021 goals to implement COMAR 13A.04.16 Programs in Fine Arts and 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.

Fine Arts	2020-2021 Goals	2023 Targets <i>Forecast to Fine Arts Certification in 2024</i>
Dance	We will continue our attempts to begin a dance program in the Academy of Visual and Performing Arts at Chopticon High School. Additionally, collaborative discussions will continue to occur with our physical education supervisor to determine if any cross-curricular opportunities are present that would allow alignment to the new MSDE Fine Arts Standards. The same discussions will take place with the library-media supervisor (for media arts) and career and technology supervisor (media arts).	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.
Media Arts	Our Fine Arts Leadership Team will continue to explore ways we can authentically incorporate media arts into already existing fine arts courses at all levels. We will continue to embed our discoveries into existing curriculum. At the high school level, we will continue aligning already existing fine arts and CTE courses with the Media Arts standards.	Our intent is to create a standalone media arts pathway for high school students at the Dr. James A. Forrest Career and Technology Center. 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 2020-2021 school year.
Music	We will continue aligning curriculum to the fine arts standards. For the upcoming school year, we will continue piloting curriculum created in 2019 for	The continued creation of curriculum that aligns to the fine arts standards in all of our music course selections.

	elementary school general music; beginning and advanced band, chorus, and strings; middle school band; high school band; and jazz band.	The continued exploration of course additions that meet the needs of diverse 21 st century learners.
Theatre	We will continue aligning curriculum to the fine arts standards. For the upcoming school year, we will continue piloting curriculum created in 2019 for elementary school visual art; middle school visual art; high school photography; and high school crafts.	The continued creation of curriculum that aligns to the fine arts standards in all of our visual art course selections. The continued exploration of course additions that meet the needs of diverse 21 st century learners.
Visual Art	We will continue aligning curriculum to the fine arts standards. For the upcoming school year, we will continue piloting curriculum created in 2019 for Theatre I and II; and Technical Theatre.	The continued creation of curriculum that aligns to the fine arts standards in all of our theatre course selections. The continued exploration of course additions that meet the needs of diverse 21 st century learners.

- 3 Provide a detailed **budget narrative** using the *MSDE Proposed Fine Arts Budget Form*. For reference, refer to “Guidance for Completion of the Budget Narrative for the Fine Arts Initiative,” “Sample Fine Arts Budget,” and “Fine Arts Budget Categories” in the following pages. The budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals identified in this 2020-2021 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	209 Student Transportation	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
TOTAL				\$41,403.00	\$14,000.00	\$27,403.00

Fine Arts Budget Categories

C-125 Categories	
201 Administration	206 Special Education
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
202 Mid-Level Administration	Inst. Admin & Superv. 206-16
Office of the Principal 202-15	207 Student Personnel Serv.
Inst. Admin. & Support 202-16	
203-205 Instruction Categories	209 Student Transportation
Regular Prog. 203-205-01	210 Plant Operation
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	211 Plant Maintenance
Transfers 203-205-07	212 Fixed Charges
School Library Media 203-205-08	214 Community Services
Instruction Staff Dev. 203-205-09	215 Capital Outlay
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
2020-2021

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #1, 2, and 3	\$30 per hour x 388 hours	\$ 11,640		\$ 11,640
		<i>(150 hours – AVPA)</i>	\$ 4,500		
		<i>(30 hours – ES ACH Jazz Band)</i>	\$ 900		
		<i>(33 hours – ES Solo and Ensemble)</i>	\$ 990		
		<i>(5 hours – ES All-County Honor Chorus)</i>	\$ 150		
		<i>(20 hours - Fine Arts Camp Collaborativ e Planning Meeting)</i>	\$ 600		
		<i>150 hours - Fine Arts Professional Development</i>	\$ 4,500		
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
2020-2021

	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
	TOTAL		\$15,425		\$15,425

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

ORIGINAL GRANT BUDGET	\$ 15,425.00	AMENDED BUDGET #		REQUEST DATE	09/22/20
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	047-21		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	S	GRANT PERIOD	1-Jul-20	30-Jun-21	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT/PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						308.00	308.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.		690.00	581.00	1,275.00			2,546.00
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.	11,640.00						11,640.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				931.00			931.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	11,640.00	690.00	581.00	2,206.00	0.00	308.00	15,425.00

Finance Official Approval	Jennifer Shaffer		9/23/2020	301-475-5511 x32168
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. J. Scott Smith		9/22/2020	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Equitable Services Chart

Local School System: St. Mary's County Public Schools

Equitable Services Table

Participating Private School Name and Address	Title I-A	Title I-C	Title II-A	Title III-A	Title IV-A	Title IV-B
All participating private schools must be verified as a non-profit private school and on the MSDE's Nonpublic School Approval website including church exempt schools. http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx	Total Number of Participating Students	Total Number of Participating Students	Total Number of Participating Staff Students	Total Number of Participating Students	Total Number of Participating Students	Total Number of Participating Students
Bay Montessori 20525 Willows Rd Lexington Park, MD 20653	0		Staff-4 Students-70	0	70	
Father Andrew White 22850 Washington St Leonardtown, MD 20650	0		Staff-27 Students-242	0	242	
Hollywood United Methodist Church Christian PreSchool 24422 Mervell Dean Rd Hollywood, MD 20636	0		Staff-0 Students-0		24	
King's Christian Academy 20738 Point Lookout Rd Callaway, MD 20620	5		Staff-45 Students-362	0	362	
Lexington Park Baptist Church PreSchool 46855 S Shangri-La Dr Lexington Park, MD 20653	0		Staff-5 Students-28	0	28	
Little Flower School 20410 Point Lookout Rd Great Mills, MD 20634	7		Staff-19 Students-123	0	123	
Mother Catherine Academy 38833 Chaptico Rd Mechanicsville, MD 20659	0		Staff-18 Students-168	0	168	
St. John School 43900 St. John's Road Hollywood, MD 20636	0		Staff-16 Students-240	3	240	
St. Mary's Ryken 22600 Camp Calvert Rd Leonardtown, MD 20650	0		Staff-72 Students- 672	0	672	
St. Michaels School 16560 Three Notch Road Ridge, MD 20680	32		Staff-11 Students-143	21	143	
Total Allocation:	\$101,590.00	\$	\$54,840.00	\$2751.84	\$26,488.00	NA

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

Total FY 2021 Allocation	Funds Available for Transfer	\$ Amount to be transferred out of each program	Programs to which an LEA May Transfer Funds	\$ Amount to be transferred into the program
\$	Title II, Part A – 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	
\$	Title IV, Part A – 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	
			<input type="checkbox"/> Title V, Part B – Rural Education	

Gifted and Talented

[COMAR 13A.04.07 Gifted and Talented Education](#) (click the link to access the Gifted and Talented Education regulation)

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 ability 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 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 up request by guardian, teacher, and/or student.

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 2019-20 Attendance Data Collections provided to the MSDE Office of Accountability.

3) The percentage of gifted and talented students identified in the local school system in 2019-20*

*Local school systems must also report how the percentage was calculated.

9.9% of SMCPS students in grades 3-10 were identified as gifted.

During the 2019-2020 school, gifted students were formally identified in grades 3-10.

As of July 14, 2020, SMCPS had 1,076 identified gifted students out of 10,850 total students (grades 3-10).

$1,076/10,850 = 9.9\%$

4) The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale in 2019-20

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

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 4, 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 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 4-12
- 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

6) Data-informed goals, targets, strategies, and timelines for 2020-21

Goal: Maintain last year's increase in gifted student identifications to comply with the 10% minimum identification threshold set for local school systems.

Target(s)	Strategy(ies)	Timeline(s)
Identify at least 10% of students in grade 3 for gifted reading and/or mathematics programming.	<p>Collect a variety of assessment data including multiple indicators of potential, ability, and achievement.</p> <p>Review student data collected to identify students for gifted reading and or mathematics programming.</p> <p>Examine the use of local norms to determine if they could positively impact the number of district gifted identifications.</p>	<p>September 2020 – February 2021: Data Collection</p> <p>March 2021: Complete student identifications</p>

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 SY2021-2022.	<p>Collect samples of recommended assessment materials.</p> <p>Examine samples to determine if any new measures could be used to improve the SMCPS gifted screening process.</p>	September 2020 – June 2021

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.	<p>Review current instructional materials and determine which advanced learning behaviors are already reinforces during classroom instruction.</p> <p>Determine if information regarding additional advance</p>	September 2020 – June 2021

	<p>learning behaviors should be collected, and if so, how.</p> <p>Create a plan for collecting student data and documenting evidence of early learning behaviors in pre-kindergarten through grade 2.</p>	
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Comprehensive Teacher Induction

COMAR 13A.07.01 Comprehensive Teacher Induction and Mentoring

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

.01 Scope.

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

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

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

.04 General Requirements.

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

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

Local school systems shall use the Maryland Teacher Professional Development Planning Guide 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

A. Provide a description of your Comprehensive Teacher Induction Program, including:

- staffing and oversight;
- orientation programs;
- ongoing professional learning;
- organization and schedules for mentor/mentee meetings;
- opportunities for observation and co-teaching;
- monitoring of new teacher needs, concerns, ongoing supports, formative review, and follow-up;
- action plans; and
- use of relevant and appropriate data.

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. 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. Additionally, 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).

4. An instructional supervisor operating out of the Office of Strategic Planning and Communications oversees the new teacher induction program.

B. Provide a description of your District Mentoring Program. The use of the term “mentor” includes coaches and consulting teachers.

- training for new mentors;
- supervision of mentors;
- training for school administrators and school staff as described in .04E of the regulation.
- process used to measure the effectiveness of the induction/mentoring and the results of that measurement.

SMCPS utilizes instructional mentors. All non-tenured teachers are assigned an instructional mentor who meets with 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. Additionally, 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). An instructional supervisor operating out of the Office of Strategic Planning and Communications oversees the mentors.

Annual training takes place through Menor 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.

The mentoring program is evaluated annually via mentor logs, new teacher surveys, and mentor surveys. The results of the measurement help shape changes to the mentoring program for the coming year. 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.

C. Provide data regarding the scope of your mentoring program. This data may be provided in the form of a chart or other organizer of your choice. Include:

The number of probationary teachers.

Probationary/Non-Tenured Teachers			
Year 1: Tenure Date 2023	Year 2: Tenure Date 2022	Year 3: Tenure Date 2021	Conditional

77	68	88	46
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The number of mentors who have been assigned, including breakdown of your mentors' roles in the district

- (1) FULL-TIME MENTORS: Mentoring is their full-time job.
- (2) PART-TIME MENTORS: Mentoring is their part-time job.
- (3) RETIREES: Mentoring is done by retirees hired to mentor.
- 4) FULL-TIME TEACHERS: Teaching is their full-time job and they mentor.

Mentors			
FULL-TIME MENTORS: Mentoring is their full-time job.	PART-TIME MENTORS: Mentoring is their part-time job.	RETIREES: Mentoring is done by retirees hired to mentor.	FULL-TIME TEACHERS: Teaching is their full-time job and they mentor.
NA	NA	NA	119

Other appropriate data.

- D. Provide a description of how your mentoring program is being evaluated. Include evaluation data and data on new teacher retention.

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.