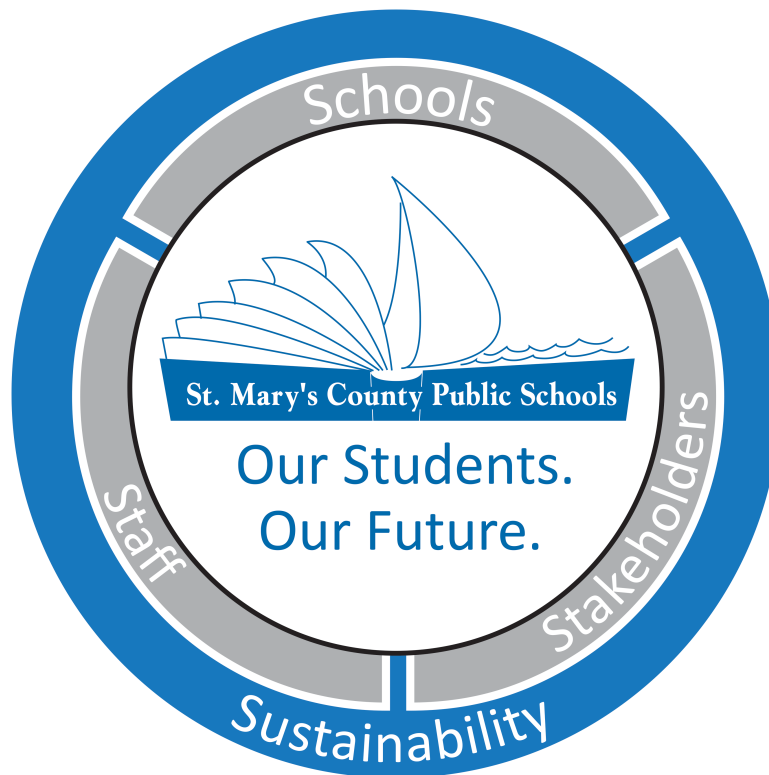


St. Mary's County Public Schools

Annual Update Part II



2017-2018

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

2017 Federal and State Grant Application and Other Reporting Requirements
(Please include this sheet as a cover to the submission indicated below)

Federal and State Grant Applications and Other Reporting Requirements

Local Education Agency Submitting This Report:

St. Mary's County Public Schools

Address:

23160 Moakley Street
Leonardtown, MD 20650

Local Point of Contact:

Name:

Dr. Jeffrey A. 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 2017 Federal and State Grant Applications, and Other Reporting requirements are correct and complete. We further certify that these Federal and State Grant Applications, and other reporting requirements have been developed in consultation with members of the Local Education Agency's current Federal and State Grant Applications, and other reporting requirements Planning Team, and that each member has reviewed and approved the accuracy of the information.



Signature (Local Superintendent of Schools)

Date

11/15/17



Signature (Local Point of Contact)

Date

11/15/17

RECIPIENT ASSURANCES

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

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the 12/4/2015 16:01:40 Notice of Grant Award 4 Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

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


Superintendent of Schools

Local Educational Agency

11/15/17

Date

PART II

- I. Title I
- II. Title II
- III. Title III
- IV. Title IV
- V. Fine Arts Grant
- VI. Other Reporting Requirements



I.

Title I

2017-2018 Title I Application

Title I, Part A Improving Basic Programs

Release of Title I, Part A Application and Guidance: June 6, 2017

**1st Submission to Title I Specialist for Review:
August 15 – September 15, 2017**

Submission for Conditional Approval: September 29, 2017

**First submission through county's Bridge to Excellence (BTE) POC: By
October 16, 2017**

Final submission through county's BTE POC: November 17, 2017

Local Educational Agency: SMCPS

Title I Coordinator: Dr. Kelly M. Hall

Telephone: 301-475-5511, ext. 32136 E-mail: kmhall@smcps.org

A. STAFF CREDENTIALS AND CERTIFICATION

The LEA will identify and address, as required under State plans as described in section 1111(g)(1)(b), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

1. Describe the ongoing process of how the LEA coordinates certification and licensure notification between Human Resources, the Title I Office and school administration.

All teachers are monitored through the Human Resources (HR) office relative to their certification status and renewal dates. Perspective employees are not routed for interviews without the verification of certification through HR. The HR office permits only certificated teacher candidates to interview for openings in any of the SMCPS, including Title I schools.

HR contacts teachers in regards to their licensure and need for renewal repeatedly by email and phone according to the teachers' renewal cycle.

The certification status of Title I employees is discussed with the Executive Director of Supplemental School Programs who has oversight responsibility for Title I in addition to the Title I principals. Hiring decisions are discussed between the Executive Director and the Title I principal prior to recommendation for hire being submitted to HR.

Backup credentialing documentation for Title I staff is kept on file in the Department of Supplemental School Programs. Title I principals are also required to keep back up documentation of Title I staff's credentialing.

2. Describe how the LEA will ensure the certification and licensure status of teachers assigned to Title I schools is maintained.

The principal of each school electronically submits the school Organizational Plan to the SMCPS' system Google Drive site. The Executive Director reviews the posted Organizational Plans a minimum of ten times throughout the school year. This report is cross referenced with the school system's electronic database. The Organizational Plan report verifies staff assignment and student enrollment in each class. Class Level Membership, which determines and verifies certified status is captured by the Human Resources office in December of each year and is submitted to MSDE.

3. The LEA certifies that all paraprofessionals in Title I schoolwide schools meet applicable State certification and licensure requirements.

☒ Yes

☐ Not Applicable

☐ No. If No, Explain:

This requirement applies to all instructional paraprofessionals regardless of funding.

Not Applicable means:

- There are no paraprofessionals in the schoolwide schools;
- The LEA has no schoolwide schools; or
- Paraprofessionals are not assigned to instructional duties

For the four Schoolwide Title I Schools (GWCES, GHES, LPES, and PHES), all para-educators meet the credentialing requirement having either passed the Para-Pro Exam or holding an AA or BA/BS from an accredited institution. This information is verified by the Human Resources Office and back up documentation is kept in the Department of Supplemental School Programs.

For any potential new paraeducator at a Title I school, the position is posted with the credentialing requirements noted and qualified applicants are screened through the HR office. Only qualified applicants are eligible for an interview.

Principals and the Executive Director discuss the selection of paraeducators in Title I schools prior to recommendations being made to HR.

4. The LEA certifies that all paraprofessionals paid with Title I funds in targeted assistance schools meet applicable State certification and licensure requirements.

☒ Yes

☐ Not Applicable

☐ No. If No, Explain:

Not Applicable means:

- There are no paraprofessionals paid with Title I funds in the schools; or
- The LEA has no targeted assistance schools

For the Targeted Assistance Title I school (GKES), Title I funded paraeducator(s) are fully credentialed and follow the same process with Human Resources at the School Wide school.

For any potential new paraeducator at a Title I school, the position is posted with the credentialing requirements noted and qualified applicants are screened through the HR office. Only qualified applicants are eligible for an interview.

Principals and the Executive Director discuss the selection of paraeducators in Title I schools prior to recommendations being made to HR.

- 5a. Describe any disparities that result in low-income students and minority students being taught by ineffective, inexperienced, or out-of-field teachers at higher rates than other students. (1112 (g)(B)(ii))

A review of certification and experience status from the HR office indicates that all staff are certified for their position in Title I schools. There is a process for addressing ineffective teachers, providing support and assistance when needed, etc. No ineffective teachers are noted at the Title I schools at the present time.

There is a disparity between experience level between Title I schools and non-Title I schools. Title I schools have more inexperienced teachers than the other SMCPS' elementary schools. This trend mirrors state and national data.

5b. If there are any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers, describe how the LEA will identify and address the disparities.

Discussions are underway with the school system executive leadership about the disparity between experienced teachers at Title I schools compared to non-Title I schools. These conversations include the offices of the Superintendent, Human Resources, and Supplemental School Programs.

Skilled teacher candidates are offered positions in Title I schools prior to being offered other positions.

There are several incentives that are available for candidates wishing to work in Title I schools including lower class sizes, additional research based professional development, supplemental or stipend pay for family involvement events, additional time and pay for collaboration with other teachers.

6. DESCRIBE the process including specific timelines/dates used to notify parents whose children attend Title I schools about the licensure and certification of their teachers by addressing each lettered item separately. Sec. 1112 (e)(1)

a. Describe how and when (date) the school or LEA notifies the parents of each student attending Title I schools that they may request information regarding the professional qualifications of their child's classroom teacher (known as "Parent's Right to Know").

Parents of students in all Title I schools are notified by letter about their right to request information on the qualifications of their child's teachers and paraeducators on the first day of the school year: September 5, 2017 or at the Open House. This letter is sent home but also included on the school and district's Title I websites.

b. Describe the process of providing timely notice (letter) to parents when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who does not meet Maryland's State certification and licensure

requirements at the grade level and subject area in which the teacher has been assigned.

Every effort is made to secure a certified teacher to provide long term substitute coverage in a Title I school. In the event that a certified teacher cannot be selected for a long term substitute position, the principal sends a detailed letter to the parents of students in the class, informing them of the situation, sharing the person's background, and detailing the support and supervision process in place at the school to ensure that the needed and necessary instructional oversight is occurring.

7. Identify by name, title, and department staff responsible for ensuring compliance with Section 1112 (c)(6)

Dr. Kelly Murray Hall, Executive Director of Supplemental School Programs has oversight of the Title I program.

Mr. Dale Farrell, Director of Human Resources has oversight for staffing, work assignment, and verification of licensure and credentialing in Human Resources.

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

The five Title I principals are also responsible for monitoring and maintaining documentation for their individual schools.

Ms. Denise Eichel, Principal, George Washington Carver Elementary School

Dr. Wauchilue Adams, Principal, Green Holly Elementary School

Mrs. Elizabeth Servello, Principal, Greenview Knolls Elementary School

Dr. Rebecca Schou, Principal, Lexington Park Elementary School

Mr. Scott Szczerbiak, Principal, Park Hall Elementary School

B. SCHOOLWIDE PROGRAM- [Schoolwide Guidance](#)

If the LEA does not have any Title I schoolwide programs, proceed to Section C - Targeted Assistance.

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

1. Consolidating Funds (Check one):

☐ Federal funds

☐ Federal, State, local funds

☒ Not Consolidating Funds

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

programs.

N/A

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

Development, implementation, monitoring, and evaluation of the schoolwide plan are components of the SMCPS' Master Plan. Each school's improvement plan (SIP) incorporates the alignment of federal, state, and local funds. By working with the Grants' Accountant and other directors, the Executive Director, the Title I principals and stakeholders collaborate to align all available funding to best serve the students and the school community. In addition, the Executive Director works collaboratively through leadership within the Division of Instruction to braid and align programs and funding sources to maximize their effectiveness. These funding sources include, but are not limited to the 21st Century Grant, Head Start, The Judy Center, the Pre-School Development Grant, McKinney-Vento, as well as the school system's general fund.

Persons Responsible:

Dr. Kelly M. Hall, Executive Director

Mrs. Leyla Mele, Grants Accountant

Mr. Robert Springer, Supervisor of Accounting and Auditing

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

iii. The LEA has submitted a waiver for specific Targeted Assistance schools to operate a schoolwide program (Only the approval letter from MSDE allows an LEA to waive Targeted Assistance Program for Schoolwide in specific schools)

☐ Yes

☒ No

2a. Describe how the LEA includes the 4 components in all schoolwide programs: Specificity and transparency are important. [Schoolwide Guidance](#)

A comprehensive needs assessment is completed by the school and led by the principal. A template is provided for schools to use if they would like to do so although it is a choice that each school based team is able to make. A variety of assessment measures and other data are carefully considered and analyzed to determine the root causes of challenges and to drive the academic and child centered programs put into place to address these needs.

Data that is analyzed includes state assessments (PARCC and KRA), local benchmark assessments, and predictive assessments for state tests, in addition to nationally normed assessments including DIBELS, IRIs, and the Nagliardi math assessment. Moreover classroom assessments, student grades, attendance data, and parent survey information are

reviewed and synthesized. Further discipline, including suspension, data and attendance data are monitored. This review process allows the school and system leadership to capture an accurate depiction of the school's successes, challenges, and areas in need of attention.

The needs assessment is reviewed with the school staff, the Executive Director, other members of central office, and the parents and community members as budget and academic programming decisions are made.

Schoolwide reform strategies are selected that are grounded in evidence based best practices. These strategies encompass academic reforms such as the Independent Reading Leveled Assessment system through the American Reading Company, Wilson Reading, and several multi-tiered intervention programs such as PBIS and Restorative Practices. There is a school system list of interventions with a strong research base; however schools are also free to pursue other interventions that are grounded in evidence and discuss them with the Executive Director prior to implementation.

When decisions are made regarding the selection of evidence based programming, vendors are asked to provide the reputable studies and white papers that detail the research base involved with their product. Further, the Whatworks Clearinghouse is also reviewed to determine if the program is included. School leadership teams work with the Executive Director to select the best program for the school to meet the identified targets within the comprehensive needs assessment. Title I schools in SMCPS have also seen a tremendous benefit in selecting similar programs in many circumstances given the high mobility of students from one Title I school to another.

Professional development is provided on selected, evidence based programming for teachers and staff. Every effort is made to provide some professional development in an authentic setting and ensure that the training is embedded into the school day for staff whenever possible. Technical assistance teams monitor achievement periodically and each school has a professional learning community structure in place that allows for an ongoing data review to drive academic decision making and to support professional development.

Additional early childhood programming is available. The school system is the Head Start grantee and two Title I schools house Head Start classrooms where at risk three and four year old students receive high quality early childhood instruction. Further, each Title I school has access to increased pre-kindergarten spaces to serve more children from the Title I areas. Two Title I schools are recipients of Pre-School Expansion grants and also have full day pre-k classes in addition to half day classes for eligible students. Two of the Title I schools also have Judy Centers that provide parent training and support services to students in the community.

Mental Health services are provided onsite through the Center for Children at each Title I school and at the middle school in the feeder path. In addition, afterschool tutoring for identified homeless students is available at each Title I school.

Parents and other stakeholders are welcome participants in the Title I schools. The Title I Student, Family, and Staff Engagement Supervisor (SFSES) supports family engagement at each of the five Title I schools. Further, each Title I school has a parent liaison or a designated staff member charged with oversight of family engagement.

A variety of family friendly and inclusive education and wellness programs are offered at each Title I school, based on the needs and requests of families. Efforts are made to make programs and meetings conducive to family life and involving the entire family. Childcare is often provided in order for parents to attend to the topics being discussed. Programs are structured with families' schedules in mind. Strong partnerships with the community support family engagement events and meals are often provided for participants.

Coordination with other federal, state, and local services, resources, and programs funds are braided with a variety of other federal and state grants including the 21st Century Grant, Head Start, Pre-School Expansion, the Judy Center, and McKinney-Vento in addition to the SMCPS general fund, to support academic initiatives and increase services to Title I students. These braided funds allow support services to provide all day pre-k services, full day and half day Head Start classes, after school tutoring for homeless students, parent involvement workshops and parent cafes sponsored by the Judy Center, summer school, and "Lunch and Learn" a summer feeding program at two Title I schools in collaboration with the Judy Centers and the Food Services office.

2b. Describe how the LEA ensures evidence-based strategies are being implemented by schools. (6/22/17)

Title I Schools are required to follow SMCPS' intervention protocols which include research based programs including Wilson Reading, Foundations, Fast Math, etc. In addition, Title I specific initiatives are driven by the needs assessment and school teams must explain the rationale for selection, including the evidence base, during their peer review and individual meeting with the Executive Director prior to the plan being approved. Schools are responsible for locating the research base and having it readily accessible to explain and support the decision.

2c. If any of the components of a Schoolwide Program plan are not adequately addressed, describe the steps the LEA will take to ensure that revisions to schoolwide plans will occur in a timely manner.

Schoolwide plans are not approved until all components are thoroughly addressed. Plans may be reviewed beginning in August and given preliminary approval and final approval in September. Given that plans are reviewed on an ongoing basis, verification that the plan is being implemented as intended and with fidelity. With this process, it is not anticipated that any schoolwide plan will be lacking any information.

3. Describe the process to ensure that the components of a Schoolwide Program are part of the development, peer review, implementation, and monitoring of Schoolwide/School Improvement Plans. Provide a timeline, if applicable.

In August, Title I principals are given the opportunity to review their Schoolwide Plans with one another prior to the start of the school year and to discuss best practice, research based strategies, and evidence based models. The Title I SFSES supervisor participates in those discussions as well as the Executive Director. This peer review occurs in late August as plans are being reviewed and revised for the upcoming school year. This peer review process happens prior to the approval of the plan with the Executive Director.

In August, Title I principals can submit their Schoolwide Plans for preliminary approval. In September, each Title I principal meets with the Executive Director to review their plan and discuss it in detail. The plan received final approval or a discussion about the needs for revision is conducted.

On a monthly basis, each Title I school has a monthly on site visit by the Executive Director and other Title I staff. During these monthly meetings, finances are reviewed and cross referenced with academic programming plans in place in the school's Schoolwide Plan. Further, the Title I Student, Family, and Staff Engagement Supervisor (SFSES) and Executive Director monitor the family engagement program with active participation in many activities that are documented for the school as artifacts.

4. Describe specific steps to be taken by the LEA to review and analyze the effectiveness of Schoolwide programs.

The Schoolwide Title I program will be evaluated for effectiveness by the four components and specifics are detailed below.

Component 1: Comprehensive Needs Assessment:

The review and effectiveness of schoolwide programs is monitored quarterly by the Executive Director and there is ongoing monitoring, review, and discussion about the Schoolwide Plans and the programs they represent.

Each site based comprehensive needs assessment assures that instructional decisions are data driven. Schoolwide reform strategies are consistent with the SMCPS Master Plan and College and Career Readiness Standards. Data is reviewed quarterly with the Executive Director and the school based leadership team. Decisions about student progress, the need for intervention, and additional learning opportunities are reviewed.

Parental feedback from evaluations, the parent liaisons and principals, as well as the SFSE Supervisor will also inform the programmatic evaluation as it relates to the needs assessment.

Component 2: Schoolwide Reform Strategies

All reform strategies are grounded in research and have a strong evidence base. Selected strategies need to be noted in the Schoolwide Plan and verification of inclusion on the What Works Cleaning House or research based evidence in the form of a white paper or professional study must be referenced when decisions are made.

All Title I schools have grade level professional learning communities (PLC) meetings that are structured and aligned with their Schoolwide Plans. School based administrators are active and engaged participants in these PLC meetings. This active role of leadership in PLCs serves as another monitoring tool to ensure that the schoolwide program is effective and meeting the needs of the students

All Title I schools are staffed with 100% certificated teachers with current credentialing and licensure. High quality, evidence based professional development is closely monitored to align with the schools' needs assessment. Achievement data is consistently monitored by the Division of Instruction directors for their area of expertise, the Assessment and Accountability Office, and the Deputy Superintendent with the Executive Director. Instructional refinements are made as needed based on student needs.

Professional development activities are approved by the Executive Director or other departmental system level leadership staff. Staff is involved in the planning process for professional development and each professional development opportunity is evaluated and reviewed for its impact and effectiveness.

Strategies to attract qualified and experienced teachers include maintaining a lower class size in all Title I schools, providing additional materials of instruction and professional development.

All reform strategies will be reviewed and analyzed on an ongoing basis, and assessed at the end of the school year to determine future plans.

Component 3: Parent, Community, and Stakeholder Engagement

Strategies to increase family engagement have been identified.

1 Designated Staff

The Student, Family, Staff Engagement Supervisor (SFSES) is a high level certified administrator that has the same credentialing as a principal. The SFSES has the certification to observe staff, the authority to make decisions, and the latitude to provide needed support to families and assist them in accessing services quickly. The SFSES has a critical case load of students and families that need intense attention and support at each

Title I school. All parental and school based interactions are well documented to drive programmatic evaluation for effectiveness and to determine next steps for intervention and support.

Schools have also designated a parent liaison or other staff member to support family engagement in each school and to work collaboratively with the SFSES. The SFSES, in addition to the school level leadership as well as the Executive Director's oversight, are involved in the ongoing monitoring of the parent involvement plan at the school and district level. School based family engagement events are purposefully planned, based on feedback and insights from stakeholders at each Title I school to ensure that program offerings are meaningful for each school community.

Varieties of strategies are being implemented with more consistency this year and are noted in each school's Schoolwide Plan. These evidence based strategies include:

- Home visiting-SFSES and other staff will make home visits to support family engagement
- Family Friendly Practices-dinner and childcare, no homework for participating students or homework will be completed at the event
- Multiple Venues for communication- website, letter, text, phone calls, etc.
- Increased participation and membership with community organizations and leadership committees including the Dept. of Social Services Homeless Board, the Early Childhood Action Committee (ECAC), NAACP, Judy Center Steering Committee, and the Head Start Policy Council

Family engagement practices will be evaluated based on survey, parent meetings, and SFSES insights as noted above.

Component 4: Coordination With Other Federal, State And Local Services, Resources, And Programs

The Department of Supplemental School Programs works purposefully to braid and coordinate funds and services in an effort to provide more comprehensive support systems and opportunities to at risk students and families.

The Executive Director has the authority to work closely with other system level leaders to make decisions and to access resources for this purpose.

Examples of this coordination of funds include but are not limited to the following:

- Title I Homeless Tutoring and Title I summer school in collaboration with the 21st Century Grant
- Lunch and Learn and Lunch at the Library-summer feeding programs in collaboration with the SMCPS Judy Centers, located at two Title I schools, the SMC public library system, the SMCPS Food Services Department, and the USDA summer meals program

- **Head Start (SMCPS is the grantee) is located in two Title I schools providing expanded services to at risk three and four year old students.**
- **Pre-Kindergarten Expansion grant-grant funded, full day Pre-K classes located at two Title I schools**
- **Center for Children, licensed therapists are on site at each Title I school to provide needed mental health services and to eliminate the barrier of transportation**

Coordination of federal, state, and local services, resources and programs will be evaluated based on stakeholder input, program participation and attendance, and responsiveness to the school and community needs assessments.

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

Mr. Alex Jaffurs, Assessment and Accountability Officer, SMCPS

Mrs. Lisa Bacher, Director of Curriculum and Instruction, SMCPS

Ms. Cheryl Long, Director of Student Services, SMCPS

Mrs. Tammy McCourt, Assistant Superintendent for Fiscal Services and Human Resources, SMCPS

Mr. Dale Farrell, Director of Human Resources, SMCPS

Dr. Maureen Montgomery. Deputy Superintendent, SMCPS

C. TARGETED ASSISTANCE SCHOOLS

If the LEA does not have any Title I Targeted Assistance programs, proceed to Section E Parent and Family Engagement.

1. The LEA has submitted a waiver to operate a schoolwide program:

☐ Yes

☒ **X No**

List the Title I school(s) by name and assigned MSDE ID number below.

N/A

2. DESCRIBE the step-by-step process including timelines/dates used to identify eligible children most in need of services. Include in the description how students are ranked using multiple selection (academic) criteria. NOTE: Children from preschool through grade 2 must be selected solely based on objective criteria.

Spring 2017: Greenview Knolls Elementary School (GKES) completed a comprehensive needs assessment under the leadership of the school principal and with support from the school's instructional leadership team. This needs assessment began in spring 2017.

There was an additional meeting with the GKES staff on February 7, 2017 managed by the Executive Director, the principal, and the Title I office manager.

Spring/Summer 2017: There were follow up meetings with the Executive Director of Supplemental School Programs and Title I administrative staff to review data on March 22, 2017, April 6, 2017, and May 22, 2017 to begin reviewing programmatic needs and verifying data results.

A comprehensive data review indicates that students in the primary grades exit grades 1 and 2 with substantial gaps in literacy and mathematics. The school has determined that targeting these primary grades will ameliorate the long term impact of a substantial reading deficit on future academic performance.

There was also an identification of a rising group of fifth graders in need of more extensive academic support based on their data.

Students in grades 1 and 2 were sorted by assessment results including DIBELS and Rigby Assessment levels, both are normed referenced, national assessment systems. In addition, local benchmark data was also carefully considered. Teacher and staff recommendations were also considered as additional sources of data in making final decisions. It is estimated that students in the lowest 30% of students in grades 1 and 2 will be deemed eligible and up to 50% of rising fifth grade as determined by a combination of multiple measures will be served by the Title I staff being put into place. If space and time permits with the designated Title I staff, other at risk students will be served in rank order. Title I group size will remain at 1:8 staff to student ratio.

Students in grades 1, 2, and 5 have been identified as Title I eligible to begin the 2017-2018 school year. Services for these students will begin in mid-September. As new to Greenview Knolls Elementary School/St. Mary's County Public Schools students arrive and the GKES staff completes baseline assessment, additional new students may be deemed Title I eligible.

Late Summer/School Year 2017-2018:

Rank Order Process:

Greenview Knolls has used and will continue to use the following system using measurable attributes to identify targeted assistance students:

1. Multiple measures using objective data will be used to identify students at risk in reading. All measures are equally weighted for the grade level to determine eligibility.
 - a. The first measure consists of the Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment administered to Maryland students in the spring will be used to identify students in fifth grade who are not meeting benchmark. According to the PARCC Performance Levels, at risk students receive a Level 1 (Did Not Meet

Expectations), Level 2 (Partially Met Expectations), or Level 3 (Approached Expectations) score.

- b. The second measure consists of the Rigby literacy assessment and Burns and Roe Informal Reading Inventory establishes students' independent reading level based on accuracy and comprehension knowledge.**
 - According to internal reading criteria, first grade students need to be reading at a Rigby level 4 at the beginning of first grade.
 - According to internal reading criteria, second grade students need to be reading at a Rigby level 17 at the beginning of second grade.
 - According to internal reading criteria, fifth grade students need to be reading at a Burns and Roe level 4 at the beginning of fifth grade.
 - Students who are below the indicated levels are considered at risk students.
 - c. The final measure consists of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) that measure early literacy and fluency skills.**
 - According to DIBELS Next at risk cut scores, first grade students must be able to read 2 whole words (WWR) and speak 30 correct letter sounds (CLS) within words at the beginning of the year.
 - According to DIBELS Next at risk cut scores, second grade students must have an oral reading fluency (DORF) of 55 words correct with 92% accuracy.
 - According to DIBELS Next at risk cut scores, fifth grade students must have an oral reading fluency (DORF) of 103 words correct with 98% accuracy.
 - Students who are below the indicated levels are considered at risk students
- 2. Select measures using objective data will be used to identify students at risk in mathematics.**
- a. The first measure consists of the Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment administered to Maryland students in the spring will be used to identify students in fifth grade who are not meeting benchmark. According to the PARCC Performance Levels, at risk students receive a Level 1 (Did Not Meet Expectations), Level 2 (Partially Met Expectations), or Level 3 (Approached Expectations) score.**
 - Students who are below the indicated levels are considered at risk students
 - b. The second measure consists of an internal mathematics diagnostic. The Operations and Algebraic Thinking and Number and Base Ten (OANBT) Diagnostic was developed to match common core standards to the level of PARCC questioning.**
 - According to internal measures at risk cut scores, students in first grade who score a 59 and below are at risk.
 - According to internal measures at risk cut scores, students in second grade who

- score a 49 and below are at risk.
- **Students who are below the indicated levels are considered at risk students.**
- c. **The third measure consists of an internal Counting Profile given to assess early mathematics skills such as one-to-one correspondence, object permanence, cardinality, organization, and rote counting.**
- **According to internal measure at risk cut scores, students in first grade who score below proficient (below 3 out of 4 points) are at risk.**
 - **According to internal measure at risk cut scores, students in second grade who score below exemplary (below 4 out of 4 points) are at risk.**
 - **Students who are below the indicated levels are considered at risk students.**
3. **In late August, students identified as Title I eligible and returning to Greenview Knolls Elementary in the targeted grade levels will be ranked by school staff using the above criteria for both literacy and mathematics.**
4. **Targeted assistance students will be served based on severity of need using the multiple objective criteria defined above.**
5. **Services for targeted assistance students will begin in September 2017.**
6. **Newly enrolled Greenview Knolls students will be selected based on the preceding measurable attributes and baseline data ordering to the criteria.**
7. **Title I services will continue during the year where students will be continuously assessed both formatively and summatively to monitor progress and refine their Title I Targeted Assistance support. Decisions on placement, service, and scheduling will be reviewed regularly.**
3. **DESCRIBE how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and supplemental instructional strategies for small groups of identified students. These instructional strategies must strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c) (1) (C). (In Maryland small group is described as one-on-one instruction or a student-to-teacher ratio of no more than 8:1.)**
- a. **Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities.**

Title I offers an annual summer school that includes students from each Title I school and eligible non-public students. For the 2017-2018 school year, summer school has been budgeted. Students receiving Title I service at GKES who are within the served grade band will participate.

- b. Helping provide an accelerated, high-quality curriculum.

Title I eligible students at GKES will be provided supplemental academic support in addition to the classroom instruction. This extra service will support scholastic success. Title I staff will structure student schedules to ensure that students receive Title I instruction in addition to their regular classroom instruction. Title I staff will participate in the grade level planning and PLC meeting structures where student data is reviewed for programmatic decision making. During these PLC meetings, discussions related to progress in the classroom including acceleration will be discussed.

- c. Minimizing the removal of children from regular classroom instruction for additional services.

Title I eligible students at GKES will be provided supplemental academic support in addition to the classroom instruction. This extra service will support scholastic success. Title I staff will structure student schedules to ensure that students receive Title I instruction in addition to their regular classroom instruction. Title I service will occur within the classroom whenever possible.

- d. Delivery of services, if delivered by nonprofit or for-profit external providers, with expertise in using evidence-based or effective strategies to improve student achievement. (if applicable)

N/A

4. DESCRIBE how the LEA/school provides additional opportunities for professional development with Title I resources, and to the extent practicable from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff in identifying and meeting the comprehensive needs of eligible children in the program.

Professional development opportunities funded through Title I will be provided on an ongoing basis and have been included in the Title I budget for GKES. In addition, the Title I Literacy Lead will provide continuous professional development for Title I staff and for classroom teachers with Title I students on their caseload in the area of literacy and best instructional practice.

General fund initiatives such as PBIS and Restorative Practice will continue and Title I staff will be included in those trainings and professional development opportunities. In addition, other trainings for academic interventions such as Wilson Reading will continue to be made available to GKES staff and Title I paid staff will be included and invited to participate at the discretion of the principal.

5. DESCRIBE the specific steps to be taken to review and analyze achievement data of the targeted assistance programs.

The principal at GKES will create a Professional Learning Community and monitor student data bi-weekly with Title I staff. This will mirror the current PLC structure in place at all elementary schools.

Further, the principal at GKES will include the Title I Instructional Resource Teacher (IRT) in the school's ongoing leadership team meeting that includes the principal, assistant principal, guidance counselor, instructional resource teacher, and the primary and intermediate chairpersons. These meetings will occur several times per month.

In addition, there will be monthly/quarterly Title I Technical Assistance Team (TAT) meetings at GKES that will include school based Title I staff, central office Title I staff, content supervisors as appropriate, and the leadership team of the school. Data driven decision making and progress monitoring will occur during these TAT meetings. Adjustments to academic programming will occur as needed as a result of these meetings. Finances were also be reviewed during these monthly/quarterly meetings.

6. DESCRIBE the ongoing process for developing, implementing, and monitoring targeted assistance requirements. Provide a timeline, if applicable.

March 2017: Plans for GKES began in March 2017 when a decision was made for the school to become a Title I Targeted Assistance School.

Spring/Early Summer 2017: During the spring and early summer, a comprehensive data review was completed using multiple objective measures to determine Title I eligibility. Students were then identified as Title I eligible.

Summer 2017: Ongoing meetings with GKES leadership occurred throughout the summer to review data as it became available, determine eligibility, and staffing needs were determined. Title I positions were posted and selected.

September-June 2017: During the course of the school year, there will be monthly/quarterly on site meetings at GKES where the requirements for Title I Targeted Assistance will be monitored and evaluated. Technical assistance will also be provided during these meetings.

In addition, all Title I principals meet monthly with the Executive Director and the principal of GKES will be included in these meetings and have the benefit of interacting, problem solving, and benefitting from Title I discussions with colleagues. Clarification will be sought from MSDE as needed regarding Title I Targeted Assistance.

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

Dr. Kelly M. Hall, Executive Director
Mrs. Elizabeth Servello, Principal
Mrs. Kristen McIntyre, Instructional Resource Teacher
Mrs. Mary Walker, Secretary to the Principal
Title I Paid Staff to be hired (Instructional Resource Teacher, Paraeducator, Title I Teacher)
Mrs. Charlottis Woodley, Title I Student, Family, and Staff Engagement Supervisor
Mrs. Mary Moreland, Title I Literacy Lead Teacher
Mrs. Leyla Mele, SMCPS Grants Accountant
Ms. Martina Green, Office Manager, Department of Supplemental School Programs
Mrs. Carol Weber, Title I Secretary

DOCUMENTATION:

8. Attach weighted criteria used to select and rank children for targeted assistance services, the timeline for selecting students, and implementing the targeted assistance program.

9. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2017-2018 to a schoolwide program in 2018-2019, the LEA must submit a formal letter to the Director of the Program Improvement and Family Support Branch, informing MSDE of its intent.

St. Mary's County Public Schools intends to transition Greenview Knolls Elementary School to a Title I Schoolwide program in the 2018-2019 school year if such a transition is possible after one year under ESSA. A formal letter from SMCPS will be forthcoming once clarification is received from MSDE about the transition process and timeline for Title I Targeted Assistance to Schoolwide status.

List the Title I school(s) by name and assigned MSDE ID number below.

Reminder: Please be sure to include the name of the school and the proposed timeline for the planning year.

Greenview Knolls Elementary School -# 0810

May-June 2017-Needs Assessment, staff and parent communication, parent meetings, Selection of eligible students using objective criteria, schoolwide data analysis, development of Targeted Assistance Plan

June 2017-Planning for Staffing, Targeted Assistance with a goal of moving to Schoolwide status in the 2017-2018 school year

July-August 2017-Post and selection of staff, training on Title I, completion of Targeted Assistance Plan, Title I budget development

September 2017-Continued identification of newly enrolled GKES students, Title I service begins

October 2017-January 2018-Analysis of school data including PARCC individual scores, Assessment of Title I Targeted Assistance program, and official request sent to MSDE to transition to Title I Schoolwide status

Feb 2018-May 2018-Development of Schoolwide Plan, data review, parent communication, parent meetings, proposed schedule for Title I staff

May-June 2018-Discuss details and impact with MSDE officials, submit required documents, meet with stakeholders to convey status, school completes schoolwide comprehensive needs assessment and plans for transition.

Summer 2018-Greenvew Knolls Elementary is included in Title I Application submission as Schoolwide program.

D. Parent and Family Engagement

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

GKES will have the additional support of the Title I SFSE Supervisor who will meet with Title I staff, Title I students, and their families. In addition, the principal and the Title I supervisor will offer numerous ongoing opportunities for parents to learn about the Title I program and to provide input into Title I decision making impacting their children.

A. Local Educational Agency

Please provide the date when the current LEA's Parent and Family Engagement Policy/Plan was reviewed: **August 11, 2017, August 16, 2017.**

1. Describe the LEA's process for involving parents and families in the development of the LEA's Title I Parent and Family Engagement Policy/Plan.

All Title I schools, including the targeted assistance school, are required to submit their current school PIP with their Title I Schoolwide/Targeted Assistance Plan. All schools are required to complete the Title I school level parent involvement plan checklist provided by MSDE, under the direction of the Title I SFSE Supervisor. The SFSE Supervisor has the responsibility of ensuring that the school Parent Involvement Plans is aligned with the system level Parent Involvement policy and plan and communicating each school's status to the Executive Director. This plan and the alignment between the school and district plans are revisited for alignment during the ongoing monthly Title I staff meetings at each school. The district Parent Involvement Plan is the compilation of the school plans, rich with input from parents and other stakeholders.

All Title I schools, including the Targeted Assistance School, provide a Title I program information meeting at the beginning of the school year. This informational meeting includes reviews of the school's Parent Involvement Plan and activities. Results of the previous end of year Parent Involvement Survey are shared to identify parent priorities with the families. Each Title I school has a designated point of contact for parent involvement that assists with this process and organizes workshops for parent and facilitates the school level parent involvement plan. These school based staff will work collaboratively with the Title I SFSE Supervisor. Development and review of parent involvement plans at the school level by Title I parents are verified by the meeting agenda and sign in sheets. These are submitted to the SFSES and then to the office of Supplemental School Programs for review by the Executive Director and to serve as documentation of parent involvement in the process.

2. Does the LEA have a tool to evaluate the effectiveness of the Title I Parent and Family Engagement Policy/Plan?

- a. If yes, please attach.
- b. If no, please describe how the LEA will develop a tool to evaluate the effectiveness of the content of the LEA's Title I Parent and Family Engagement Policy/Plan?

At the present time, there is not a tool that fully evaluates the Title I Parent and Family Engagement Policy and Plan. It should be noted however that the Title I Parent Involvement Policy/Plan is reviewed for effectiveness with the Title I parent surveys. A tool will be developed this year, after guidance is received from MSDE, by the SFSES Supervisor.

The parent involvement survey is attached.

B. School Level Parent and Family Engagement Plan Review

3. Describe the process the LEA will use to ensure that all Title I schools have a school level Parent and Family Engagement Policy/Plan that meets statutory requirements and is distributed to parents and families.

Each Title I school invites all parents and the targeted assistance school will invite Title I eligible parents to an annual meeting to seek input, revise, and update the Title I school's Parent Involvement Plan (PIP). The review of the SMCPS' Title I Parent Involvement Plan took place on or before June 9, 2017 for the Schoolwide Programs. This was the students' last day. The Parent Involvement Plan for the new Targeted Assistance School will be drafted and reviewed with parents during the month of September 2017.

The Title I SFSE Supervisor has the responsibility of providing direction on parent involvement to the schools, providing leadership and guidance with federal documents, supporting and mentoring students and staff, and in working collaboratively with the parents of Title I students and the school. The SFSES is involved in a comprehensive data review, in depth conversations with the Executive Director and the school principals, staff, and families about what is needed, insights from research based best practices, and SMCPS' commitment to supporting families.

Parent involvement surveys are also conducted at each Title I school during the spring which helps to inform the development of the school and district PIP. Title I school principals are then able to adjust the parental involvement activities based upon the needs of their parents. After review/revision, copies of the Parent Involvement Plan are distributed to all school families within the first week of school each year. The PIP is posted to the Title I schools' websites and the district parent involvement plan is posted to the Executive Director's departmental website.

The same process will occur at the Title I targeted assistance school with participating families being involved in the process under the direction of the school's principal and the Title I SFSE Supervisor.

Previously, parent surveys were available online. Lack of online submissions indicated that a return to paper and pencil submission better meets the needs of the school communities and resultantly, this is how surveys will be distributed for the 2017-2018 school year unless an individual school, in working with families, opts to return to an online submission.

Copies of the system level Parent Involvement Plan are provided by the SFSE Supervisor through the Department of Supplemental School Programs to each Title I school. The system level PIP, in addition to the school level plan, is discussed at all Title I schools during the Open House or Back to School Night. Parents are offered the opportunity to again provide input and feedback. The plan is also posted on the SMCPS Title I website as well as linked from the Title I schools' websites. The location of the system level PIP is brought to the parents' attention during opening of the year activities. The SFSES will take a leadership role with the development, revision, and uploading of the system level PIP.

C. School-Parent Compact

4. Describe the process the LEA will use to ensure that each Title I school has a School-Parent Compact that meets statutory requirements and is shared to parents and families.

The Title I SFSE Supervisor, in collaboration with Title I school based staff including Parent Liaisons, schedule annual meetings for school teams to work with parents to review and revise their compacts. All Title I schools, including the Targeted Assistance School, provide a Title I program information meeting at the beginning of the school year. This informational meeting includes reviews of the school's Parent Involvement Plan and activities.

Each Title I school is required to submit a copy of the School/Parent Compact to the SFSES Supervisor for her review and for further review by the Executive Director prior to the first day of school. Parent Liaisons or other school designated staff keep copies of all documents on file.

This same process will be applied for the Targeted Assistance School with eligible students' families receiving the Parent Compact.

D. Distribution of Parent and Family Engagement Funds

5. Describe *how* the LEA ensures that Title I parents and families have input into the use of the Title I allocation for parent and family engagement at the district and school level.

SMCPS determines a 1% required reservation, which is then divided by the total number of children from low-income families in all Title I schools to determine the Parent Involvement Per Pupil Allocation (PPA). The Parent Involvement allocation for each Title I school is then determined by multiplying the PPA by the total number of low income students in each Title I school. All of the required 1% reservation is sent directly to the schools and no parent involvement monies are held back.

Input for budget development at the Title I school level is accomplished at School Improvement Meetings, community meetings, Open House events, and various other meetings during the school year. Sign in sheets and agendas are maintained at the school for each of the meetings with specific references to budget input.

Moreover, budget input for the new fiscal year is collected at each Title I school during the spring of the previous school year. After receiving the total Title I allocation officially in July 2017 from MSDE, the estimated school allocation, including the parent involvement allocation, was shared with each Title I school principal to revisit their plan, verify staffing, and align parent involvement funds with parent priorities. The proposed budget from each school was submitted to the Title I office and discussed with the Executive Director in August 2017.

E. Monitoring Parent and Family Engagement

6. Describe the LEA's process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools.

Title I Principal meetings, held in monthly to quarterly intervals; provide an opportunity for regular review and monitoring of all requirements, including parent involvement. These principal meetings will include the SFSE Supervisor who has direct oversight over parent involvement programming and monitoring.

All Title I schools maintain a Parent Involvement binder or/or a Google Drive site which includes SANE (sign-ins, agendas, notes, and evaluations) documentation of all parent involvement training sessions, School Improvement Team meetings, and Parent Student Teacher Association or Organization meetings. At the end of each school year, a Parent Involvement survey is used to evaluate and improve parent involvement opportunities at the school and district level.

7. In addition to the LEA Title I coordinator, identify by name, title, and department, the person(s) responsible for monitoring parent involvement.

**Mrs. Charlottis Woodley, Title I SFSE Supervisor
Dr. Rebecca Schou, Lexington Park Elementary School Principal and Karyn Timmons, Parent Liaison
Denise Eichel, George Washington Carver Elementary School Principal and Lisa McCoy,**

Parent Liaison

Mr. Scott Szczerbiak, Park Hall Elementary School Principal, and Sonya Mitchell-Bailey, Parent Liaison

Dr. Wauchilue Adams, Green Holly Elementary School Principal and designated staff

Mrs. Elizabeth Servello, Greenview Knolls Elementary School Principal and designated staff

DOCUMENTATION:

8. Attach a copy of the LEA's 2017-2018 Title I Parent and Family Engagement Policy/Plan that be distributed to parents/families.

Attached: Title I parent involvement plan and the parent involvement survey.

The evaluation tool is under development pending guidance from MSDE.

9. If applicable, attach a copy of the annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.

E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS

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

1. DESCRIBE the LEA's process for:

- ☐ Inviting private schools to participate in the Title I, Part A program;
- ☐ Reaching agreement on how to provide equitable and effective programs for eligible private school children; and
- ☐ Transmitting the results of such agreement to the State Ombudsman.
- ☐

All St. Mary's County private school administrators are invited to biannual meetings (late summer/early fall, and late winter/early spring) hosted by SMCPS' federal grant program administrators. At the winter/spring meeting planning begins for the next school year. At that time, Title I "Intent to Participate" notices are distributed. The notices are also mailed to all St. Mary's County Private school officials and are to be returned to the Title I office in late March or early April of each year indicating the private school's intent to participate in the Title I program for the following school year. Follow up appointments to address individual questions, determine if any students drive funding, or to provide clarity are scheduled as needed.

When a private school confirms the intent to participate in the Title I program and they have students that generate funds, an appointment is scheduled at the private school by the Executive Director and the school principal and other needed staff. During this meeting, a

discussion of how to provide services based on the funding allocated to the private school, services to be provided, when and how the services will be provided, staffing, and materials of instruction are discussed. A data review is discussed to determine student academic eligibility for service, addresses are provided to verify residency, etc. This information is drafted into an Attestation of Consultation with the mutually agreed upon information included for review prior to signing.

Information shared with the MSDE Ombudsman will be according to MSDE guidelines and with the direct knowledge of the process provided to the non-public officials during the consultation process and reflected in the agenda.

2. **DESCRIBE the LEA's process of ongoing consultation with private school officials to provide equitable participation to students in private schools. Include how the LEA ensures that services to private school students start at the beginning of the school year.**

Prior to the start of the new school year, the Executive Director, the non-public participating principal, and the SMCPS Title I teacher tutor(s) meet to discuss and sign the Affirmation of Consultation document. This document is sent electronically to the non-public principal prior to the summer meeting as noted above for their in-depth review with information based on previous consultation discussions. During this summer meeting, the following items are discussed, included in the affirmation, and SANE documentation is on file.

- **How attendance areas and student eligible for services will be determined and verified**
- **How SMCPS will identify academic needs in collaboration with private school officials**
- **What services will be offered, including the option of a third party provider, when and how they will be provided**
- **How and when decisions will be made about delivery of services**
- **The size and scope of services and the proportion of funds allocated for these services**
- **The observation and evaluation process conducted by the Executive Director with teachers providing Title I services to non-public schools**
- **The professional development for teachers and parent involvement offered for teachers and families of participating students**
- **A review of Title I summer school participation and feedback for participating non-public students if appropriate.**
- **An acknowledgement that is initialed to indicate that timely and meaningful consultation has or has not occurred or that the program design is not equitable with respect to eligible private school children.**

The non-public program will be evaluated for effectiveness by a comprehensive review of achievement data including national and local assessments, student grades, and class work

during the consultation process to ensure that identified students are maintaining good progress or increasing their academic achievement. Parent satisfaction surveys or feedback will also be reviewed.

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

Student data is reviewed by the Title I non-public teachers at the beginning of the school year with the principal and shared with the Executive Director to determine the students who have an academic need residing in the appropriate residency area.

Following this identification of students to be served, a schedule is built in collaboration with the school to ensure that Title I instruction is in addition to the instruction provided from the non-public school's classroom teacher.

The Title I Non-Public teachers can serve small groups of students for intervention services if they have like skill levels and academic needs. They can also provide individual tutoring sessions. Every effort is made to ensure that students received the most appropriate and meaningful educational support from Title I staff, in addition to their regular classroom instruction, in a manner that is supportive and not disruptive.

There is an ongoing data review of student performance that allows the non-public teacher to fine tune instruction. Further, the non-public teachers interact and communicate with the participating non-public staff about student performance, progress, or any other information that would be germane to the Title I program.

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

SMCPS seeks to maintain strong and positive relationships with non-public schools. In St. Mary's County Public Schools, strong effort is placed on communicating clearly and following up meetings with documented notes of the discussion. If additional clarification is needed regarding policy and procedures, guidance will be sought from the Ombudsman by the Executive Director and the school system's internal legal counsel.

In the event of a disagreement, the Executive Director will schedule a meeting with the non-public principal to address the concern or an administrative representative from the non-public organization. After discussion, if the issue is not resolved, a written response clarifying the school system's position will be sent. The state Ombudsman will be notified by the Executive Director if there is an impasse with a participating non-public school and the written documents related to the issue will be shared.

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

The Title I secretary will verify income and residency information with the non-public school's designee and then communicate that information with the Executive Director. This information will be verified with the school's principal for accuracy. It may also be verified with the Arch Dioces of Washington designee for participating parochial schools.

The Executive Director will schedule multiple on site meetings which include observations, both informal and formal, of the Title I paid staff. For staff observation, the non-public principal will be invited to participate in these staff instructional observations. If the principal is unable to participate, the results of the observations will be shared with them by the Executive Director.

Student data will be collected and progress monitoring will occur throughout the year. During the numerous site visits, student progress will be discussed based on the caseload of Title I eligible children served at the non-public school. This academic data will be included in the program evaluation as an indicator of program effectiveness.

DELIVERY OF SERVICES

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

☒ **Yes** ☐ **No**

If yes, when will services begin? **On or before the first day of public schools on September 5, 2017**

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

☒ **Yes** ☐ **No**

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

There is one student who attends a non-public school in the District of Columbia. The appropriate contact has been made by school officials and the MOU is in the process of being reviewed and signed. The services for the student will begin in September 2017. The District of Columbia point of contact is Yiesha Thompson.

There are students attending participating non-public schools who reside in Calvert County. This information has been communicated to Calvert County Public school officials on 9/12/17 to determine their eligibility.

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

students?

☐ Yes ☒ No

If yes, when will services begin? N/A

DOCUMENTATION:

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

Attachment: Timeline

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

Attachment: Non-Public/Title I Agreement Document DCPS document

F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

1. Describe how Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.

Title I supports identified homeless students. The Executive Director and the school system's Homeless Liaison and Director of Student Services meet monthly to quarterly to review the status of homeless children in the district.

Homeless students receive support with needed materials and other items to foster academic success. These items include clothing, school supplies, personal care items essential for good grooming and hygiene, and fees are paid for homeless students to access the same school services and programs as their peers.

Pupil Personnel Workers, informed by the Homeless Liaison, communicate with families on their caseloads and invite and encourage participation in any family engagement activity occurring in the five Title I public schools, in addition to all schools in St. Mary's County. Transportation support can be provided as needed.

Homeless Tutoring: Title I sponsored homeless tutoring may be available after school as needed at each of the five Title I schools and also the middle and high school in the feeder path. Arrangements can be made to offer tutoring to homeless students at other St. Mary's County schools as needed and coordinated by the Homeless Liaison. Discussion involving homeless tutoring will occur during the monthly Title I/Homeless Liaison meeting on an on-going basis. Tutoring may be provided by a certified staff member after the school day and bus services can be accessed through the 21st Century Grant where after school programs are operational. If the 21st Century Program is not operational at a site, other

plans will be created to address the need in collaboration between the Homeless Liaison, the school principal, and the Executive Director. School principals are responsible for securing instructional staff. For non-Title I schools with homeless students, needs are communicated and plans are implemented by the Homeless Liaison after follow up with the Director of Student Services and the Executive Director of Supplemental School Programs.

2. Describe the method used for determining the amount reserved, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support service cost data), and how the liaison was consulted or involved in determining the set-aside.

The total number of homeless students for the system is reviewed from the previous several years. The number is then compared to the total number of students enrolled in the school system. Typically there are approximately 200 students identified as homeless during the school year. Historically SMCPs has reserved between 1%-2% of the total Title I allocation to support homeless students as that is the percentage of homeless children when compared to the overall enrollment in SMCPs. This reservation includes academic support and transportation costs as needed.

This process is articulated to the Homeless Liaison, Student Services Director, and Transportation Director prior to the start of the school year when budgeting decisions are being made. There is also a discussion about the amount of monies that can be spent on homeless students by level and it is adjusted periodically based on need.

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

**Ms. Annie Gast, SMCPs Homeless Liaison, McKinney Vento grant administrator
Ms. Cheryl Long, Director of Student Services
Mr. Jeff Thomson, Director of Transportation
Mrs. Leyla Mele, Grants Accountant**

G. SUPPORT FOR FOSTER CARE STUDENTS

1. DESCRIBE how the LEA will collaborate with the State or local child welfare agency to develop and implement clear written procedures and practices to ensure educational stability for children in foster care (ESEA Section 1111(g)(1)(E)).

The school system Foster Care Liaison will meet with the Executive Director of Title I and the Director of Transportation on an ongoing basis to review information and to ensure that all decisions are made in the child's best interest following discussions with the Child Welfare Agency.

When guidance is received from MSDE, written procedures and practices will be crafted and shared with all stakeholders to ensure common understanding. Draft procedures have been developed and are under review awaiting the state agreement between MSDE and the state CWA. The local Department of Social Services is aware of and supportive of this plan as communication between the Foster Care Liaison and the Executive Director with the CWA authorities has been ongoing.

2. In addition to the Title I Coordinator, identify by name, title, and department of person(s) responsible for ensuring compliance with Section 1111(g)(1)(E).

Ms. Kate Eggert, SMCPS Supervisor of Pupil Personnel Workers and Foster Care Liaison
Mr. Jeff Thompson, SMCPS Director of Transportation
Mrs. Charlottis Woodley, Title I SFSES Supervisor
Ms. Cheryl Long, SMCPS Director of Student Services
Mrs. Leyla Mele, Grants Accountant

I. TABLES AND WORKSHEETS

A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

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

A Local Educational Agency must use the same measure of poverty for:

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

PUBLIC SCHOOLS:

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

	A.	Free Lunch
X	B.	Free and Reduced Lunch
	C.	Temporary Assistance for Needy Families (TANF)
	D.	Census Poor (Children ages 5-17 based on 2000 Census Data)
	E.	Children eligible to receive medical assistance under the Medicaid program
	F.	Community Eligibility Provision(CEP)
	G.	NEW: Explicit Authority to Use Feeder Patterns to Determine the Poverty Percentages of Secondary Schools (ESEA sections 1113(a)(5)(B) and (C)

PRIVATE SCHOOLS:

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

X	A.	Use FARMS to identify low-income students
X	B.	Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify. The LEA must extrapolate data from the survey based on a representative sample if complete actual data are unavailable
X	C.	Extrapolate data from the survey based on a representative sample if complete actual data are unavailable

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D.	Use comparable poverty data from a different source, such as scholarship applications
E.	Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area (proportionality)
F.	Community Eligibility Provision (CEP)

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

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

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.
2. After schools have been ranked by poverty, the school system must serve schools above 75% poverty in rank order of poverty, including middle and high schools.
3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)) Then continue on with the district-wide ranking or rank remaining schools by grade span groupings.
4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings.

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

X **Percentages** -- schools at or above the district-wide average must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**

 Grade span grouping/district-wide percentage -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**

 35% rule -- all schools *at or above 35%* are eligible for services. Schools must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above 35%. **Complete Tables 7-3.**

 Grade-span grouping/35% rule -- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**

 Special Rule: Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. **Complete Tables 7-3 and 7-4.**

 New Exception: An LEA may serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)). Complete Tables 7-6.2.

 District-wide and school percentage below 35% rule – District-wide percentage is below 35% then any school above 35% are eligible for services. Schools must be served in rank order of poverty, but not below district-wide percentage. Title I, Part A funds may run out before serving all schools above 35%. Complete Tables 7-3 and

7-5.

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

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

The LEA may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, **CALCULATE** the district-wide average of low-income children below. **Use the official number of students approved for FARM as of October 31, 2016 to complete this table along with the September 30, 2016 enrollment data.**

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

5865	÷	18,067	=	32.462%
Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2016)		Total LEA Student Enrollment (September 30, 2016)		District-Wide Average (percentage) of Low-Income Children

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

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

DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS

Grade Span Write Grade Spans in Spaces Below.	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (<u>PK-5</u>)		÷		
Middle (<u>6-8</u>)		÷		
High (<u>9-12</u>)		÷		

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

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<u>Local Educational Agency Title I, Part A Allocation (Taken from Table 7-8) (Should match # on C-1-25)</u>	÷	<u>Total Number Of Low-Income Public and Private School Students (Taken from Allocation Worksheet)</u>	=	\$ <u>Per Pupil Amount</u>
<p>Per-Pupil Amount \$ _____ X 1.25 = Minimum Per Pupil Allocation \$ _____</p> <p>MULTIPLY the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation. In order to serve schools below 35% poverty, the LEA's districtwide average must be below 35%.</p>				

Table 7-6.1 CONTINUED ELIGIBILITY		
<p>Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for <u>one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year.</u> LIST below any school(s) that the school system will serve for one additional year.</p> <p>To qualify for continued eligibility, a school must have a lower poverty level than the district-wide poverty average or fall below 35% poverty, per the LEA's selection in Table 7-2.</p>		
Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty

Table 7-6.2 HIGH SCHOOL SERVED BETWEEN 50-75% POVERTY		
<p>Ranking High Schools - New ESEA Exceptions to the Ranking Requirement Exception: A local educational agency may lower the threshold in subparagraph (A)(i) to 50 percent for high schools served by such agency. (Section 1113(a)(3)(B))</p> <p style="text-align: center;">List the high schools that the LEA is choosing to serve under this exception.</p>		
Name of School(s)	MSDE ID Number	Poverty Percent

Table 7-7 TITLE I SKIPPED SCHOOLS
<p>LEAs must have prior approval from the State Title I Director to skip schools. Request must be in writing prior to the first submission of Title I Application.</p> <p>Follow the directions in the Skipped School Addendum.</p>

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

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

**Number of Skipped
Schools:**

Note: The completed 2017-2018 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet **must** be submitted with the Title I Application.
LEA must submit a copy of the approved request letter.

B. BUDGET INFORMATION

TABLE 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION

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

LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a bulleted, budget description that explains how the reserved Title I funds will be used to support each activity. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-8.**

Total Title I 2017-2018 Allocation		\$ <u>3,027,037.00</u> (Taken from the C-1-25)	
		Total Reservati ons	DETAILED BUDGET DESCRIPTION
1	Proportional Share for Equitable Services: List activities and cost associated with Equitable Services (Table 7-9, Lines 1a-e, as applicable)	Total Equitable Services Reservation : <u>\$103,373.31</u>	An LEA <u>must</u> 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. <i>(Use Table 7-9 for calculations)</i> 63 students

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2	<p>Parent and Family Engagement- not less than 1% of its allocation (Sec. 1116 (a)(3)(A)) of ESEA.</p> <p>Not less than 90% of the 1% shall be distributed to schools with priority given to high-needs schools (Sec. 1116(a)(3)(C) of ESEA.</p> <p>Parent input is required for expenditure Title I Parent and Family Engagement spending plan.</p>	<p>Total Parent and Family Engagement Reservation: <u>\$30,270.37</u></p>	<p>1%</p> <p>\$8,431.87 GWCES</p> <p>\$6,623.33 LPES</p> <p>\$5,619.12 GHES</p> <p>\$4,053.12 GKES</p> <p>\$5,542.93 PHES</p>																		
3	<p>District-wide Title I Instructional Program(s)</p>	<p>123,092.00</p> <p>100,000.00</p>	<p>Literacy Lead</p> <p>\$78,937.00 Salary FTE</p> <p>\$41,355.00 Fixed Charges</p> <p>\$2,500.00 Mileage & Conferences</p> <p>\$300.00 MOI</p> <p>Summer School</p> <p>\$59,062.50 Teachers & Paraeducators Hourly Salary</p> <p>\$5,040.00 Nurse Hourly Salary</p> <p>\$5,114.16 Fixed Charges</p> <p>\$3,003.00 Contracted Temp Agency</p> <p>\$3,000.00 Contracted Instruction</p> <p>\$5,859.87 MOI</p> <p>\$18,920.47 Student Transportation</p>																		
4	<p>District-wide Professional Development</p> <p>34 CFR Sec. 200.60</p> <p>Sec. 9101 (34) of ESEA</p>																				
5	<p>Administration (including mid-level) for services to public school</p> <p>34CFR Sec. 200.77 (f)</p> <p>(Present this number in Attachment 4-A School System Administration)</p>	365,198.71	<table><tr><th>Salary</th><th>Fixed</th><th></th></tr><tr><td>\$59,510.61</td><td>\$21,189.00</td><td>Ex. Director (.5 FTE)</td></tr><tr><td>\$24,318.00</td><td>\$9,330.00</td><td>Office Manager (.5 FTE)</td></tr><tr><td>\$30,202.00</td><td>\$23,891.00</td><td>Secretary (1.0 FTE)</td></tr><tr><td>\$90,879.00</td><td>\$28,806.00</td><td>SFSES (Student, Family, Staff Engagement Supervisor) 1.0 FTE</td></tr><tr><td>\$8,000.00</td><td>\$640.00</td><td>Salaries Overtime</td></tr></table>	Salary	Fixed		\$59,510.61	\$21,189.00	Ex. Director (.5 FTE)	\$24,318.00	\$9,330.00	Office Manager (.5 FTE)	\$30,202.00	\$23,891.00	Secretary (1.0 FTE)	\$90,879.00	\$28,806.00	SFSES (Student, Family, Staff Engagement Supervisor) 1.0 FTE	\$8,000.00	\$640.00	Salaries Overtime
Salary	Fixed																				
\$59,510.61	\$21,189.00	Ex. Director (.5 FTE)																			
\$24,318.00	\$9,330.00	Office Manager (.5 FTE)																			
\$30,202.00	\$23,891.00	Secretary (1.0 FTE)																			
\$90,879.00	\$28,806.00	SFSES (Student, Family, Staff Engagement Supervisor) 1.0 FTE																			
\$8,000.00	\$640.00	Salaries Overtime																			

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			\$6,000.00 Contracted Consultants \$3,500.00 Materials \$10,000.00 Conferences, Meetings \$4,024.52 Mileage \$44,908.58 Indirect @1.56%
6	<p>Support for Title I Priority Schools <u>(Baltimore City Public Schools, Baltimore County Public Schools and Prince George's County Public Schools only)</u> MSDE expects the LEA to use funds from this reservation, up to 20% of its total allocation to provide sufficient funds for a priority school to implement its intervention plan.</p> <p>Include the intervention plans with budget narratives for each Priority School as an appendix.</p> <p>If an LEA does not use the full 20% reservation for its Priority Schools, the LEA may use the remaining amount to support its Title I Focus School. Complete line item #7 of Table 7-8.</p>		<p>List each Priority School served with these funds, the amount of funds each school will receive and the intervention model that each school will implement.</p>
7	<p>Support for Focus Schools in LEAs Serving Priority Schools <u>(Baltimore City Public Schools, Baltimore County Public Schools and Prince George's County Public Schools only)</u> Note: This line item will only be completed by LEAs that meet the requirement of line item #6.</p>		<p>LEAs should list each Focus school, and the amount of funding that it will receive in this section.</p>

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	<p>List any Focus School served with these funds, the amount of funds each school will receive.</p> <p>Include a separate budget narrative for each Focus School as an appendix.</p>		
8	<p>Support to Low Performing Title I Schools <u>Any LEA with Focus Schools (except Baltimore City Public Schools, Baltimore County Public Schools and Prince George's County Public Schools).</u></p> <p>LEAs with Focus schools may set aside district level Title I, Part A funds to support Focus schools.</p>		
9	<p>Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA Must reserve funds if N & D programs exist.</p> <p>Note: Please include a description of how 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>List each institution, the amount of funding provided, and a detailed narrative description of how the funds will be used to provide educational services to identified children.</p>
10a	<p>Required: Education for Homeless Children and Youth Sec. 1113(c)(3)(A) of ESEA and Non-</p>	32,465.00	<p>\$19,875.00 (\$26.50 x 750 hours) Homeless Tutoring, Academic Support \$1,590.00 Fixed Charges \$11,000.00 Materials and Supplies</p>

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	Regulatory Guidance, Education for Homeless Children and Youth Program, March 2017, M1-M10. Note: Please include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.		Homeless services are coordinated between the Executive Director of SSP, the directors of Student Services and Transportation, the SFSES and the SMCPS Homeless Liaison to meet homeless student needs. In addition, collaboration with 21 st Century grant funding and transportation services may occur to enhance academic programing.
10b	Optional: Cost associated with Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento).		
10c	Optional: Transportation Cost to and from school of origin (above what the LEA would have otherwise provided to transport the student to his or her assigned school).	10,000.00	<p>DOCUMENTATION – Attach:</p> <p>1) a description of how the LEA calculated the excess costs of providing transportation to homeless students;</p> <p>2) the calculations that the LEA used to arrive at the figure on this section.</p> <p>See Also, Attachment 8</p> <p>Excess costs are costs above the actual daily cost instead of above a per diem average. Example: the normal route for Bus A is 10 miles, if the 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 is now picked up toward the end, there is NO additional homeless transportation cost since the route was not extended. Fuel costs and additional attendant costs can fluctuate on a daily basis, impacting the average. By using the actual costs of the 1 mile instead of exceeding a daily per diem average, the transportation department feels that this would be a cleaner method.</p> <p>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.”</p>
11	Total for Table 7-8	Total:	Present this total on Table 7-10, Line 2

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	This amount includes all district costs for Title I, Part A.	<u>\$764,399.39</u>	
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BUDGET INFORMATION TO DETERMINE EQUITABLE PROPORTIONAL SHARE - TOOL

Table 7-9 COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1117(a) of ESSA and Sec 200.64 & 200.65 in 34CFR.)				
1.a: Determining Proportional Share for Equitable Services				
<u>63</u> Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs residing in Title I School attendance area. (Use the total number reported in the Title I Allocation Worksheet Column N.)	÷	<u>1,782+63=1,845</u> Total # of public <u>school children</u> from low-income families in Title I public schools plus <u>private school children</u> from low-income families. (Use the total numbers reported in the Title I Allocation Worksheet Column I + N.)	=	<u>.03415</u> Proportion of reservation
<u>.03415</u> Proportion of reservation	x	<u>3,027,037.00</u> Total Title I Allocation (Use # from Table 7-8, 1st line)	=	<u>103,373.31</u> Proportional Share for Equitable Services
1.b: Determining Parental and Family Engagement Reservation				
<u>\$103,373.31</u> Total Proportional Share for Equitable Services (Table 7-9, line 1a)	x	1% (for Parent Involvement)		<u>\$1,033.73</u> Proportional share available to parents of private school participants
1.c : Remaining for Instrucion, Professional Development and Adminsitration				
<u>\$ 103,373.31</u> Proportional Share for Equitable Services	–	<u>\$1,033.73</u> Proportional share available for parents of private school	=	<u>\$102,339.58</u> Proportional share for instruction, Professional

(Table 7-9, line 1a)		participants (Table 7-9, line 1b)		Development, administration, and/or other allowable services
<u>1.d : If using funds for PD, subtract amount for agreed upon PD.</u>				
<u>\$102,339.58</u> Remaining for instruction, Professional Development, and Administration (Table 7-9, line 1c)	–	<u>\$ 0</u> Agreed amount of Professional Development (determined during consultation)	=	<u>\$102,339.58</u> Proportional share remaining for instruction and administration

1.e: If using funds for administration, subtract amount for agreed upon administration				
<u>\$102,339.58</u> Remaining for instruction and Administration (Table 7-9, line 1d)		<u>\$29,239.10</u> Agreed amount of Administration (determined during consultation)	=	<u>\$73,100.48</u> Proportional share remaining for equitable services for instruction

1.f: Determine Final PPA amount for all Private Schools (This includes all services, e.g. instructional, counseling, mentoring, etc.)

Points of Clarification

- This information is needed to provide exchange of funds for students who may be attending private schools in neighboring districts.

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<p>\$ <u>73,100.48</u></p> <p>Remaining proportional share for instruction</p> <p>(Table 7-9, Line 1e)</p>	÷	<p><u>63</u></p> <p>Number of private school students</p> <p>(Use the total number reported in the Title I Allocation Worksheet Column N.)</p>	=	<p>\$ <u>1,160.33</u></p> <p>PPA Allocation for eligible private school student</p>
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BUDGET INFORMATION TO DETERMINE LOCAL SCHOOL SYSTEM PPA

Table 7-10			
BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)			
1	Total Title I Allocation (Use amount shown on C-1-25)	-----	\$3,027,037.00
2	Total Districtwide Reservations - Table 7-8 line 11	minus	\$764,399.39
3	Total PPA—This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for public school students must equal this amount. (LEAs serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA.)	equals	\$2,262,637.61

C. CARRYOVER INFORMATION

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

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2016 - September 30, 2017)

Updated Carryover guidance for Equitable Services:

In general, to ensure that equitable services are provided in a timely manner, an LEA must obligate the funds allocated for equitable services under all applicable programs in the year for which they are appropriated. (ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B).) There may be extenuating circumstances, however, in which an LEA is unable to obligate all funds within this timeframe in a responsible manner. Under these circumstances, the funds may remain available for the provision of equitable services under the respective program during the subsequent school year. In determining how such carryover funds will be used, the **LEA must consult with appropriate private school officials.** (ESEA sections 1117(b) and 8501(c).)

1. Total amount of Title I **2016-2017** allocation: \$ **2,970,717.00**

The estimated amount of Title I funds the school system will carryover: \$ **410,000.00**

1. The estimated percentage of carryover Title I funds as of **September 30, 2017** **13.8%** **(THIS IS A PROJECTION.)**

Does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation? ☐ Yes ☒ No

III. BUDGET INFORMATION

Propose Budget Form and Narrative for SY 2017-2018

1. COMPLETE a detailed budget on the MSDE Title I, Part A proposed budget form (C-1-25). The proposed budget must reflect how the funds will be spent and organized according to the budget objectives. MSDE budget forms are available through the local finance officer or at the MSDE BRIDGE TO EXCELLENCE MASTER PLAN web site at

www.marylandpublicschools.org.

2. Provide a detailed budget narrative: The budget narrative should:

a. Detail how the LEA will use Title I, Part A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title I, Part A program.

i. Include a separate and complete justification for each line item.

ii. Identify each activity.

iii. Include a clear, complete calculation of expenses for each category and object (identifying the categories and objects with appropriate codes) including amount paid to each employee (salary or hourly rate), number and types of positions, fixed charges for each position.

iv. Show alignment between the projected activities and the description of the program in the Title I Program Description and Reservations with the C-1-25.

b. Demonstrate the extent to which the budget is reasonable, necessary, supplemental, allowable, allocable and cost-effective.

c. Sample budget template for the detailed narrative is available:

ATTACHMENTS:

- Attach the signed required assurance page with the final submission
- Attach the allocation worksheet.

IV. REQUIRED DOCUMENTATION

Attach all required documentation after Section III. Please number each page and include a Table of Contents for this section.

- Title I Excel Worksheet
- Title I Schools in SY 2016-2017 removed from Title I in SY 2017-2018
- District Parent and Family Engagement Policy/Plan
- If applicable, annual evaluation tool for the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan
- Targeted Assistance Selection Criteria
- Equitable Services to Private School Documentation
- Homeless Liaison job description (if applicable)
- Skipped Schools Addendum and Allocation Worksheet
- Signed Assurance Page
- Signed C-1-25
- Detailed Budget Narrative

For Baltimore City Public Schools, Baltimore County Public Schools, and Prince Georges County Public Schools also include:

- Each priority school's intervention plan with budget narrative
- Each Focus school's budget narrative

V. MASTER PLAN UPDATE ATTACHMENTS 4-A & B, 5-A, AND 6-A & B

Complete all appropriate templates in Part I. The following information will stay embedded in Part I of the Master Plan Update:

Attachment 4A & B: School Level "Spreadsheet" Budget Summary

Attachment 5A & B: Transferability of ESEA Funds and Consolidation of ESEA Funds for Local Administration.

St. Mary's County Public Schools

Title I Attachment 7 Documentation 2017 - 2018

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Pg. 2	Attachment 1b:	Certified Parent Notification Letter (Spanish)
Pg. 3	Attachment 2a:	Non-Certified Parent Notification Letter
Pg. 4	Attachment 2b:	Non-Certified Parent Notification Letter (Spanish)
Pg. 5	Attachment 3:	Targeted Assistance Services Weighted Criteria
Pg. 7	Attachment 4a:	Parent and Family Engagement Policy/Plan
Pg. 16	Attachment 4b:	Parent Survey
Pg. 17	Attachment 5:	Title I Services to Eligible Non-Public School Children
Pg. 18	Attachment 6:	Timeline for Consultation with Private Schools
Pg. 19	Attachment 7a:	Private School Affirmation of Consultation King's Christian Academy
Pg. 22	Attachment 7b:	Private School Affirmation of Consultation Little Flower School
Pg. 25	Attachment 7c:	Private School Affirmation of Consultation St. Michael's School
Pg. 28	Attachment 7d:	MOU with DCPS for Title I Services
Pg. 31	Attachment 8:	Parent Involvement Reservation by School
Pg. 32	Attachment 9:	McKinney-Vento Student Transportation
Pg. 33	Attachment 10:	Budget Narrative
Pg. 37	Attachment 11:	Allocation Worksheet
Pg. 38	Attachment 12:	C-1-25 Unsigned



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

St. Mary's County Public Schools

Central Administration

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

Mr. J. Scott Smith
Superintendent

September 5, 2017

Dear Parent:

The federal Every Student Succeeds Act (ESSA) passed in December 2015. I am informing you that all parents/guardians have the right to request and receive information regarding the professional qualifications of your child's classroom teacher(s), including:

- Any college or university degrees or certifications held by the teacher;
- The subject area of the teacher's degree or certification;
- Whether the teacher is certified by the State of Maryland to teach a particular grade level or subject area;
- Whether the teacher holds a provisional certificate; and which State Qualification or licensing criteria have been waived;
- Whether your child is provided services by paraeducators and, if so, the Qualifications of the Paraeducators.

If you would like to receive any such information about your child's classroom teacher(s), and/or paraeducator(s), please make the request in writing to your child's school principal. The principal will then provide the information to you in a timely manner.

Thank you for supporting your child's school and St. Mary's County Public Schools. Should you have any questions, please contact your child's school principal.

Sincerely,

J. Scott Smith
Superintendent of Schools

JSS/KMH:mlg

cc: Dale Farrell, Director of Human Resources

Pg. 1 (Attachment 1a)



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

Escuelas Públicas del Condado de St. Mary

Administración Central

Oficina del Superintendente
23160 Moakley Street, Suite 109
Leonardtown, Maryland 20650

Sr. J. Scott Smith
Superintendente

5 de septiembre de 2017

Estimado Padre:

La ley federal Cada Estudiante Triunfa (Every Student Succeeds Act, ESSA) se aprobó en diciembre del 2015. Le informo que todos los padres/tutores legales tienen el derecho de solicitar y recibir información con respecto a las calificaciones profesionales del (de los) maestro(s) del salón de su hijo(a), incluyendo:

- Cualquier diploma o certificado de una institución de educación superior o una universidad que tenga el maestro;
- El área del diploma o certificado del maestro;
- Si el maestro está certificado por el estado de Maryland para enseñar un grado, nivel o área en particular;
- Si el maestro posee un certificado provisional y cuál calificación estatal o criterio de acreditación se eximió;
- Si su hijo(a) está recibiendo servicios de paraeducadores y, en caso afirmativo, la calificación profesional de dichos paraeducadores.

Si usted desea recibir alguna de estas informaciones sobre el(los) maestro(s) o paraeducador(es) del salón de su hijo(a), realice una solicitud por escrito al director de la escuela, quien le brindará la información de una manera oportuna.

Gracias por apoyar a la escuela de su hijo(a) y a las Escuelas Públicas del Condado de St. Mary. Si tiene alguna pregunta, contacte al director de la escuela de su hijo.

Atentamente,

J. Scott Smith
Superintendente de escuelas

JSS/KMH:mlg

cc: Dale Farrell, Director de Recursos Humanos

Pg. 2 (Attachment 1b)

El Sistema de Escuelas Públicas del Condado de St. Mary no discrimina por motivos de raza, color de piel, sexo, edad, origen nacional, estado civil, orientación sexual, religión o discapacidad en áreas que afectan el empleo u ofrecer acceso a los programas.

Put on School Letterhead

(Date: School Year 2017-2018)

Dear Parent or Guardian:

The federal Every Student Succeeds Act (ESSA) passed in December 2015. Parents and guardians have a right to know about the certification and qualification status of their child's teacher. If, for any reason, students are taught for more than four weeks by a teacher that is not fully certified, parents will be notified.

At this point, your child's teacher, **(provide name of teacher and reason for non-certified status). (Provide name and additional information about non-certified teacher and for example if teacher is certified in another state and taking Maryland Praxis in November)** is a dynamic teacher who is enthusiastic and passionate about the content she teaches. In the short time she has been here, she has demonstrated a commitment to the students in her classroom and has the best interests of her students at heart.

We are dedicated to meeting the educational needs of our students and are working to ensure that your child receives the best possible education. If you have questions or would like more information, please contact me.

Thank you for supporting your child's school and St. Mary's County Public Schools.

Sincerely,

(Principal Name)
Principal

cc: Assistant Superintendent of Fiscal Services and Human Resources
Director of Human Resources
Executive Director of Supplemental School Programs

Coloque el membrete de la escuela

(Fecha: año escolar 2017-2018)

Estimado padre o tutor legal:

La ley federal Cada Estudiante Triunfa (Every Student Succeeds Act, ESSA) se aprobó en diciembre del 2015. Los padres y tutores legales tienen el derecho de conocer la certificación y estado de calificación del maestro de su hijo(a). Si por alguna razón un maestro que no cumple la certificación necesaria da clases a los estudiantes por más de cuatro semanas, se les notificará a los padres.

En este momento, la maestra de su hijo(a), **(coloque el nombre de la maestra y la razón del estado no certificado)**. **(Coloque el nombre y la información adicional sobre el estado no certificado de la maestra y, por ejemplo, si la maestra está certificada en otro estado y realizará el examen Maryland Praxis en noviembre)** es una maestra dinámica, entusiasta y apasionada por el contenido que enseña. En el corto tiempo que ha estado aquí, ha demostrado compromiso con los estudiantes pertenecientes a su salón y vela por los mejores intereses de sus estudiantes.

Nos dedicamos a satisfacer las necesidades educativas de nuestros estudiantes y estamos trabajando para garantizar que su hijo(a) reciba la mejor educación posible. Si tiene alguna pregunta o le gustaría recibir más información, contácteme.

Gracias por apoyar a la escuela de su hijo(a) y a las escuelas públicas del condado de St. Mary.

Atentamente,

(Nombre del Director)
Director

cc: Superintendente Auxiliar de Servicios Fiscales y Recursos Humanos
Director de Recursos Humanos
Director Ejecutivo de Programas Escolares Suplementarios



GREENVIEW KNOLLS ELEMENTARY SCHOOL

45711 MILITARY LANE • GREAT MILLS, MARYLAND 20634
(301) 863-4095 • FAX (301) 863-4099

ELIZABETH A. SERVELLO
PRINCIPAL

TERRIBUCKLER
ASSISTANT PRINCIPAL

Targeted Assistance Services Weighted Criteria

Greenview Knolls will use the following measurable attributes to identify targeted assistance students. Multiple measures are weighted regularly.

1. Multiple measures using objective data will be used to identify students at risk in reading.
 - a. The first measure consists of the Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment administered to Maryland students in the spring will be used to identify students in fifth grade who are not meeting benchmark. According to the PARCC Performance Levels, at risk students receive a Level 1 (Did Not Meet Expectations), Level 2 (Partially Met Expectations), or Level 3 (Approached Expectations) score.
 - b. The second measure consists of the Rigby literacy assessment and Burns and Roe Informal Reading Inventory establishes students' independent reading level based on accuracy and comprehension knowledge. Students who are below the following indicated levels are considered at risk students.
 - According to internal reading criteria, first grade students need to be reading at a Rigby level 4 at the beginning of first grade.
 - According to internal reading criteria, second grade students need to be reading at a Rigby level 17 at the beginning of second grade.
 - According to internal reading criteria, fifth grade students need to be reading at a Burns and Roe level 4 at the beginning of fifth grade. Students who are below the indicated levels are considered at risk students.
 - c. The final measure consists of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) that measure early literacy and fluency skills. Students who are below the following indicated levels are considered at risk students.
 - According to DIBELS Next at risk cut scores, first grade students must be able to read 2 whole words (WWR) and speak 30 correct letter sounds (CLS) within words at the beginning of the year.
 - According to DIBELS Next at risk cut scores, second grade students must have an oral reading fluency (DORF) of 55 words correct with 92% accuracy.
 - According to DIBELS Next at risk cut scores, fifth grade students must have an oral reading fluency (DORF) of 103 words correct with 98% accuracy.
2. Select measures using objective data will be used to identify students at risk in mathematics.



GREENVIEW KNOLLS ELEMENTARY SCHOOL

45-11 MILITARY LA. E • GREAT MILLS, MARYLAND 20634
(301) 863-4095 • FAX (301) 863-4099

ELIZABETH A. SERVELLO

Principal

TERRIBACKLER

Assistant Principal

- a. The first measure consists of the Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment administered to Maryland students in the spring will be used to identify students in fifth grade who are not meeting benchmark. According to the PARCC Performance Levels, at risk students receive a Level 1 (Did Not Meet Expectations), Level 2 (Partially Met Expectations), or Level 3 (Approached Expectations) score.
- b. The second measure consists of an internal mathematics diagnostic. The Operations and Algebraic Thinking and Number and Base Ten (OANBT) Diagnostic was developed to match common core standards to the level of PARCC questioning.
 - According to internal measures at risk cut scores, students in first grade who score a 59 and below are at risk.
 - According to internal measures at risk cut scores, students in second and fifth grade who score a 49 and below are at risk.
- c. The third measure consists of an internal Counting Profile given to assess early mathematics skills such as one-to-one correspondence, object permanence, cardinality, organization, and rote counting.
 - According to internal measure at risk cut scores, students in first grade who score below proficient (below 3 out of 4 points) are at risk.
 - According to internal measure at risk cut scores, students in second grade who score below exemplary (below 4 out of 4 points) are at risk.
3. The at risk students will be ranked in the order of the preceding measurable attributes prior to and during September when assessment data is revealed.
4. Targeted assistance students will be selected based on the multiple selection criteria.
5. Services for targeted assistance students will begin in September 2017
6. Newly enrolled GKES students will be assessed and selected based on the preceding measurable attributes and baseline data ordering to the criteria.

St. Mary's County Public Schools
Title I
Parent Involvement Plan
2017-2018

General Expectations of Parent Involvement: The St. Mary's County Public Schools' Title I Parent Involvement Policy provides for compliance with all federal requirements and mandates, as defined in Every Student Succeeds Act (ESSA).

The St. Mary's County Public School's vision graphic includes a circle with students in the center and schools, staff, and stakeholders surrounding them. The intentional placement of our stakeholders alongside our schools and staff demonstrates our acknowledgement that parents are partners in their child's success. We invite schools, families and communities to work collaboratively and to invest in children. Our stakeholders are part of the decision making process on every level and entity that encompasses a child's education. There is an additional circle on the exterior of the graphic noted as sustainability. The school system goal is to make sure that all initiatives and staffing patterns are sustainable and this goal is a continual focus for St. Mary's County Public Schools (SMCPS). The system's mission statement is "Know the learner and the learning, expecting excellence in both. Accept no excuses, educating ALL with rigor, relevance, respect, and positive relationships." We recognize parents as first teachers and work with them so ALL children receive an excellent education.

- The parents of all Title I students are invited to participate in the quarterly School Improvement Team meetings or a similar meeting at each Title I school site. School Improvement Team meetings provide ongoing opportunities for parents to provide input in the development of the Master Plan, the Title I budget, the school Title I Parent Involvement Plan and the School-Parent Compact, as well as, educational and curricular issues that may impact their students.
- Parent advisory panels at Title I schools are part of the establishment on numerous school based meetings and committees. Parental involvement is directly solicited and aids in the school decision making administrators are then responsible for seeing through completion. The parent advisory panels' feedback provides diversity and student-centered programs that are inclusive of all.
- The dates/times of all meetings are provided on the school website, in school newsletters, flyers, and announced through personal and automatic phone calling system and texting service, as appropriate.

Goal 1: COMMUNICATION - Schools and families will communicate frequently and clearly about academic opportunities, school performance, student progress, and school-family partnerships.

SMCPS activities will include:

- Parental Involvement Plan (PIP) – In collaboration with parents and schools, annually review, revise, and distribute a written Title I Parent Involvement Policy.
- Communication Methods – Parents will be informed of statewide, local, and school events through the SMCPS website, local news media, automated phone calls, text messages, Twitter, and newsletters. Parents will also be notified, when appropriate, in person with a home visit by a parent liaison or district staff. The Parent Liaison office/center at each Title I school provides parent and family resources. The Title I Student, Family, and Staff Engagement Supervisor (SFSES) will also be actively engaged in supporting students and families and will communicate critical information directly with parents via home visit or phone call and follow up in writing when necessary.
- School Report Card/Individual Student Report - Each parent will be provided with information detailing the academic progress and the level of achievement the parent's child is making in each of the state academic assessments required under the law. Individual Student Report Cards and Interim reports will be distributed to student families eight times during each school year. Parents may also log on to the web based Home Access Center (HAC) from any computer or mobile device, to review student grades and progress at any time. Grades and information posted to HAC will be current and updated regularly. Computer access for HAC is also made available at school during school events for parents who would like to use it.
- New Standards Based Report Cards - The new Standards Based Report Card is used for primary students in SMCPS and is directly aligned with Maryland's College and Career Readiness Standards (CCRS). A system level work group is collaborating with Title I teacher representation to pursue CCRS based report cards for intermediate students. The Title I SFSES will take a leadership role at each site to share the new report card and to ensure that the parents fully understand it.

School activities will include:

- Annual Meeting – Each Title I school will convene a meeting at the beginning of each school year to inform parents of their school's participation in the Title I program, a description of the goals and support provided by Title I, a detailed description of the budget and the parent's role in providing input, and the right of parents to be involved. During this meeting, families will be introduced to the Title I SFSES as well as the parent liaison at the Title I schools.

- Understandable Communication – Information related to school and parent programs should be sent to parents in a format and, to the extent practicable, in a language the parents can understand. Translated documents are available at all St. Mary’s County Schools. In addition, more detailed translation services are being made available as SMCPS is experiencing an increase in Spanish speaking families. In addition to the translated written documents, each Title I school has a person on staff that is proficient in speaking Spanish and can serve as a translator for an immediate need.
- Teacher/Paraprofessional Qualifications –Parents have the right to request information concerning the professional qualifications of their child’s teacher and qualifications of classroom paraeducators. This right is communicated to parents by letter on the first school day of each year. Title I teachers and paraeducators meet certification requirements. The licensure and credentialing status of school based staff is transparent and routinely shared by school administrators. The letter is also posted on the district and school websites. Title I employees will meet certification requirements. The licensure and credentialing status of school based staff is transparent and routinely shared by school administrators. The letter is also posted on the district and school websites.
- Parent Conference – Each Title I school will offer parents the opportunity to participate in a parent-teacher conference, at least annually, during which the school-parent compact shall be discussed as it relates to the child’s achievement. Parents of Pre-K students have additional time built into the school calendar for multiple parent conferences and parent engagement activities and parent workshops as this is typically the child’s first school experience. In addition, specific information related to state and local assessments, classroom performance, and school behaviors will be discussed throughout the year on an individual basis.
- Communication – Schools will respond promptly and positively to parents’ phone calls, letters, and visits. Schools will demonstrate outreach and transparency by inviting parents in, sharing news, and seeking their input. Schools will respond to parents within 48 hours of any request for information and provide information and a realistic timeline of when the parent can expect information and detailed follow up.

Additional parental/community activities may include:

- Community Organizations – Schools may invite community organizations such as the public library to co-sponsor activities to enhance communication between schools and families. In addition, schools will partner with local social agencies and include them in school events. These agencies include, but are not limited to, the Department of Social Services, FSNE, the Judy Center, Tri-County Youth Services, the Three Oaks Homeless Shelter, the Center for Children, and the Patuxent River Naval Air Station PEP program.

- Business Partners – Schools may involve business partners in supporting and enhancing curriculum through project-based learning and academic challenges involving parents and students.
- Meetings with the Principal and/or Leadership Staff – Schools may hold informal monthly meetings with the principal and administrative team to address questions or concerns, share insights, and solicit input. Members of parent advisory panels and elected members of parent teacher organizations are sought out for their insight and information as programs are initiated or modified.

Goal 2: PARENTING - Schools and communities will work together to support families' parenting skills and activities that prepare young children for school and promote ongoing achievement.

SMCPS activities will include:

- Promoting Family Literacy – Schools will provide, at a minimum, quarterly workshops for parents on literacy training, including book selection and reading with their children at home. Workshops will be alternatively scheduled during the evening and during the school day. Information will be disseminated on Adult Basic Education (ABE), General Educational Development (GED), and English as a Second Language (ESL) classes that are available in the county with contact information for personnel included.
- Providing Family Support – Parenting training, various literacy activities, and infused multicultural activities will be scheduled quarterly by the Parent Liaisons, Title I SFSES or other school based staff. Information will be disseminated on local sources of family support for health, nutrition, counseling, and other services.

School activities may include:

- Parent Workshops – Schools may hold workshops and sponsor speakers that address parenting and child-rearing skills, behavior management, gang and drug awareness, child and adolescent development, and any other topic that parents have expressed an interest in related to parent involvement and fostering academic success with their children. As Title I schools embrace and implement new reading strategies (IRLA - Independent Reading Leveled Assessment), parents of students at identified grade levels will be included/invited to workshops specifically for parents and guardians.
- Home Visits – Schools may schedule home visits as appropriate and will involve appropriate school staff. The Title I SFSES will regularly conference with and conduct home visits with the ten identified at risk students at each of the five Title I schools.
- Parent Satisfaction Survey – Each Title I school shall conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement program in improving the academic quality of the

school, including identifying barriers to greater participation by parents. This survey will be made available in numerous venues for ease of parent completion.

Additional parental/community activities may include:

- Public Library – Parents are encouraged to use the public library to promote early literacy. Further, the public library, as a strong partner with Title I schools, will participate in school based events as well.
- Safety Fair - Local law enforcement agencies may partner with schools to sponsor workshops on school, home, and community safety.
- Cultural Events – Schools may collaborate with local cultural institutions to provide family-friendly guides to local attractions.
- Early Childhood Fair - This fair will provide readiness activities, foster connections with support agencies such as the Health Department, Department of Social Services, the Judy Center, Head Start, and The Center for Children; in addition to school based assessment and registration and will be sponsored by St. Mary's County Early Childhood Access Committee (ECAC).

Goal 3: STUDENT LEARNING - Families will support academic achievement at home by reading with children, helping them with homework, and engaging them in educational activities.

SMCPS activities will include:

- Professional Development – Professional development will be provided to teachers to enhance and support the development of student academic performance using scientifically proven research-based programs. The Independent Reading Learning Assessments (IRLA) training through American Reading Company and the Literacy Lead will be provided at each Title I school.
- Parent Involvement Training for Staff – The Parent Liaison, Title I SFSES, principal, or principal designee at each site, with parental assistance and input, will provide annual training to school staff on the value of contributions of parents and how to reach out to, and communicate with, parents as equal partners in educating their children. Parents will also be asked to provide input and in school decision making at the quarterly School Improvement Team meetings, Title I Information meetings, Parent Conference Day, and on the annual Parent Involvement Survey conducted at each school.
- Professional Development for parents - Professional development for parents can be provided based on input and requests from the parental community. School staff, central office staff, or professional consultants may provide the requested training and professional development. There are planned reading trainings using the IRLA Framework this year.

- Student Engagement and Learning - The Title I SFSES works directly with a group of ten pre-selected students at each Title I school. Students are identified through parental referral, administrative recommendation, and/or local agency wrap around services. Students meet individually and in small group with the Title I SFSES to set goals for academic enrichment, the development of social skills, attendance, and career and college readiness standards. Parental support and resources accompany regularly scheduled home visits.

School activities may include:

- School-Parent Compact – Each Title I school shall develop, in collaboration with parents, a school-parent compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement.
- Parent Workshops – Schools may hold workshops for parents on at-home learning strategies. Workshops will be scheduled alternating between evening and day time to allow for maximum participation. Transportation and meals may be provided for parents and children.
- Academic Nights – Schools may sponsor academic nights for students and parents that focus on the school’s curriculum and Title I initiatives.
- Professional Development - Schools may offer professional development for parents throughout the school year both during the day and during the evenings.

Additional parent/community activities may include:

- Daily Reading Time for IRLA Steps – Families will be asked to support the IRLA reading initiative by establishing a daily reading time during which students read for thirty minutes each evening with materials provided by the school. This at home reading will ensure that the students are meeting the required at home reading steps associated with the Action 100 IRLA Framework.
- Reading Day – School may invite parents and community partners to visit classrooms and read to students.

Goal 4: VOLUNTEERISM - Parents and community members will volunteer in support of school improvement and student success.

SMCPS activities will include:

- Volunteer Recognition – SMCPS will sponsor a Board of Education recognition ceremony for parents, community members and business partners who volunteer in our schools.
- Volunteer Support – All parents and community members who volunteer in schools will be required to follow the SMCPS established procedures for school visitors and school volunteers. All parents and community members who provide volunteer support in classrooms will work under the direct

supervision of the parent liaison and/or school volunteer coordinator and classroom teacher.

School activities will include:

- Volunteer Log – Each Title I school will maintain a volunteer log that will be updated annually.
- Volunteer Training – Each Title I school will provide training and support to ensure volunteers participate in a meaningful capacity that supports school improvement goals.
- Volunteer Recognition – Each Title I school will sponsor an annual volunteer appreciation event to recognize school volunteers.

Additional parental/community activities may include:

- Mentoring – Schools may partner with community agencies and/or faith based partners to sponsor a mentor program for at-risk students.
- Multicultural Fair – Schools may collaborate with community and parent groups to sponsor a multicultural fair where families share customs, cultural traditions, and foods.

Goal 5: SCHOOL DECISION MAKING - Parents, schools, and community members will collaborate on educational decisions that affect children, families, and school improvement.

SMCPS activities will include:

- Advisory Panels – The Title I SFSES will elicit information and feedback from parents on advisory panels, community advocates, local agencies and families. A weekly report on family and community engagement events is made to the SMCPS Division of Instruction (DOI) members. This models a direct path of communication for parents and constituents of students to have a voice heard by district administrators. The purpose of the advisory panel is to share ideas and concerns that could be incorporated into future policies and guidelines for schools.
- Providing Information – Decisions involving changes in policy and curriculum will be provided in a variety of formats allowing ample time for feedback.
- Communication Methods – Parents will be informed of statewide, local, and school events through the SMCPS website, local news media, school websites, Twitter, School Messenger phone system, and newsletters.
- Building Capacity for Involvement – SMCPS shall provide assistance to parents in understanding such topics as the PARCC assessment, the Kindergarten Readiness Assessment (KRA), the Early Learning Assessment (ELA), nationally normed standardized tests, the state's academic content standards, student academic achievement standards, the College and Career Readiness Standard curriculum, and Title I requirements for compliance. This information will be provided to all parents at the back-to-school Title I

Information Meeting. This information can also be shared throughout the school year as necessary and if new families arrive and become a part of the school community.

School activities may include:

- School Improvement Team – Parents will be invited to participate in the regularly scheduled school improvement team meetings, including the Title I school budget development and approval.
- School Information Sessions including budget information - Parents will be invited to participate in numerous, ongoing meeting opportunities to learn more about Title I and to provide input into school based decision making and budgetary decisions related to Title I.
- Information Sessions related to curriculum – Schools may provide information sessions on various areas of the curriculum (e.g., new math or reading series program, standards based report cards) at times and places accessible to family and community members.
- School Newsletter and Minutes – Schools may highlight specific educational issues being addressed by the School Improvement Team. This information will be posted on the school’s website.
- Classroom Visits – Schools may encourage parents and community members to visit classrooms following the established protocol for visitors.

Additional parental/community activities may include:

- Speakers – Schools may invite school Board members and central office professional staff to address parents and teachers.
- Advocacy – Schools may provide a table or bulletin board to increase community awareness of upcoming events that may impact educational decisions.
- Partners - Schools may invite community partners in to answer questions and inform the community about resources and services available to them.
- Consultants - Schools may invite educational experts to provide parent trainings and demonstrations for them.

Goal 6: COMMUNITY COLLABORATION – The St. Mary’s County Public School System, including all Title I schools, will strive to collaborate effectively with the Maryland State Department of Education (MSDE) and local community organizations, agencies, and businesses to promote the academic achievement of all students and the success of all schools.

SMCPS activities will include:

- ESSA Compliance – SMCPS will facilitate dissemination of information and compliance with all requirements of the new ESSA law at annual Title I Information Meetings, at school based meetings, and on the SMCPS Title I system and school websites.

- Periodic meetings with local agencies and community advocates to which all parents are informed of their occurrence and welcome to attend.
- Monthly meetings of the Early Childhood Access Committee (ECAC) team sponsored by the Local Management Board which are publicized in local newspapers, radio, and school flyers.
- Community Resources – SMCPS will disseminate information about community resources (e.g., health and welfare agencies, libraries, cultural events) to allow for easy access to information and services.

School activities may include:

- Information Nights – Schools may hold information nights for community leaders, businesses, and organizations to describe the school’s strengths and needs as a basis for potential partnering. Meetings and information nights will be planned and enhanced as a result of parent input and requests.
- Recognition – Schools may recognize publicly and/or privately the support of community/business partners.

Additional parental/community activities may include:

- Career Fair – Schools may collaborate with community partners to sponsor career fairs.
- Service Projects – Schools may partner with community agencies to identify student service learning projects.
- Neighborhood Visits - Schools may walk or take bus rides into the neighborhoods of our students to meet and greet the family.

2017-2018 Title I Parent Involvement Survey

Parental involvement is an important part of Title I success. Please complete this survey about your child's learning and your opportunities to be involved in parent/family engagement activities.



DIRECTIONS: Please read each statement carefully and decide which response best matches your point of view with a mark in that column. 1 – Strongly Agree 2 – Agree 3 – Disagree 4 – Strongly Disagree	1	2	3	4
1. I feel welcomed when I enter the school.				
2. I have several ways I can engage in friendly, open and honest communications with my child's teacher. (email, agenda book, phone)				
3. I feel knowledgeable about the Title I purpose, budget, requirements, and benefits to my child's education.				
4. I can easily travel to and from my child's school for workshops and programs.				
5. My child is engaged in learning experiences that meet their academic needs and social and emotional interest.				
6. The school culture supports my child's safety and well-being.				
7. I am invited regularly to participate in workshops or informational events.				
8. Notifications of events, workshops and programs are communicated to me in a user friendly format. (letters, email, phone messages)				
9. I have access the Parent and Family Engagement Policy/Plan and the School-Parent Compact in writing and/or online.				
10. Parent Workshops and events are accommodating to my needs such as time of the event, language translation, and childcare services.				
11. Useful materials are provided during workshops and from the teacher so my family can work on activities at home.				
12. Two way communications between home and school are best received by phone, website or internet.				
13. Two way communications between home and school are best received by flyers, newsletters, and student folders.				
14. I feel parents are encouraged to volunteer and spend time in their child's classroom or school.				
15. I know who to contact at school if I need help with a non-academic issue regarding my child or in the community.				
<p align="center">PLEASE CIRCLE THE NAME OF THE TITLE I SCHOOL YOUR CHILD ATTENDS.</p> <p>G.W. CARVER LEXINGTON PARK GREEN HOLLY PARK HALL GREENVIEW KNOLLS</p>				

THANK YOU! PLEASE RETURN THE COMPLETED SURVEY PROMPTLY TO YOUR CHILD'S TEACHER. PLEASE PROVIDE YOUR NAME & NUMBER IF YOU WOULD LIKE A STAFF MEMBER TO CONTACT YOU.

(OPTIONAL) _____
PARENT NAME TELEPHONE NUMBER



Title I Services to Eligible Non-Public School Children

All children in grades preK-5 who reside in a Title I serviced school attendance area are potentially eligible for services regardless of where they attend school. Thus, school districts receiving Title I federal funds must identify, and where appropriate, serve children who attend non-public private schools. All children are selected based upon an annual assessment of residence in a participating public school attendance area and students' educational need. Residency and poverty information used to determine funding for 2017-2018 Title I services will be collected for students who were enrolled in the non-public school on or before September 30, 2016.

Procedures for the 2017-2018 School Year

1. All non-public schools interested in participating in the Title I Program for the 2017-2018 school year should return the Title I Participation Option Form to Kelly Hall, Executive Director for Title I, by April 27, 2017.
2. Non-public schools that elect to participate should provide an enrollment list with 911 addresses of all students in grades preK-5 by May 15, 2017 (including students enrolled on or before September 30, 2016). The SMCPs Title I Executive Director will verify that the eligible non-public school children reside in participating public school attendance areas. The public schools eligible to receive Title I funding for the 2017-2018 school year are: George Washington Carver, Green Holly, Greenview Knolls, Lexington Park, and Park Hall Elementary Schools.
3. Data from free/reduced price meal eligibility and survey poverty data will be the methods used to calculate the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area.
4. The non-public students identified to receive Title I services must meet the criteria of residing in a public school Title I attendance area and demonstrating a need for academic intervention to increase achievement. In consultation with non-public school officials, the LEA must establish multiple, educationally related, objective criteria to determine which non-public eligible Title I students will be served.
5. Individual consultation will take place prior to August 31, 2017, between the SMCPs Title I Executive Director and each participating non-public school official to plan the design, implementation, and assessment of Title I services to eligible students.
6. Non-public teachers of Title I students will be invited to participate in Title I professional development activities to increase their skills and knowledge regarding providing instruction to eligible Title I children.
7. Parent involvement of non-public Title I school participants is a component of the consultation with the public school Title I Executive Director. Parental notification, including receipt of permission to participate, should take place at each site.
8. Non-public school officials, in collaboration with the Title I teacher tutor, and the SMCPs Title I Executive Director, will review student results on standardized testing (and other assessment measures) to identify eligible low performing students for services. The progress of all preK-5 students participating in the Title I tutoring program will be measured quarterly using assessments. The results of these assessments will be used to evaluate and improve services to non-public students.
9. Quarterly consultation meetings will be scheduled with each site to review delivery of Title I services: August, 2017; November, 2017; February, 2018, May, 2018.

St. Mary's County Public Schools
Timeline for Consultation with Private Schools
2017-2018

Month	Activity	Date
November (prior to next school year)	Obtain complete list of all private schools with students who reside in Title I attendance areas	11/2016
February	Initial contact meeting with private school representatives	2/2017
April	Title I Participation Form due to Title I office	4/2017
April	Match addresses of private school students from low-income families to participating public school attendance areas.	4/2017
May	Complete public school ranking chart with per-pupil allocation to determine private school qualifying student allocation.	5/2017
May	Assess the current year Title I program in a meeting with private school representatives using student data.	5/2017
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.	5/2017
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.	8/2017 8/2017 8/2017
November-March	Schedule an observation of the Certified Teacher in each private school for February/March	TBD
February	Begin the process for the 2018-2019 school year by scheduling an information meeting with all private school representatives	TBD
May	Schedule private school visits	TBD

St. Mary's County Public Schools

Title I Service to Private School Children **Affirmation of Consultation** **King's Christian Academy** **2017-2018**

This Affirmation of Consultation creates a process for the provision of Title I educational instructional services to certain eligible private school children who meet established eligibility and residency criteria. This affirmation describes the services to be provided, the roles and responsibilities of each party, and funding procedures. The determination of the aforementioned Title I funds is pursuant to the requirements of the *Every Student Succeeds Act of 2015*. 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 non-public principal, the SMCPs Title I teacher, and Title I Executive Director to set goals for the tutoring program.
- Maintain a portfolio 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 acceleration 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 certified teacher.
- Mathematics – reinforcement, reteaching, and acceleration 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 certified teacher.

How and when SMCPs will make decisions about delivery of services:

- Quarterly consultation with the non-public administrator will take place to discuss the delivery of service.
- The time sheet of the SMCPs certified teacher will be signed by the Title I Executive Director.

How, where, and by whom SMCPS will provide services, including whether a third party will provide them:

- Use of third-party providers to deliver services was discussed. It was decided by consensus of both parties not to pursue this option at this time.
- Certified SMCPS 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 with the individual schools to determine the amount of time for services at the school based upon student needs and the curriculum.

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, the Qualitative Reading Inventory (QRI), the SMCPS Counting Profile, and other evidence based assessments approved by non-public 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.
- The SMCPS teacher will provide instruction to identified Title I students as individuals or in small groups.
- Training opportunities will be provided for SMCPS 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.

How SMCPS will determine the number of non-public children from low-income families residing in participating public school attendance areas:

- Poverty survey data 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.
- Services will be provided to the non-public school based on the number of students generating funds for the school.

The services SMCPS will provide for teachers and families of participating students:

- Teachers of eligible Title I students will be invited to SMCPS Title I professional development training activities.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.
- Parents of eligible Title I students will be offered support by the Title I Student, Family, Staff Engagement Supervisor (SFSES)

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.

We agree that timely and meaningful consultation occurred before St. Mary's County Public Schools made any decision that affected the participation of eligible private school children in the Title I, Part A program.

Beginning Year:

Signature of Authorized Officials

Kevin Fry, Principal (or Designee)
King's Christian Academy

8/22/2017
Date

Kelly M. Hall
Kelly Hall, Executive Director
SMCPS Supplemental School Programs

8/22/17
Date

End Year Addendum (To be completed May 2018):

Public school teacher(s): _____
provided literacy services and math, based on student needs. Participating students indicate growth in the following area(s): **Literacy** **Mathematics**

The specific start / end data is attached for your review in comparison to your standardized test data, student grades, and other assessments. Certified teacher(s) provided services during the following days of the week (circle): **Monday** **Tuesday** **Wednesday** **Thursday** **Friday**.

The Title I program provided needed academic support and fostered achievement during the school year.

Signature of Authorized Officials

Kevin Fry, Principal (or Designee)
King's Christian Academy

Date

Kelly Hall, Executive Director
SMCPS Supplemental School Programs

Date

St. Mary's County Public Schools

Title I Service to Private School Children

Affirmation of Consultation

Little Flower School

2017-2018

This Affirmation of Consultation creates a process for the provision of Title I educational instructional services to certain eligible private school children who meet established eligibility and residency criteria. This affirmation describes the services to be provided, the roles and responsibilities of each party, and funding procedures. The determination of the aforementioned Title I funds is pursuant to the requirements of the *Every Student Succeeds Act of 2015*. 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 non-public principal, the SMCPSS Title I teacher, and Title I Executive Director to set goals for the tutoring program.
- Maintain a portfolio 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 acceleration 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 certified teacher.
- Mathematics – reinforcement, reteaching, and acceleration 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 certified teacher.

How and when SMCPSS will make decisions about delivery of services:

- Quarterly consultation with the non-public administrator will take place to discuss the delivery of service.
- The time sheet of the SMCPSS certified teacher will be signed by the Title I Executive Director.

How, where, and by whom SMCPs will provide services, including whether a third party will provide them:

- Use of third-party providers to deliver services was discussed. It was decided by consensus of both parties not to pursue this option at this time.
- Certified SMCPs 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 with the individual schools to determine the amount of time for services at the school based upon student needs and the curriculum.

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, the Qualitative Reading Inventory (QRI), the MCPs Counting Profile, and other evidence based assessments approved by non-public 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.
- The SMCPs teacher will provide instruction to identified Title I students as individuals or in small groups.
- Training opportunities will be provided for SMCPs 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.

How SMCPs will determine the number of non-public children from low-income families residing in participating public school attendance areas:

- Poverty survey data 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.
- Services will be provided to the non-public school based on the number of students generating funds for the school.

The services SMCPs will provide for teachers and families of participating students:

- Teachers of eligible Title I students will be invited to SMCPs Title I professional development training activities.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.
- Parents of eligible Title I students will be offered support by the Title I Student, Family, Staff Engagement Supervisor (SFSES)

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.

We agree that timely and meaningful consultation occurred before St. Mary's County Public Schools made any decision that affected the participation of eligible private school children in the Title I, Part A program.

Beginning Year:

Signature of Authorized Officials

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

8/18/2017
Date

Kelly M. Hall
Kelly Hall, Executive Director
SMCPS Supplemental School Programs

8/18/17
Date

End Year Addendum (To be completed May 2018):

Public school teacher(s): _____
provided literacy services and math, based on student needs. Participating students indicate growth in the following area(s): **Literacy** **Mathematics**

The specific start / end data is attached for your review in comparison to your standardized test data, student grades, and other assessments. Certified teacher(s) provided services during the following days of the week (circle): **Monday** **Tuesday** **Wednesday** **Thursday** **Friday**.

The Title I program provided needed academic support and fostered achievement during the school year.

Signature of Authorized Officials

Barbara Stirling, Principal (or Designee)
Little Flower School

Date

Kelly Hall, Executive Director
SMCPS Supplemental School Programs

Date

St. Mary's County Public Schools

Title I Service to Private School Children

Affirmation of Consultation

St. Michael's School

2017-2018

This Affirmation of Consultation creates a process for the provision of Title I educational instructional services to certain eligible private school children who meet established eligibility and residency criteria. This affirmation describes the services to be provided, the roles and responsibilities of each party, and funding procedures. The determination of the aforementioned Title I funds is pursuant to the requirements of the *Every Student Succeeds Act of 2015*. 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 non-public principal, the SMCPs Title I teacher, and Title I Executive Director to set goals for the tutoring program.
- Maintain a portfolio 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 acceleration 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 certified teacher.
- Mathematics – reinforcement, reteaching, and acceleration 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 certified teacher.

How and when SMCPs will make decisions about delivery of services:

- Quarterly consultation with the non-public administrator will take place to discuss the delivery of service.
- The time sheet of the SMCPs certified teacher will be signed by the Title I Executive Director.

How, where, and by whom SMCPs will provide services, including whether a third party will provide them:

- Use of third-party providers to deliver services was discussed. It was decided by consensus of both parties not to pursue this option at this time.
- Certified SMCPs 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 with the individual schools to determine the amount of time for services at the school based upon student needs and the curriculum.

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, the Qualitative Reading Inventory (QRI), the SMCPs Counting Profile, and other evidence based assessments approved by non-public 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.
- The SMCPs teacher will provide instruction to identified Title I students as individuals or in small groups.
- Training opportunities will be provided for SMCPs 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.

How SMCPs will determine the number of non-public children from low-income families residing in participating public school attendance areas:

- Poverty survey data 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.
- Services will be provided to the non-public school based on the number of students generating funds for the school.

The services SMCPs will provide for teachers and families of participating students:

- Teachers of eligible Title I students will be invited to SMCPs Title I professional development training activities.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.
- Parents of eligible Title I students will be offered support by the Title I Student, Family, Staff Engagement Supervisor (SFSES)

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.

We agree that timely and meaningful consultation occurred before St. Mary's County Public Schools made any decision that affected the participation of eligible private school children in the Title I, Part A program.

Beginning Year:

Signature of Authorized Officials



Lila Hofmeister, Principal (or Designee)
St. Michael's School

8-23-17

Date



Kelly Hall, Executive Director
SMCPS Supplemental School Programs

8-23-17

Date

End Year Addendum (To be completed May 2018):

Public school teacher(s): _____
provided literacy services and math, based on student needs. Participating students indicate growth in the following area(s): **Literacy** **Mathematics**

The specific start / end data is attached for your review in comparison to your standardized test data, student grades, and other assessments. Certified teacher(s) provided services during the following days of the week (circle): **Monday** **Tuesday** **Wednesday** **Thursday** **Friday**.

The Title I program provided needed academic support and fostered achievement during the school year.

Signature of Authorized Officials

Lila Hofmeister, Principal (or Designee)
St. Michael's School

Date

Kelly Hall, Executive Director
SMCPS Supplemental School Programs

Date



MEMORANDUM OF UNDERSTANDING

between the

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

and the

ST. MARY'S COUNTY PUBLIC SCHOOLS

This Memorandum of Understanding (MOU) as of this 25th day of September 2017, by and between District of Columbia Public Schools (DCPS) and St. Mary's County Public Schools (SMCPS), hereafter collectively referred to as the "Parties."

WHEREAS, the Parties enter into this MOU dated September 25, 2017, for DCPS to provide Title I services to eligible students attending private school in the District of Columbia who reside in St. Mary's, County, Maryland; and SMCPS to provide Title I services to eligible students attending private school in St. Mary's County, Maryland who reside in the District of Columbia.

WHEREAS, the Parties wish to enter the conditions, responsibilities, and provisions of the MOU effective September 25, 2017, and ending June 8, 2018.

NOW THEREFORE, the Parties hereby set forth this September 25, 2017, the MOU as follows:

Purpose

This MOU creates a process for the provision of Title I educational instructional services to certain eligible private school children who meet established eligibility and residency criteria. This agreement describes the services to be provided, the roles and responsibilities of each Party, and funding procedures. The determination of aforementioned Title I funds is pursuant to the requirements of the *Every Student Succeeds Act of 2015*.

Term

The initial term of this Agreement will be for the 2017-2018 school year. Thereafter, the Agreement may be renewed annually, beginning July 2, 2018. To renew this agreement, DCPS and SMCPS must provide notice to the other of a request for renewal at least sixty (60) days prior to the end of the term. Such notice must be provided by the Chancellor of DCPS or Superintendent of SMCPS.

1. Consultation: Description of Services

- A. Decisions will be made regarding the delivery of services during the consultation meetings between the two Parties and will include the following components:
 - a. Identify funding for student-related services based on the per pupil allocation.
 - b. Develop eligibility requirements for selecting students eligible to participate in the Title I program .
 - c. Select service delivery sites.



- B. The scope of services will include the following components:
- The parties will collaborate on the service delivery model adopted by each respective Local Education Agency (LEA).
 - The parties will collaborate on the frequency and duration of weekly service instructional time.

2. Assessment

- A. The assessment of services will be performed by the LEA providing services and include documentation of the following:
- Pre- and post-tests
 - Student progress
 - Attendance

3. Additional Support Services

- A. The support services will include the following components:
- Parent involvement activities and identification of available funding under Title I for this purpose.
 - Professional development for teachers for eligible students, if the school system reserves funds from the Title I allocation for Title I professional development activities.

4. Responsibilities

- A. The Parties' respective Title I offices will provide services as follows:
- Designate a contact person for Title I services for eligible students attending private school(s).
 - Determine participating public school attendance areas and certify the number of eligible private school students.
 - Provide and review, annually, data regarding eligible students who attend private schools in the other Party's jurisdiction.
 - Provide sufficient and reliable data concerning the amount of Title I funding that is generated for services to eligible students.
 - Reserve the required amount of Title I funds for instructional services for identified students, parent involvement activities, and professional development activities, if applicable.
 - Annually consult with the designated contact person to determine the scope and nature of Title I services to eligible students who attend private schools in one local school system and reside in another.
 - Provide assessment data for eligible students receiving Title I services.

5. Transfer of Funds

By November 15th, of the current school year, the amount of Title 1 funding that is owed to the other Party for Title I services will be determined. An invoice for the full amount shall be submitted, accompanied by appropriate documentation for payment (listed below). This invoice must be paid within 30 days of receipt but no later than December 15th.

- Total number of students served
- List of students by grade level and school name
- Schedule of services provided
- Name(s) of service provider(s)



**DISTRICT OF COLUMBIA
PUBLIC SCHOOLS**

Office of Federal Programs & Grants

- Service delivery model
- Service to students and parent involvement activities

This invoice must be paid within 30 days of receipt.

6. Audit

Each Party shall retain, and, upon request, make available to the other Party, all accounts and records relating to this Agreement during the term of this Agreement and for five years after this Agreement ends. Each Party has the right, upon reasonable prior written notification, to audit and inspect all accounts and records maintained by the other Party in connection with this Agreement, and may do so at the other Party's offices during the Party's normal business hours.

7. Civil Rights and Equal Employment Opportunity

Each Party agrees that it shall not lawfully discriminate on the basis of race, religion, age, ancestry or national origin, gender, physical or mental disability, marital status, or veteran's status with respect to employment opportunity or access to the program pursuant to this Agreement.

8. Modifications

Modifications to this Agreement may be made only in writing signed by authorized representatives of both Parties.

9. Counterparts

This Agreement may be executed on one or more counterparts; each of which shall be deemed an original and all of which, taken together, shall constitute one and the same instrument.

10. Approvals

The individuals designated below, by signing this Agreement, so indicate that they possess the necessary authority to bind the Parties to the obligations described herein.

**DISTRICT OF COLUMBIA
PUBLIC SCHOOLS**

Antwan Wilson
Chancellor

Date: _____

Jocelyn R. Basley
Deputy Chief, OFPG

Date: 9/28/17

**ST. MARYS COUNTY
PUBLIC SCHOOLS**

James Scott Smith
Superintendent

Date: 10/12/17

Kelly M. Hall, Ed.D.
Executive Director, SSP

Date: 10/9/17

St. Mary's County Public Schools Parent Involvement

FY2018

(prepared 9-05-17)

	FTE Low Income		Parent Involvement
GWC	464.83	28%	8,431.86
LP	365.13	22%	6,623.33
GH	309.77	19%	5,619.12
GVK	223.44	13%	4,053.12
PH	305.57	18%	5,542.93
	1668.74		30,270.37

FTE updated to match 9-01-17 PPA spreadsheet

McKinney-Vento Student Transportation
Table 7-8
line 10c

Excess costs are cost 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 Budget Narrative 2018
(September, 2017 submission)

parent reservation - public & private
instruction reservation
homeless education reservation
foster student transportation reservation
total non-public
admin reservation

Category / Object	Line Item	Calculation	Amount	In-Kind	Total	C-125	
Regular Programs Salaries FTE	Instructional School Staff	5 Teachers (Interventionist)	280,453	0	280,453.00	01-01	
Regular Programs Salaries FTE	Instructional School Staff	9 Instructional Resource Teachers	687,512	0	687,512.00	01-01	
Regular Programs Salaries FTE	Instructional School Staff	6 Paraeducators	147,268	0	147,268.00	01-01	
Parent Liaison	Family Involvement	3 Parent Liaisons	111,578	0	111,578.00	01-01	
Regular Programs Wages Hourly	Instructional School Staff	Teacher supplemental pay \$26.50/hr	16,260	0	16,259.50	01-01	
Community Services Salaries - Stipends	Parent Involvement	Supplemental pay \$26.50/hr	11,960	0	11,960.10	01-01	
Regular Programs Salaries FTE	Instructional School Staff	1 Literacy Lead Teacher	78,937	0	78,937.00	01-01	
Regular Programs Wages Hourly	Instructional School Staff summer program	Hourly Paras \$18/hr, Teacher supplemental pay \$30/hr	59,063	0	59,062.50	01-01	
Regular Programs Wages Hourly	Instructional School Staff	Instruction Substitutes range \$9.50 - \$13.00 / hr	13,250	0	13,250.00	01-01	1,406,280.10
Regular Programs Contracted Services	Instructional Staff	Hourly Paras through temp agency - estimated \$15.81/hr	151,058	0	151,057.75	01-02	
Regular Programs Contracted Services	summer program	Hourly Paras through temp agency - estimated \$15.81/hr	3,003	0	3,003.00	01-02	
Regular Programs Contracted Services	summer program Contracted educational enrichment	avg 1 event per week	3,000	0	3,000.00	01-02	
Regular Programs Contracted Services	Contracted educational enrichment programs for students	avg 3 schools x 2,833	8,500	0	8,500.00	01-02	
Community Services Contracted services	Parent Involvement	avg 5 schools x 513	2,563	0	2,563.43	01-02	168,124.18
Regular Programs Supplies and Materials, Software, Hardware	Research based instructional materials	avg 5 schools x 23,782	118,908	0	118,907.58	01-03	
Regular Programs Supplies and Materials	summer program	snacks and other supplies	5,860	0	5,859.87	01-03	
Regular Programs Supplies and Materials	Literacy Lead	Materials to support Literacy Lead	300	0	300.00	01-03	

St. Mary's County Public Schools
Title I, Part A Budget Narrative 2018
(September, 2017 submission)

Community Services Supplies & Materials, Food	Parent Involvement	avg 5 schools x 2,704	13,519	0	13,519.29	01-03	138,586.74
Regular Program Other Charges	Educational enrichment programs for students	avg 3 schools x 667	2,000	0	2,000.00	01-04	
Regular Programs Other Charges	Literacy Lead	Conference, mileage	2,500	0	2,500.00	01-04	
Regular Program Other Charges	Student incentives, PBIS	avg 3 schools x \$867	2,600	0	2,600.00	01-04	
Community Services Other Charges	Parent Involvement	avg 5 schools x 254	1,271	0	1,271.00	01-04	8,371.00
Regular Program Non-Public Tutor wages	Non-Public Tutors	1,228 hrs x \$26.5/hr	32,555	0	32,555.25	07-08	
Non-Public Fixed Charges	FICA & Worker's Comp	8%	2,793	0	2,793.05	07-08	
Non-Public Contracted Services	Non-Public Tutors	1,762 hrs x \$33.52/hr	59,070	0	59,069.81	07-08	
Non-Public Salaries	Non-Public Salaries	Exec Director and Secretarial Support for Non-public programs	2,334	0	2,334.39	07-08	
Regular Program Contracted Services	Non-Public Program	MOU for services	1,599	0	1,599.24	07-08	
Non-Public Supplies & Materials	Non-Public materials	avg 3 schools x 800	2,400	0	2,399.99	07-08	
Required Reservation for Non-public parent involvement Contracted Services	Non-Public Program	MOU for services	16	0	16.41	07-08	
Required Reservation for Non-public parent involvement	Parent Involvement Non-public	avg 3 schools x 339	1,017	0	1,017.32	07-08	101,785.46
Instructional Staff Development Salaries & Wages	Instructional Staff Development Salaries & Wages	Supplemental Pay for teachers \$26.5/hr	7,468	0	7,467.50	09-01	
Instructional Staff Development Salaries & Wages	Instructional Staff Development Salaries & Wages	substitutes: range \$9.50 - \$13.00 per hour	14,315	0	14,315.00	09-01	21,782.50
Instructional Staff Development Contracted Services	Consultants to provide training in school imp., literacy, math, instructional best practices, and interdisciplinary STEAM units	based on a combination of consultants with varying rates per day	11,900	0	11,900.00	09-02	11,900.00
Instructional Staff Development Supplies & Materials	Prof. Dev. Supplies & Materials	material to support Reading, Mathematics, & STEM, improve instructional practices	2,550	0	2,550.00	09-03	2,550.00

St. Mary's County Public Schools
Title I, Part A Budget Narrative 2018
(September, 2017 submission)

Instructional Staff Development other charges	Conferences	attend Title I conference, ASCD, NCTM, Responsive Classroom, local / regional conferences	11,753	0	11,752.86	09-04	11,752.86
Instructional Administration & Supervision Salaries & Wages	Administrative Staff	(.5) 59,510.61+ (.5) 24,318 + (1.) 30,202 + (1.) 90,879	204,910	0	204,909.61	16-01	
Instructional Administration & Supervision - Hourly	Administrative Staff	Clerical & Admin Hourly Assistance including OT)	8,000	0	8,000.00	16-01	212,909.61
Instructional Admin & Supervision Contracted Services	Administrative Staff	Consultant Services to assist with applying, interpreting and reviewing Regulations, Guidance and reports	6,000	0	6,000.00	16-02	6,000.00
Instructional Administration & Supervision Supplies & Materials	Administrative supplies and materials	Postage, office and administrative supplies	3,500	0	3,500.00	16-03	3,500.00
Instructional Admin & Supervision Travel	Administrative Staff	Various Trips Per Month include Title I schools, Parent Involvement and State meetings based on IRS mileage rate. The Title I schools are 26-30 miles round trip from the BOE office	4,025	0	4,024.52	16-04	
Instructional Administration & Supervision - Staff Development other charges	Conferences	various, including National Title I, Title I administrative meetings	10,000	0	10,000.00	16-04	14,024.52
Community Services (Homeless educational support) Tutoring	Educational Support to Homeless Students	Tutoring Supplemental Pay \$26.5/hr	19,875.00	0	19,875.00	207-01	19,875.00
Community Services (Homeless educational support) Supplies & Materials	Educational Support to Homeless Students	clothing, back packs, coats, shoes, and other items as needed	11,000.00	0	11,000.00	207-03	11,000.00
Student Health Salaries	summer program	Hourly nursing service support - range \$20.86 - \$30/hr	5,040.00	0	5,040.00	208-01	5,040.00
Regular Programs Field Trips	Research based instructional support Trips	avg 3 schools x 667	2,000	0	2,000.00	209-04	
Regular Programs Student Transportation	summer program	Student Transportation for summer program 4 schools located at 1 shared site	18,920	0	18,920.47	209-04	

St. Mary's County Public Schools
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(September, 2017 submission)

Community Services (Homeless educational support, including qualifying Foster students) Student Transportation	Educational Support to Foster Students	Transportation costs to and from school of origin	0.00	0	0.00		
Community Services (Homeless educational support, including qualifying Foster students) Student Transportation	Educational Support to Homeless Students	Transportation costs to and from school of origin	10,000.00	0	10,000.00	209-04	30,920.47
Fixed Charges for Administration	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	83,216	0	83,216.00	212-04	
Fixed Charges for Administration clerical hourly and OT	FICA & Worker's Comp	8%	640	0	640.00	212-04	
Fixed Charges for Regular Instructional Program FTEs	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	669,213	0	669,213.00	212-04	
Fixed Charges Staff Development	FICA & Worker's Comp	8%	1,742	0	1,742.23	212-04	
Fixed Charges for Regular Instructional Program Hourly	FICA & Worker's Comp	8%	2,311	0	2,311.19	212-04	
Fixed Charges - Instruction Literacy Lead	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	41,355	0	41,355.00	212-04	
Fixed Charges - summer program Hourly	FICA & Worker's Comp	8%	5,114	0	5,114.16	212-04	
Community Services Parent Programs Supplemental Pay	FICA & Worker's Comp	8%	957	0	956.55	212-04	
Community Services (Homeless educational support) Tutoring	Educational Support to Homeless Students	Fixed Charges	1,590.00	0	1,590.00	212-04	806,138.13
Non-Public Business Support / Transfers	Indirect Costs	projected indirect rate 1.56%	1,587.85		1,587.85	22-08	
Administration Business Support Services/Transfers	Indirect Costs	projected indirect rate 1.56%	44,909	0	44,908.58	22-08	46,496.43
TOTAL			3,027,037	0	3,027,037.00		3,027,037.00

Pg. 36 (Attachment 10)

Notations:		D	E	F	G	H	I	J	K	L	M	N	O	P	Q	
N or P or F or S	SW or TAS	MSDE Sch ID #	Public School Name (Must rank order by Percent of Poverty highest to lowest, include Skipped Schools) Charter school(s) place * after school name	Specific Numeric Grade Span (public)	CEP* School (Y or N)	Public School Enrollment (as of 9/30/16)	Number of Low Income- Public School Children (as of 10/31/16)	Number of Direct Certification Children for NSLP in CEP Schools (10/31/16)	CEP Direct Certification count multiplied by the 1.6 multiplier 1	FTE Low Income Public School Children used to Allocate Title I Funds ²	Percent of Poverty for Title I Allocations (I/H=M)	Number of Low- Income Private School Children Residing in this School's Attendance Area.	FTE Low Income Private School Children Residing in this School's Attendance Area.	Per Pupil Allocation (PPA)	Public School Allocation (L xP =Q)	
1	SW	0805	G. W. Carver	Pk-5	N	635	494		0.0	464.83	77.80%	22	22.0	\$1,355.90	\$630,257.08	
3	SW	0804	Lexington Park	Pk-5	N	600	382		0.0	365.13	63.67%	12	12.0	\$1,355.90	\$495,076.30	
2	SW	0803	Green Holly	Pk-5	N	599	361		0.0	309.77	60.27%	4	4.0	\$1,355.90	\$420,020.13	
4	TAS	0810	Greenview Knolls	Pk-5	N	438	230		0.0	223.44	52.51%	12	12.0	\$1,355.90	\$302,956.23	
5	SW	0808	Park Hall	Pk-5	N	635	315		0.0	305.57	49.61%	13	13.0	\$1,355.90	\$414,327.87	
6									0.0	0.0	#DIV/0!	0	0.0	\$0.00	\$0.00	
7									0.0	0.0	#DIV/0!	0	0.0	\$0.00	\$0.00	
8									0.0	0.0	#DIV/0!	0	0.0	\$0.00	\$0.00	
9									0.0		#DIV/0!				\$0.00	
10									0.0		#DIV/0!				\$0.00	
11									0.0		#DIV/0!				\$0.00	
12									0.0		#DIV/0!				\$0.00	
13									0.0		#DIV/0!				\$0.00	
14									0.0		#DIV/0!				\$0.00	
15									0.0		#DIV/0!				\$0.00	
16									0.0		#DIV/0!				\$0.00	
17									0.0		#DIV/0!				\$0.00	
18									0.0		#DIV/0!				\$0.00	
19									0.0		#DIV/0!				\$0.00	
20									0.0		#DIV/0!				\$0.00	
				Total			1782.0	0.0	0.0	1668.7		63.0	63.0		\$2,262,637.61	
							Table 7-9						Table 7-9		Table 4 A & B	



*Community Eligibility Provision

¹ The 1.6 multiplier applies to a Community Eligibility school.² For a CEP school, the Column I figure is equal to the lesser of (a) column K or (b) column H. In other words, the count cannot exceed the school's total enrollment.

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

ORIGINAL GRANT BUDGET	3,027,037.00	AMENDED BUDGET #		REQUEST DATE	09/08/17
GRANT NAME	ESEA Title I, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	010-18		
REVENUE SOURCE	Title I Part A	RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2017	6/30/2019	
		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						46,496.43	46,496.43
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	212,909.61	6,000.00	3,500.00	14,024.52			236,434.13
203-205 Instruction Categories							
Prog. 01 Regular Prog.	1,406,280.10	168,124.18	138,586.74	8,371.00			1,721,362.02
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						101,785.46	101,785.46
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	21,782.50	11,900.00	2,550.00	11,752.86			47,985.36
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.	19,875.00		11,000.00				30,875.00
208 Student Health Services	5,040.00						5,040.00
209 Student Transportation				30,920.47			30,920.47
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				806,138.13			806,138.13
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	1,665,887.21	186,024.18	155,636.74	871,206.98	0.00	148,281.89	3,027,037.00

Finance Official Approval	Leyla Mele		9-08-17	301-475-5511 x 32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith		9/24/17	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

II.

Title II

Attachment 8



Title II, Part A
Systems of Support for Excellent Teaching and Leading

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND
LEADING**

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

2017-2018

Title II-A Coordinator: Lisa Bachner

Telephone: 301-475-5511 ext. 32249

E-mail: lebachner@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 (Optional for FY18)
- Identified Priorities (Optional for FY18)

1.0: Targeted Supports and Consultation (Required)

2.0: Administrative Costs (Allowable)

3.0: Ensuring Equitable Access (Required)

4.0: Systems of Professional Growth (Allowable)

5.0: Alignment to Challenging State Academic Standards (Required)

6.0: Private School Services (Required)

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—

- (1) increase student achievement consistent with the challenging State academic standards;
- (2) improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

To be eligible to receive a subgrant, a local education agency shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require. Each local education agency shall include a description of the follow:

(A) Activities to be carried out by the local education agency and how these activities will be aligned with challenging State academic standards.

(B) Systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teacher and opportunities to develop meaningful teacher leadership.

(C) Systemic plan to prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and

improvement activities.

(D) Use of data and ongoing consultation to continually update and improve activities

(E) Provide equitable services and timely consultation to private school children and teachers

Consultation: In developing the application a local education agency 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 LEA 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

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND
LEADING**

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

Fiscal Year: 2017-2018

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 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.

Please provide a description of how the local education agency meaningfully consult 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 program 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
- 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
- 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.

Please provide a description of how the local education agency will use data and ongoing consultation to continually update and improve activities supported by Title IIA.

St. Mary's County Public Schools has a robust communication structure in place as evidenced in how we consult with one another always 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 IIA funds. These include but are not limited to:

- Use of Basecamp to document both meeting agendas and meeting minutes for Cabinet, Department of Instruction and Department of Curriculum and Instruction Meetings
- Use of 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 each Administrator and Supervisory meeting as well as New Teacher Seminar meetings and Instructional Resource Teacher meetings
- Use of School Improvement Plans by all to determine supports and resources schools and their staff need
- Use of Performance Matters to monitor student achievement data
- Use of web metrics to determine use of suggested resources (ex: staff visits to newsletter)
- 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 to name a few.

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND
LEADING**

Local School System: St. Mary's County Public Schools
Fiscal Year 2017-2018

To develop and maintain accounting system for Title II funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant and are necessary to for the performance of the project. Position(s) may also monitor expenditures including the private school base.

Administrative Costs: Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures.

2.0 ADMINISTRATIVE COST - Allowable			
Item	Line Item	Description	Public School Costs
2.1	n/a		
2.2			
2.3			
2.4			
		Total for Section 2.0	

3.0 ENSURING EQUITABLE ACCESS – Required

Based on the review of equitable access data, which equity gaps are current priorities for your LEA? Cite specific data points.

All achievement data, regardless of grade level, shows that we have a significant gap between the aggregate and the African American subgroup as well as our FARMS subgroups. This year's PARCC data reflects this statement.

PARCC Student Reading Scores reflecting those students scoring the “passing” score of a 4 or a 5:

Grade Assessed	Cross-State	State	SMCPS	SMCPS African American	SMCPS FARMS
3	40.0	39.8	40.7	17.9	20.0
4	42.6	41.9	43.2	18.8	21.5
5	43.7	41.4	43.0	20.0	26.0
6	40.0	38.4	38.5	14.8	15.2
7	44.8	43.0	45.7	17.5	20.3
8	43.1	38.9	45.2	28.4	21.1
10	44.6	50.7	62.3	34.3	38.1

PARCC Student Mathematics Scores reflecting those students scoring the “passing” score of a 4 or a 5:

Grade Assessed	Cross-State	State	SMCPS	SMCPS African American	SMCPS FARMS
3	42.5	42.8	48.5	25.4	27.9
4	35.8	37.3	43.6	11.8	19.1
5	34.7	35.3	38.6	15.3	22.5
6	32.2	32.0	42.7	15.2	18.9
7	28.8	25.2	39.9	15.4	17.6
8	25.7	16.7	29.1	21.5	18.6
10	35.8	36.3	53.1	26.5	31.8

Given that our largest ethnic subgroup is African American and many of students in the African American subgroup also comprise the FARMS subgroup, the data is alarming. Our county has made a commitment to education and has funded 8 additional teaching positions and 8 additional paraeducators positions. Differentiation to meet these students' needs is essential and encouraging teachers and paraeducators to both take courses as well as certification exams is critical in order to begin providing them the essential skills necessary to meet these students' needs. Supporting these teachers with mentors and guidance by lead teachers through our new teacher induction activities by those that have expertise in meeting the needs of these students is also imperative.

Item	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), such as initiatives that provide—	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Timeline • Audience • Implementation • Evaluation 	<ul style="list-style-type: none"> • Cite the evidence based study or studies that support this professional development activity/series. 	Public School Costs
3.1	i.expert help in screening candidates and enabling early hiring [Section 2103](b)(3)(B)(i)			
3.2	ii. differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems [Section 2103](b)(3)(B)(ii)			
3.3	iii. 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>Improve the quality of the administrative, teaching, and paraeducator force through payment of test fees to 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 and National Board Certification tests.</p> <p>Timeline: These funds will be made throughout the year until exhausted.</p> <p>Audience: Any administrator, teacher, or paraeducator that works directly with students</p> <p>Implementation: 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>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</p>	\$6,000

		<p>Evaluation: Data collected to determine what certifications were obtained given the funds allotted to ensure that they foster the decrease in achievement gap between the African American and FARMS subgroups to the aggregate.</p> <p>Offer MSDE-approved coursework in reading that promotes completion of certification and highly qualified requirements.</p> <p>Timeline: These funds will provide funding for six classes to be taught throughout the school year.</p> <p>Audience: Any administrator, teacher, or paraeducator.</p> <p>Implementation: 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>Evaluation: Data collected on how many administrators, teachers and/or paraeducators completed the courses offered.</p>	<p>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>Maryland State Approved Reading Courses</p> <p>http://www.marylandpublicschools.org/about/Documents/DEE/ProgramApproval/Reading/MarylandStateApprovedReadingCoursesJuly2017.pdf</p> <p>This MSDE published document shares the state of Maryland’s commitment to ensuring teachers have the coursework needed regardless of the the grade and content that they teacher to teach reading to all students.</p>	\$7776.00
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3.4	<p>iv. new teacher, principal, or other school leader induction and mentoring programs that are designed to—</p> <ul style="list-style-type: none"> I. improve classroom instruction and student learning and achievement; and II. increase the retention of effective teachers, principals, or other school leaders; <p>[Section 2103](b)(3)(B)(iv)</p>			
3.5	<p>v. the development and provision of 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; and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions; and [Section 2103](b)(3)(B)(v)</p>	<p>Lead Mentor Training and compensation for those lead mentors that will serve to help facilitate team mentoring at school sites as well as New Teacher Orientation and monthly New Teacher Seminars.</p> <p>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 and team mentoring sessions.</p> <p>Audience: Select highly-qualified lead mentors</p> <p>Implementation: 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>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 new teachers' needs. Adjustments will be made according to the data collected.</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>	\$9445
3.6	<p>visa system for auditing the quality of evaluation and support systems</p> <p>[Section 2103](b)(3)(B)(vi)</p>			

3.7	C. recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;			
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ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

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

Fiscal Year 2017-2018

Description of the local education agency's 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.

4.0 SYSTEMS OF PROFESSIONAL GROWTH – Allowable Activities

Item		Brief Description of Specific Services including: <ul style="list-style-type: none"> Identified Need/Priority Timeline Audience Implementation Evaluation 	<ul style="list-style-type: none"> Cite the evidence based study or studies that support this professional development activity/series. 	Public School Costs
4.1	A. Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that— <ul style="list-style-type: none"> i. is based in part on evidence of student achievement, which may include student growth; and ii. shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders; [Section 2103](b)(3)(A)] 			
4.2	D. 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	Salaries for teachers to reduce class size. Six schools will receive an FTE to help with class size reduction. These schools and the data used to make this	“Another Look at the Glass and Smith Study on Class Size” <i>James L. Phelps; <u>Educational</u></i>	\$391,844

	<p>reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers; [Section 2103](b)(3)(D)]</p>	<p>decision are as follows:</p> <p>Benjamin Banneker Elementary School- Grade 2 – an additional FTE reduces the class size from 30 students per class to 22 students per class.</p> <p>Lettie Marshall Dent Elementary School- Grade 3 – an additional FTE reduces the class size from 29 students per class to 22 students per class.</p> <p>Dynard Elementary School- Grade 3 – an additional FTE reduces the class size from 34 students per class to 23 students per class.</p> <p>Greenview Knolls Elementary School- Grade 2 – an additional FTE reduces the class size from 30 students per class to 20 students per class.</p> <p>Oakville Elementary School- Grade 2 – an additional FTE reduces the class size from 37 students per class to 19 students per class.</p> <p>Piney Point Elementary School- Grade 1 – an additional FTE reduces the class size from 33 students per class to 22 students per class.</p> <p>Timeline: These FTE will be employed for the 2017-2018 school year.</p> <p>Audience: Benjamin Banneker Elementary School; Lettie Marshall Dent Elementary School; Dynard Elementary School; Greenview Knolls Elementary School; Oakville Elementary School and Piney Point Elementary School.</p> <p>Implementation: Human Resources will work with the building principals to hire highly qualified teachers for these classroom positions.</p> <p>Evaluation: Student achievement in these classrooms will be monitored throughout the year to see how they perform academically in comparison to their cohort.</p>	<p><u><i>Considerations Fall 2011</i></u></p> <p>http://coe.ksu.edu/EdConsiderations/back.html</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>	
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4.3	<p>E. 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, including supporting efforts to train teachers, principals, or other school leaders [Section 2103](b)(3)(E)]</p>	<p>Provide 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>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>Audience: Select highly-qualified teachers and paraeducators.</p> <p>Implementation: The Department of Curriculum and Instruction in collaboration with building principals, the Department of Special Education 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 becomes available.</p> <p>Evaluation: Data such as Response to Interventions (RTI) will be used to determine training and supports needed throughout the year. Adjustments will be made according to the data collected.</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>	\$ 3024
4.4	<p>F. developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards; [Section 2103](b)(3)(F)]</p>			
4.5	<p>G. providing programs and activities to increase— I. 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</p>			

	<p>progressing; and</p> <p>ii. 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;</p> <p>[Section 2103](b)(3)(G)]</p>			
4.6	<p>H. providing training, technical assistance, and capacity-building in local educational agencies 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>[Section 2103](b)(3)(H)]</p>	<p>Provide substitute funds and stipends for school-based Professional Learning Communities to analyze data; select, construct and implement formative assessments; design classroom-based assessments; determine and implement appropriate interventions, supports and extensions for students; and provide time to review student work to plan next instructional steps.</p> <p>Funds will be distributed to schools based upon their student enrollment in grades K-12 with a minimum distribution of \$1000.</p> <p>Funds for the 2017-2018 school year will be distributed as follows:</p> <p>Benjamin Banneker - \$1775 Capt. Walter F. Duke - \$1675 Chesapeake Public Charter - \$1000 Dynard - \$1275 Evergreen - \$2050 G. W. Carver - \$1800 Green Holly - \$1675 Greenview Knolls - \$1225 Hollywood - \$1500 L.M. Dent - \$1700 Leonardtown Elementary - \$1400 Lexington Park - \$1625 Mechanicsville - \$1000 Oakville - \$1000 Park Hall - \$1750 Piney Point - \$1325 Ridge - \$1000 Town Creek - \$1000 White Marsh - \$1000</p>	<p>Pieces of the Learning Puzzle Tracy Crow; April 2015/ Volume 36 No. 2</p> <p>https://learningforward.org/standards-for-professional-learning</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>	\$54,600

		<p>Esperanza - \$2300 Leonardtwn Middle - \$2800 Margaret Brent - \$2800 Spring Ridge - \$2825 Dr. James A. Forrest Career and Tech Center - \$1000 Chopticon - \$4600 Great Mills - \$4400 Leonardtwn High - \$5100 Fairlead Academy - \$1000 Fairlead Academy II - \$1000</p> <p>Timeline: These funds are to be used for stipends or substitutes for the 2017-2018 school year or until exhausted.</p> <p>Audience: All schools in SMCPS.</p> <p>Implementation: The Director of the Department of Curriculum and Instruction (DCI) will inform schools of allotment and how the allotment should be spent. A sample letter of what is sent to schools can be accessed via the following link: https://drive.google.com/a/smcps.org/file/d/0B6SWE_C0fyGBkQ3QzOVINNIMxVkU/view?usp=sharing</p> <p>The Director of DCI will monitor schools' use of their allotments throughout the year giving guidance as needed and paying particular attention to those schools not utilizing their allotments to determine if additional supports are needed.</p> <p>Evaluation: Ask for artifacts for activities undertaken by school teams to validate use of funds as well as create models for other schools.</p>		
4.7	<p>I. carrying out in-service training for school personnel in—</p> <p>i. the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;</p> <p>ii. the use of referral mechanisms that effectively link such</p>			

	<p>children to appropriate treatment and intervention services in the school and in the community, where appropriate;</p> <p>iii. forming partnerships between school-based mental health programs and public or private mental health organizations; and</p> <p>iv. addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism;</p> <p>[Section 2103](b)(3)(I)]</p>			
4.8	<p>J. 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</p> <p>[Section 2103](b)(3)(J)]</p>			
4.9	<p>K. supporting the instructional services provided by effective school library programs; [Section 2103](b)(3)(K)]</p>			
4.10	<p>L. 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; [Section 2103](b)(3)(L)]</p>			
4.11	<p>M. 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 [Section 2103](b)(3)(M)]</p>			
4.12	<p>N. to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback; [Section 2103](b)(3)(N)]</p>			
4.13	<p>O. providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce [Section 2103](b)(3)(O)]</p>			

4.14	P. carrying out other activities that are evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. [Section 2103](b)(3)(P)]			
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5.0 ALIGNMENT WITH CHALLENGING ACADEMIC STANDARDS - Required

Please provide a description of how the activities in Section 4.0 are aligned with challenging State academic standards. [Section 2102 (b)(2)(A)]

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 College, Career, and Civic Life (C3) Framework for Social Studies State Standards. 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 parent and student tabs where a myriad of resources and detailed information is shared.

Parent link: <http://www.smcps.org/parents>

Student link: <http://www.smcps.org/students>

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND
LEADING**

**Local School System: St. Mary's County Public Schools
Fiscal Year 2017-2018**

**6.0 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 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)

The participating private schools that we work with and that benefit from the Title II grant by receiving a cost per pupil include:

Father Andrew White – 240 students
King's Christian – 341 students
Leonard Hall – 31 students
Little Flower - 117 students
Mother Catherine Academy- 122 students
St. John's- 196 students
St. Mary's Ryken – 702 students
St. Michael's – 171 students
Starmaker – 14 students

Total Nonpublic = \$26.382626 per student x 1934 students = \$51,024.00

Describe the school system's process for providing equitable participation to students in private schools. This should include evidence of a needs assessment and professional development action plan. (Include below or as an attachment)

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; mailings; meetings; phone conversations)
- Dialogue and discussion with individual schools as needed in regards to their Needs Assessment
- Two scheduled meetings per year with a set agenda
- Three mailings per year sharing allotments and then “running totals” as the year progresses

Total Amount for Transfers:

St. Mary's County Public Schools
Title II, Part A Budget Narrative 2018

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	Teacher, paraprofessional, principal, or other school leader advancement & professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation Salaries Activity 3.3	Stipends to teach courses 6 instructors @ \$1200 per course	\$7,200.00		\$7,200.00
Fixed Charges	Teacher, paraprofessional, principal, or other school leader advancement & professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation Fixed Charges Activity 3.3	Fixed charges @ 8.0% of \$7200	\$576.00		\$576.00
Instructional Staff Development Contracted Services	Teacher, paraprofessional, principal, or other school leader advancement & professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation Contracted Services Activity 3.3				\$0.00
Instructional Staff Development Supplies	Teacher, paraprofessional, principal, or other school leader advancement & professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation Supplies Activity 3.3				\$0.00
Instructional Staff Development Other	Teacher, paraprofessional, principal, or other school leader advancement & professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation Other Activity 3.3	Average cost of assessments is \$150/per assessment. This will cover reimbursement for 40 assessments.	\$6,000.00		\$6,000.00
Administrative & Supervisory Other	Teacher, paraprofessional, principal, or other school leader advancement & professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation Travel & Conference Fees Activity 3.3				\$0.00
Administrative & Supervisory Contracted Services	Teacher, paraprofessional, principal, or other school leader advancement & professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation Contracted Services Activity 3.3				\$0.00
Administrative & Supervisory Supplies	Teacher, paraprofessional, principal, or other school leader advancement & professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation Supplies Activity 3.3				\$0.00
Total Activity 3.3					\$13,776.00
Instructional Staff Development Salaries & Wages	Development & provision of 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. Salaries Activity 3.5	6 Lead Mentor Teachers @ 5 hours per month for 11 months @ \$26.50 per hour = \$8745	\$8,745.00		\$8,745.00

St. Mary's County Public Schools
Title II, Part A Budget Narrative 2018

Fixed Charges	Development & provision of 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. Fixed Charges Activity 3.5	Fixed charges \$8745 @ total of 8% = \$700	\$700.00		\$700.00
Instructional Staff Development Contracted Services	Development & provision of 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. Contracted Services Activity 3.5	Contracted Services: Location: Total:			\$0.00
Instructional Staff Development Supplies	Development & provision of 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. Supplies Activity 3.5	Training materials: Total:			\$0.00
Instructional Staff Development Other	Development & provision of 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. Other Activity 3.5	Travel: Conference Fees: Total:			\$0.00
Administrative & Supervisory Other		Travel: Conference fee: Total:			\$0.00
Administrative & Supervisory Contracted Services	Development & provision of 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. Contracted Services Activity 3.5	Consultant: Facilities: Total:			\$0.00
Administrative & Supervisory Supplies	Development & provision of 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. Supplies Activity 3.5	Training Materials: Total:			\$0.00
				Total Activity 3.5	\$9,445.00
Instructional Salaries & Wages	Reducing class size to a level that is evidence based to the extent the State determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers Salaries Activity 4.2	6 FTE positions @ actual: Teacher 1: \$47,663; Teacher 2: \$47,663; Teacher 3: \$47,663; Teacher 4: \$47,663; Teacher 5: \$49,569; Teacher 6: \$47,663	\$287,884.00		\$287,884.00

St. Mary's County Public Schools
Title II, Part A Budget Narrative 2018

Fixed Charges	Reducing class size to a level that is evidence based to the extent the State determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers Fixed Charges Activity 4.2	Total Fringe Benefits @ Actual; Heath - \$35,505; Exchange Fee - \$135; Annual Life Fringe - \$125; FICA - \$22,023; Workman's Compensation - \$945; Pension - \$45,227	\$103,960.00		\$103,960.00
Instructional Contracted Services	Reducing class size to a level that is evidence based to the extent the State determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers Contracted Services Activity 4.2	Contracted Services: Location: Total:			\$0.00
Instructional Supplies	Reducing class size to a level that is evidence based to the extent the State determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers Supplies Activity 4.2	Training materials: Total:			\$0.00
Instructional Staff Development Other	Reducing class size to a level that is evidence based to the extent the State determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers Other Activity 4.2	Travel: Conference Fees: Total:			\$0.00
Administrative & Supervisory Other	Reducing class size to a level that is evidence based to the extent the State determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers Travel & Conference Fees Activity 4.2	Travel: Conference fee: Total:			\$0.00
Administrative & Supervisory Contracted Services	Reducing class size to a level that is evidence based to the extent the State determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers Contracted Services Activity 4.2	Consultant: Facilities: Total:			\$0.00
Administrative & Supervisory Supplies	Reducing class size to a level that is evidence based to the extent the State determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers Supplies Activity 4.2	Training Materials: Total:			\$0.00
			Total Activity 4.2		\$391,844.00

Instructional Staff Development Salaries & Wages	Providing high-quality, personalized professional development that is evidence based, to the extent 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 achievement, including supporting efforts to train teachers, principals, or other school leaders. Salaries Activity 4.3	105.66 hours of trainer of trainer compensation @ \$26.50/per hour	\$2,800.00		\$2,800.00
Fixed Charges	Providing high-quality, personalized professional development that is evidence based, to the extent 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 achievement, including supporting efforts to train teachers, principals, or other school leaders. Fixed Charges Activity 4.3	Fixed charges \$2800 @ total of 8% = \$224	\$224.00		\$224.00
Instructional Staff Development Contracted Services	Providing high-quality, personalized professional development that is evidence based, to the extent 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 achievement, including supporting efforts to train teachers, principals, or other school leaders. Contracted Services Activity 4.3	Contracted Services: Location: Total:			\$0.00

Instructional Staff Development Supplies	Providing high-quality, personalized professional development that is evidence based, to the extent 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 achievement, including supporting efforts to train teachers, principals, or other school leaders. Supplies Activity 4.3	Training materials: Total:			\$0.00
Instructional Staff Development Other	Providing high-quality, personalized professional development that is evidence based, to the extent 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 achievement, including supporting efforts to train teachers, principals, or other school leaders. Other Activity 4.3	Travel: Conference Fees: Total:			\$0.00
Administrative & Supervisory Other	Providing high-quality, personalized professional development that is evidence based, to the extent 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 achievement, including supporting efforts to train teachers, principals, or other school leaders. Travel & Conference Fees Activity 4.3	Travel: Conference fee: Total:			\$0.00

St. Mary's County Public Schools
Title II, Part A Budget Narrative 2018

Administrative & Supervisory Contracted Services	Providing high-quality, personalized professional development that is evidence based, to the extent 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 achievement, including supporting efforts to train teachers, principals, or other school leaders. Contracted Services Activity 4.3	Consultant: Facilities: Total:			\$0.00
Administrative & Supervisory Supplies	Providing high-quality, personalized professional development that is evidence based, to the extent 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 achievement, including supporting efforts to train teachers, principals, or other school leaders. Supplies Activity 4.3	Training Materials: Total:			\$0.00
				Total Activity 4.3	\$3,024.00
Instructional Staff Development Salaries & Wages	Providing training, technical assistance, and capacity-building in local educational agencies 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. Salaries Activity 4.6	Funds are distributed to schools based on their enrollment in grades K-12 for substitute and/or stipend use. Benjamin Banneker - \$1775 Capt.Walter F. Duke - \$1675 Chesapeake Public Charter - \$1000 Dynard - \$1275 Evergreen - \$2050 G. W. Carver - \$1800 Green Holly - \$1675 Greenview Knolls - \$1225 Hollywood - \$1500 L.M. Dent - \$1700 Leonardtown Elementary - \$1400 Lexington Park - \$1625 Mechanicsville - \$1000 Oakville - \$1000 Park Hall - \$1750 Piney Point - \$1325 Ridge - \$1000 Town Creek - \$1000 White Marsh - \$1000 Esperanza - \$2300 Leonardtown Middle - \$2800 Margaret Brent - \$2800 Spring Ridge - \$2825 Dr. James A. Forrest Career and Tech Center - \$1000 Chopticon - \$4600 Great Mills - \$4400 Leonardtown High - \$5100 Fairlead Academy - \$1000 Fairlead Academy II - \$1000	\$54,600.00		\$54,600.00

St. Mary's County Public Schools
Title II, Part A Budget Narrative 2018

Fixed Charges	Providing training, technical assistance, and capacity-building in local educational agencies 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, Fixed Charges Activity 4.6	Fixed Charges \$54,600 x 0.08	\$4,368.00		\$4,368.00
Instructional Staff Development Contracted Services	Providing training, technical assistance, and capacity-building in local educational agencies 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, Contracted Services Activity 4.6	Contracted Services: Location: Total:			\$0.00
Instructional Staff Development Supplies	Providing training, technical assistance, and capacity-building in local educational agencies 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, Supplies Activity 4.6	Training materials: Total:			\$0.00

St. Mary's County Public Schools
Title II, Part A Budget Narrative 2018

Instructional Staff Development Other	Providing training, technical assistance, and capacity-building in local educational agencies 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, Other Activity 4.6	Travel: Conference Fees: Total:			\$0.00
Administrative & Supervisory Other	Providing training, technical assistance, and capacity-building in local educational agencies 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, Travel & Conference Fees Activity 4.6	Travel: Conference fee: Total:			\$0.00
Administrative & Supervisory Contracted Services	Providing training, technical assistance, and capacity-building in local educational agencies 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, Contracted Services Activity 4.6	Consultant: Facilities: Total:			\$0.00

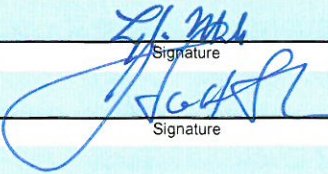
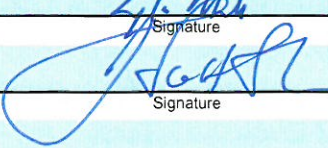
Administrative & Supervisory Supplies	Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond. Supplies Activity 4.6	Training Materials: Total:			\$0.00
				Total Activity 4.6	\$58,968.00
Transfers	Non-Public Schools - Equitable services to students in private (Non-Public) schools Transfers Activity 6.0	Mandatory allocation for non-public schools. Total Nonpublic = \$26.382626 per student x 1934 students = \$51,024.00. Father Andrew White – 240 students King's Christian – 341 students Leonard Hall – 31 students Little Flower - 117 students Mother Catherine Academy- 122 students St. John's- 196 students St. Mary's Ryken – 702 students St. Michael's – 171 students Stammaker – 14 students	51,024.00		51,024
				Total Activity 6.0	\$51,024.00

Subtotal	\$528,081.00
Indirect Cost = \$528,081 x 0.0156	\$8,238.00
Total	\$536,319.00
+/-	\$0.00

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

ORIGINAL GRANT BUDGET	536,319.00	AMENDED BUDGET #		REQUEST DATE	09/26/17
GRANT NAME	Improving Teacher Quality, Title II Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	119-18		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2017	6/30/2019	
		FROM		TO	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						8,238.00	8,238.00
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.	287,884.00						287,884.00
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						51,024.00	51,024.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	73,345.00			6,000.00			79,345.00
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				109,828.00			109,828.00
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	361,229.00	0.00	0.00	115,828.00	0.00	59,262.00	536,319.00

Finance Official Approval	Leyla Mele		9/26/2017	301-475-5511 X32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith		9/29/17	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

III.

Title III

ATTACHMENT 10

2017-18



**Every Student Succeeds Act
Title III, Part A
English Language Acquisition, Language Enhancement,
and Academic Achievement**

**ATTACHMENT 10: TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT**

Local School System: _____ St. Mary's County _____ Fiscal Year 2018

***SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]:** Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.*

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

1. To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [section 3115(c)(1)].			
Required Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) outcome and brief description of the services b) timelines or target dates c) outcome linked to the EL indicator(s) detailed in the 2017 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Costs
1.1 Improving the English language proficiency and academic achievement of ELs [section 3115(c)(1)].	<ul style="list-style-type: none"> ● We will renew our current educational software: <u>Imagine Learning</u>. These licenses will be used as a supplemental instructional resource in order to increase the reading and writing proficiency levels of ELs in grades 1-8. This purchase will allow for <u>all</u> 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 	\$10,000	N/A

	<p>costs, training, support, and upgrades.</p> <p>Outcome: To increase the reading and writing proficiency levels of ELs in grades 1-8. Timeline: September 2017 Goal: Supports Indicator 1 in the BTE Master Plan</p> <p>● <u>Purchase of Imagine Math</u> licenses for our ELs with interrupted formal education. Imagine Math will be used during our after school tutoring program to help build basic math concepts and computational skills. Imagine Math is a rigorous, standards-rich supplemental digital math curriculum, which provides adaptive pathways. Aligned to College and Career, Imagine Math is supported by meaningful practice and the application of knowledge at the conceptual level.</p> <p>Outcome: To increase the math proficiency levels of ELs with interrupted instruction in grades 1-12. Timeline: School Year 2017-2018 Goal: Supports Indicator 3 in the BTE Master Plan</p> <p>● <u>Purchase of iPads and Covers.</u> ELs will be given an iPad to use at school in order to encourage their use of technology and to assist them in developing literacy and math skills. We have various supplemental software programs, including Imagine Learning Literacy and Imagine Math that our EL students already have access to. St. Mary's County Public</p>	<p>\$1,600</p> <p>\$6,330</p>	<p>N/A</p> <p>N/A</p>
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	<p>Schools does not issue 1:1 devices. This purchase is supplemental.</p> <p>Outcome: To increase ELs reading and writing proficiency levels as well as basic math concepts .</p> <p>Timeline: September 2017</p> <p>Goal: Supports Indicators 1 and 3 in the BTE Master Plan</p>		
<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>			
<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELs [section 3115(c)(2)(A)].</p>	<ul style="list-style-type: none"> ● <u>Membership/registration fees for conferences</u> such as MDTESOL, TESOL, MELLFIN, and WIDA. When searching for conferences, our focus will be on literacy. Our county has fully embraced the Seal of Biliteracy option for our world language students and ELs, so offering conferences that focus heavily on literacy will be encouraged to not only the EL teachers but some classroom teachers of ELs as well. 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. <p>Outcome: to increase teachers’ knowledge of practices that support</p>	\$1,798	N/A

	<p>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>Timeline: School year 2017-2018 Goal: Supports Indicators 1 and 2 in the BTE Master Plan</p>		
<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>● <u>WIDA Collaboration Workshop.</u> This workshop provides an overview of collaborative methods and models for planning, instruction, and assessment of ELs using the WIDA ELD Standards. It is designed for teams, teacher pairs (ESOL teacher/content teacher), or instructional coaches. Teams will leave with a developing plan for collaboration at their site around the needs of their ELs.</p> <p>Outcome: To increase ELs performance in content classes.</p> <p>In addition to learning the key steps of co-planning for instruction and assessment of ELs, content teachers will be equipped with strategies that will help them develop instructional plans in teams using the WIDA ELD standards. They will become familiar with and will have the ability to select co-teaching models appropriate for their specific instructional settings.</p> <p>Timeline: School years 2017-18 and 2018-19 Goal: Supports Indicators 1, 2, and 3 in the BTE Master Plan.</p>	<p>\$13,705 Total</p>	<p>N/A</p>

	<i>Private Schools will be invited to attend.</i>		
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)].			
3. To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs [section 3115 (c)(3)].			

<p>3.1 Providing parent, family, and community engagement activities that may include strategies that serve to coordinate and align related programs [section 3115(c)(3)].</p>	<p>● <u>County-Wide EL Parent Information Family Night.</u></p> <p>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 Master Plan objective of providing opportunities to have EL parents 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>Outcome: Parents understand their role as supporter of their child’s mathematics and literacy development at home.</p> <p>Timeline: School year 2017-2018</p> <p>Goal: Supports Indicators 1 and 3 in the BTE Master Plan</p>	<p>\$330</p>	<p>N/A</p>
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**ATTACHMENT 10: TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT**

Local School System: _____ St. Mary's County _____ Fiscal Year 2018

SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

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

4. To improve the education of ELs by assisting the children to learn English and meet the challenging State academic standards [section 3115(a)].			
Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) outcome and brief description of the services b) timelines or target dates c) outcome linked to the EL indicator(s) detailed in the 2017 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Costs
4.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].			
4.2 Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].			
4.3 Providing to ELs tutorials and academic or career and technical education [section 3115(d)(3)(A)].			

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)].			
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)].			
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)].			
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)].			
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)].			
6. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>Every Student</i>			

<i>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)].			

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	Nonpublic Costs
7.1 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 [section 3115(b)].	1.56% admin cost	527	N/A
TOTAL TITLE III-A (EL FUNDING) AMOUNT			\$34,290.00

D. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 13 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title III-A services.
2. Describe the school system's process for providing equitable participation to students in private schools:

a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title III-A services;
The ESOL Supervisor for St. Mary's County Public Schools contacts the principals of non-public schools via email and 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.

b) The basis for determining the needs of private school children and teachers;
Upon receiving request from the private schools, we send our ESOL teachers out to pre-assess the children in order to determine level of service to qualifying students.

c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and

If students qualify for Title III services, we meet with a representative from the non-public school to discuss available resources to them (from us) and we will discuss yearly PD opportunities, which they are invited to attend throughout the school year.

d) The differences, if any, between the Title III-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title III-A services the district provides to the public school children.)

A representative from each of the qualifying non-publics is invited to meet one-on-one with the supervisor of ESOL to discuss available student/teacher resources (ex. ELD Standards manuals and Can-Do Descriptor books). In addition, each of the non-public schools is invited to send representatives to our PD workshops and training opportunities. The ELL per pupil funding is usually small, therefore offering continuing PD to participating private schools tends to be more advantageous for all.

3. ATTACH WRITTEN AFFIRMATION (e.g., meeting dates, agenda, sign-in sheets, letters/forms, etc.) for the school year 2016 – 2017 that a meeting(s) occurred with nonpublic school representative(s) regarding Title III services. **DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10: TITLE III, PART A.**

E. BUDGET INFORMATION AND NARRATIVE

1. **COMPLETE** a detailed BUDGET on the MSDE Title III-A proposed budget form (**C-1-25**). The proposed budget must reflect how the funds will be spent and organized according to the budget objectives, and correlated to the activities and costs detailed in Attachment 10: Title III, Part A. MSDE budget forms are available through the local finance officer or at the MSDE *Bridge to Excellence Master Plan* Web Site at: WWW.MARYLANDPUBLICSCHOOLS.ORG.
2. **Provide a detailed budget narrative** using “Guidance for Completion of the Budget Narrative for Individual Grants” (pp. 4-7 of this guidance document). The accompanying budget narrative should (a) detail how the school system will use Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

F. ATTACHMENTS 4-A & B, 5-A & B, and 6-A

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

ASSURANCE PAGE

G. Attach the signed required assurance page with the final submission.

Title III Budget Narrative: EL
SY 2017-18 St. Mary's County Public Schools

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
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Activity 1.1

203-205 -02-Special Prog.				17,930		17,930
	03-Supplies & Materials	The purchase and renewal of supplemental educational software licenses (Imagine Learning Literacy and Imagine Math) for ELs with low English proficiency levels and interrupted instruction. Also the purchase of Ipads and covers.	\$10,000 Imagine Learning Literacy (unlimited number of licenses for ELs with proficiencies 1 & 2) + \$1,600 Imagine Math (32 licenses X \$50 each) + \$6,330 Ipads and Covers (15 iPads X \$374 each & 15 covers X \$48 each)			
Fixed Charges		FICA				
Total:						\$17,930

Activity 2.1

203-205 -09-Instruction Staff Dev.				1,798		1,798
	04-Other Charges	Staff development-membership/registration fees or conferences & PD workshops (TESOL, MELLFIN, WIDA)	TESOL (3 teachers X \$66 each); MELLFIN (6 ESOL teachers, 1 supervisor, 3 classroom teachers X \$50 each); WIDA (1 ESOL teacher X \$1100)			
Fixed Charges		FICA				
Total:						\$1,798

Activity 2.2

203-205 -09-Instruction Staff Dev.		Delivery of WIDA workshop: "Collaboration" for ESOL and content teachers	\$4000/school X 2 schools = \$8,000 + 40 teachers X 5 hrs. X \$26.50/hr. = \$5,300	13,300		13,300
	02-Contract Services					
212		FICA	7.65% of \$5,300	405		405
Total:						\$13,705

Activity 3.1

214-Community Services		County-Wide EL Parent Information Family Night	Refreshments \$230 (100 participants X	330		330
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Title III Budget Narrative: EL
SY 2017-18 St. Mary's County Public Schools

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
			\$2.30 each) + Supplies \$100			
Fixed Charges		FICA				
Total:						\$330

Activity 6.1


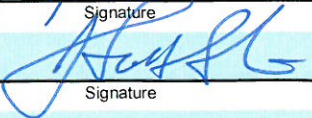
202 -16-Inst. Admin. & Supv.		1.56% admin cost	34,290 X 1.56%	527		527
	08-Transfers					
Fixed Charges		FICA				
Total:						\$527

Grand Total: \$34,290

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

ORIGINAL GRANT BUDGET	34,290.00	AMENDED BUDGET #		REQUEST DATE	09/12/17
GRANT NAME	Title III, English Language Acquisition	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	049-18		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2017	9/30/2019	
		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						527.00	527.00
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.			17,930.00				17,930.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	5,300.00	8,000.00	1,798.00				15,098.00
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				405.00			405.00
214 Community Services			330.00				330.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	5,300.00	8,000.00	20,058.00	405.00	0.00	527.00	34,290.00

Finance Official Approval	Leyla Mele		9/12/2017	301-475-5511 X32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith		9/12/17	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #



Phone: 301-475-5511 ext. 32136; Fax: 301-475-4229

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

Ms. Kelly Hall
Executive Director

Annual Planning Meeting for Federally Funded Programs

Tuesday, October 11, 2016
2:00 p.m. – 3:30 p.m.

Board of Education Meeting Room
St. Mary's County Public Schools
23160 Moakley Street
Leonardtown, Maryland 20650

Agenda

For more information on
the listed topics, please call
301- 475-5511 and the extension
listed below:

- Welcome and Introductions Kelly Hall, Executive Director
Supplemental School Programs Ext. 32136
kmhall@smcps.org
- Title I, Part A Kelly Hall, Executive Director
Supplemental School Programs Ext. 32136
kmhall@smcps.org
- Title III/LEP Wendy Tarr, Supervisor
World Languages and ESOL Ext. 32118
wmtarr@smcps.org
- 21st Century Community Mark Smith, Coordinator
Special Programs 301-475-0242
mgsmith@smcps.org Ext. 28125
- Special Education Susan Fowler, Director
Special Education Ext. 32220
sefowler@smcps.org
- Title II, Part A Lisa Bachner, Director
Curriculum and Instruction Ext. 32249
lebachner@smcps.org

Annual Planning Meeting for Federally Funded Programs

BOE Room

Tuesday, October 11, 2016 - 2:00 p.m. - 3:30 p.m.

Sign-In Sheet (Please Print)

Representative	School/Location	Phone
Se R Hefner	St. Michaels	301 812 5454
Kevin Fry	LCA	301-904-0549
Wendy Tan	Central Office	301. 475. 5511
Anthony Wojt	Mother Catherine Academy	301 884 3165
Caitankee	Little Flower School	301-994-0404
Mark Smith	Smcps	
Susie Fink	smcps	301-475-5511
Collier	Tithe 1	
Montino J. Hoon	Tithe 1	

Annual Planning Meeting for Federally Funded Programs
BOE Room
Tuesday, October 11, 2016 - 2:00 p.m. - 3:30 p.m.

Sign-In Sheet (Please Print)

Representative	School/Location	Phone
Susan McDermott	St John's School	301-373-2142
Brian Radziwill	Archdiocese of Washington radziwillb@adw.org	301-853-5357
Suzanne Wisniewski	CHUNAT	301 475 8029
Maggie Hubbard	ADW	301-853-4560
Jo Balle	SMCPs DCI	301-475-5511
Kelly Hall	Supplemental School Programs	301-475-5511 ext 32136



Phone: 301-475-5511 ext. 32136; Fax: 301-475-4229

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

Ms. Kelly Hall
Executive Director

To: Non-public School Principals and Staff
From: Kelly M. Hall, Executive Director of Supplemental School Programs
Date: January 26, 2017
Re: **Mid-Year Planning Meeting for Federally Funded Programs**

You are invited to attend the mid-year discussion and 2017-2018 school year planning meeting to discuss your school's eligibility and interest in participating in federal *Elementary and Secondary Act (ESEA)* programs, as we transition from NCLB to ESSA.

This annual federally funded programs' planning meeting for St. Mary's County Public Schools has been scheduled for:

Monday, February 13, 2017
2:00 p.m. – 3:30 p.m.

***(Snow Date: Tuesday, March 14, 2017, 2:00 p.m. – 3:30 p.m.)**

Board of Education Room
St. Mary's County Public Schools
23160 Moakley Street
Leonardtown, Maryland 20650

Information will be provided about the various federal programs (Title IA, IIA, III, the 21st Century Community Learning Centers, and Special Education) available to support the needs of your students for the 2017-2018 school year.

As requested by non-public principals in the past, the Department of Special Education will provide a brief overview and update of the IEP process as it relates to non-public schools.

If you have any questions or if you are unable to attend but would like to ask questions concerning the grants, please call Kelly Hall at 301-475-5511, extension 32136 or email at kmhall@smcps.org. Please RSVP on or before Monday, February 6, 2017 to Martina Green at 301-475-5511, extension 32136 or email at mlgreen@smcps.org.

Thank you. We look forward to meeting with you.

Attachment

cc: Mr. J. Scott Smith
Mrs. Montgomery
Mrs. Bachner
Ms. Tarr
Mr. Mark Smith
Mrs. Fowler



Phone: 301-475-5511 ext. 32136; Fax: 301-475-4229

St. Mary's County Public Schools

Division of Instruction

Department of Supplemental School Programs

23160 Moakley Street, Suite 103

Leonardtown, Maryland 20650

Ms. Kelly Hall

Executive Director

Mid-Year Planning Meeting for Federally Funded Programs

Monday, February 13, 2017

2:00 p.m. – 3:30 p.m.

Board of Education Room
St. Mary's County Public Schools
23160 Moakley Street
Leonardtown, Maryland 20650

Agenda

*For more information on the
listed topics, please call
301- 475-5511 and the
extension listed below:*

- | | | |
|--------------------------------------|--|------------|
| • Welcome and Introductions | Kelly Hall, Executive Director
Supplemental School Programs
kmhall@smcps.org | Ext. 32136 |
| • Title I, Part A | Kelly Hall, Executive Director
Supplemental School Programs
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| • Title II, Part A | Lisa Bachner, Director
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lebachner@smcps.org | Ext. 32249 |
| • Title III/LEP | Wendy Tarr, Supervisor
World Languages and ESOL
wmtarr@smcps.org | Ext. 32118 |
| • 21 st Century Community | Mark Smith, Coordinator
Special Programs (301-475-0242)
mgsmith@smcps.org | Ext. 28125 |
| • Special Education | Susan Fowler, Director
Special Education
sefowler@smcps.org | Ext. 32206 |

**Planning Meeting for Federally Funded Programs
BOE Room**

Monday, February 13, 2017 - 2:00 p.m. - 3:30 p.m.

Sign-In Sheet (Please Print)

Representative	School/Location	Phone
Leon B Weaver	Stauffer Men Church School	
James M. Stauffer	" " "	
Lisa Barker	DEI / Mackay	
Caitlin Olesby	Little Flower	
Jessy Farr	Sinners - Central Office	
Jenna Maloney	JAW	
Maggie Hubbard	ADUO	
Lisa Hixson	Little Flower	
Mark Smith	SNCPs	

BOE Room

Monday, February 13, 2017 - 2:00 p.m. - 3:30 p.m.

Sign-In Sheet (Please Print)

[illegible]



Phone: 301-475-5511 ext. 32136; Fax: 301-475-4229

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

Ms. Kelly Hall
Executive Director

Carlini ____ .LFS

Maloney- FAW

Maggie - Archdiocese

Lila - contacted us

Rick Wood-Byken

Mennonite Schrl → new

**Mid-Year Planning Meeting
for Federally Funded Programs**

Monday, February 13, 2017
2:00 p.m. – 3:30 p.m.

Board of Education Room
St. Mary's County Public Schools
23160 Moakley Street
Leonardtown, Maryland 20650

Agenda

*For more information on the
listed topics, please call
301- 475-5511 and the
extension listed below:*

- | | | |
|--------------------------------------|--|------------|
| ✓ Welcome and Introductions | Kelly Hall, Executive Director
Supplemental School Programs
kmhall@smcps.org | Ext. 32136 |
| ✓ Title I, Part A | Kelly Hall, Executive Director
Supplemental School Programs
kmhall@smcps.org | Ext. 32136 |
| • ✓ Title II, Part A | Lisa Bachner, Director
Curriculum and Instruction
lebachner@smcps.org | Ext. 32249 |
| ✓ Title III/LEP | Wendy Tarr, Supervisor
World Languages and ESOL
wmtarr@smcps.org | Ext. 32118 |
| ✓ 21 st Century Community | Mark Smith, Coordinator
Special Programs (301-475-0242)
mgsmith@smcps.org | Ext. 28125 |
| ✓ Special Education | Susan Fowler, Director
Special Education
sefowler@smcps.org | Ext. 32206 |



To: Principals
From: Wendy Tarr, Supervisor of World Languages/ESOL
Re: Title III Services for English Learners (ELs)
Date: September 7, 2016

As the school year gets underway, you may find that some of your students qualify for testing in order to be considered for EL services. The EL teacher assigned to your school will have the names, if any, of students who received services in your school during the 2015-2016 school year. These teachers will also have the names of students who have met the qualifications needed in order to exit the program. Students who exit the program will remain in reclassification status for two years, and they are eligible for consultative services and accommodations.

Identification of English Learners

An English learner is a student who communicates in a language other than English or whose family uses a primary language other than English in the home, **and** whose English language proficiency falls within the range established by the State for an English language development program.

Definition of Immigrant as it relates to Title III

Immigrant students are defined as individuals who are age 3 through 21, were not born in any state and have not been attending one or more schools in any one or more states for more than 3 full academic years. The months need not be consecutive.

Please fill out the attached form, indicating any potentially **new** English learners you have in your building. Base your decision on the above qualifications. These are students who will need assistance with learning to read, write, speak, or understand the English language when it is spoken. If you do not have students enrolled in your school who may qualify for these services, please indicate that as well. Due to state and federal regulations, we must keep a record of your decision for services. Please return the form to me by **Tuesday, September 13, 2016**.

St. Mary's County Public Schools
Newly Arrived ELs
School Year 2016-2017
Title III

Name of School: _____

Principal's Signature: _____

Date: _____

_____ We do not have any **new** students needing EL services at this time.

_____ We do have **new** ELs this school year. Below are their names:

Student ID #	Student's Name	Grade	Linguistic Background	* Immigrant Status (Y or N) <i>Refer to front page letter</i>

Please return this form to Wendy Tarr (wmtarr@smcps.org) by **Tuesday, Sept. 13, 2016.**

Title III Budget Narrative: EL
SY 2017-18 St. Mary's County Public Schools

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
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Activity 1.1

203-205 -02-Special Prog.				17,930		17,930
	03-Supplies & Materials	The purchase and renewal of supplemental educational software licenses (Imagine Learning Literacy and Imagine Math) for ELs with low English proficiency levels and interrupted instruction. Also the purchase of Ipads and covers.	\$10,000 Imagine Learning Literacy (unlimited number of licenses for ELs with proficiencies 1 & 2) + \$1,600 Imagine Math (32 licenses X \$50 each) + \$6,330 Ipads and Covers (15 iPads X \$374 each & 15 covers X \$48 each)			
Fixed Charges		FICA				

Total: \$17,930

Activity 2.1

203-205 -09- Instruction Staff Dev.				1,798		1,798
	04-Other Charges	Staff development- membership/registration fees or conferences & PD workshops (TESOL, MELLFIN, WIDA)	TESOL (3 teachers X \$66 each); MELLFIN (6 ESOL teachers, 1 supervisor, 3 classroom teachers X \$50 each); WIDA (1 ESOL teacher X \$1100)			
Fixed Charges		FICA				

Total: \$1,798

Activity 2.2

203-205 -09- Instruction Staff Dev.		Delivery of WIDA workshop: "Collaboration" for ESOL and content teachers	\$4000/school X 2 schools = \$8,000 + 40 teachers X 5 hrs. X \$26.50/hr.= \$5,300	13,300		13,300
	02-Contract Services					
212		FICA	7.65% of \$5,300	405		405

Total: \$13,705

Title III Budget Narrative: EL
SY 2017-18 St. Mary's County Public Schools

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
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Activity 3.1

214-Community Services		County-Wide EL Parent Information Family Night	Refreshments \$230 (100 participants X \$2.30 each) + Supplies \$100	330		330
Fixed Charges		FICA				

Total: \$330

Activity 6.1

202 -16-Inst. Admin. & Supv.		1.56% admin cost	34,290 X 1.56%	527		527
	08-Transfers					
Fixed Charges		FICA				

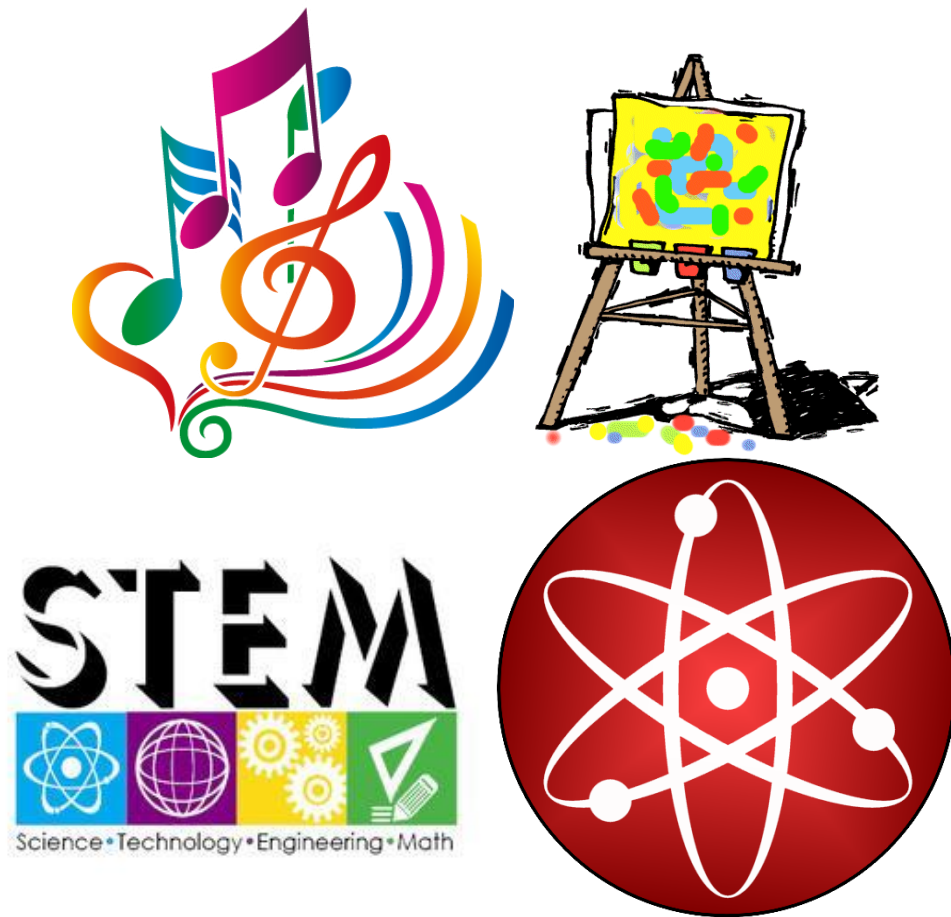
Total: \$527

Grand Total: \$34,290

IV.

Title IV

Attachment 9



Title IV, Part A
Student Support and Academic Enrichment (SAES) Grants
Revised 8-8-17

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency (LEA): St. Mary's County

Fiscal Year 2018

Title IV-A Coordinator: Jessica Cotugno

Telephone: 301-475-5511 extension 32115

E-mail: jwcotugno@smcps.org

Title IV, Part A Application

- Data Profile (Data should be part of the needs assessment to identify local priorities.)
- Identified needs through a needs assessment

- 1.0: Consultation (Required)
- 2.0: Administrative Costs (Allowable)
- 3.0: Needs Assessment (Required)
- 4.0: Activities to Support Well-Rounded Educational Opportunities (Required)
- 5.0: Activities to Support Safe and Healthy Students (Required)
- 6.0: Activities to Support the Effective Use of Technology (Required)
- 7.0: Equitable Services (Required)
- 8.0: Assurances (Required)
- 9.0: Internet Safety (Required)
- 10.0: Budget Narrative

The purpose of Title IV, Part A Student Support and Academic Enrichment Grant (SSAE) is to provide funds to increase the capacity of State Educational Agencies, schools, and local communities to:

- 1) provide all students with access to a well-rounded education;
- 2) improve school conditions for student learning; and,
- 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

The State will receive an allocation based on the Title I funding formula. Using the same Title I formula, the State will then allocate funds to LEAs. LEAs are required to submit an application 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.

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: St. Mary's County (18)

Fiscal Year: 2018

1.0 CONSULTATION - Required

Please provide a description of how the LEA, or consortium of such agencies, meaningfully consulted with parents, teachers, principals, and other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the Title IV, Part A. (ESEA section 4106 (c)(1)).

Meetings were held with multiple instructional supervisors that work closely with community partnerships and local schools. Due to the limited timeline between when the Title IV, Part A Grant application was provided and when it is due, the instructional supervisors were each asked to identify areas of need based on their work with these organizations over the past year.

The Supervisor of Academy Programs and Advanced Placement works 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 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.

The Supervisor of Physical Education, Health Education, and Athletics works collaborative 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 co-chaired by a Health Officer and an Instructional Supervisor. 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, Director of Food and Nutrition Services, and representatives from the Health Department. Parents and community members are also welcome to attend Council meetings. The Council discusses items related to safe and healthy schools and acts in an advisory capacity to the St. Mary's County Board of Education. Some of the teachers that attend also volunteer to be involved in school-based wellness activities.

In addition to the previously mentioned partnerships, future consultation will occur at the school level with collaboration occurring between school administrators, supervisors, teachers, and parents. Centrally organized meetings will also be scheduled to encourage collaboration between school communities.

Please provide a description of how the LEA, or consortium of such agencies, will use ongoing consultation to continually improve the local activities in order to meet the purpose of this subpart. (ESEA section 4106 (c)(2)).

The St. Mary's County STEM coordinator has regular 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, programing and activities that support STEM instruction, and opportunities for hands on learning experiences.

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 Depart 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.

Please provide a description of how the LEA or consortium of such agencies will coordinate the implementation of local activities with other programs, strategies, and activities being conducted in the community. (ESEA section 4106 (c)(2)).

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.

The collaborative nature of the Healthy St. Mary's Partnership and the St. Mary's County School Health Council provides avenues that allows a variety of community member to work together to advance initiatives regarding the safety and wellness of the community.

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: <u>St. Mary's County (18)</u>	Fiscal Year <u>2018</u>
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LEAs must develop and maintain an accounting system for Title IV, Part A funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant, and are necessary to for the performance of the project. Position(s) may also monitor expenditures including the private school base.

Administrative Costs: Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 1%.

2.0 ADMINISTRATIVE COST - Allowable			
Item	Line Item	Description	Public School Costs
2.1	No Administrative Costs		0
2.2			
2.3			
2.4			
		Total for Section 2.0	0

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: St. Mary's County (18) Fiscal Year 2018

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.

3.0 NEEDS ASSESSMENT- Required				
Item		Access to, and opportunities for, a well-rounded education for all students	School conditions for student learning to create a healthy and safe school environment	Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology
3.1	Which stakeholders can help identify local needs and/or root causes? How can they be engaged early and in a meaningful way throughout the process?	School system staff (central office, building administrators, teachers), students, guardians, and community partners representing the local workforce can all reflect on local access and available opportunities for student exposure to a well-rounded curriculum. The can be engaged through collaborative conversations, formal meetings, and specific activities/projects.	School system staff (central office, building administrators, teachers), students, guardians, and community partners representing the local workforce can all reflect on local access and available opportunities for student exposure to a healthy and safe schools. The can assist with identifying needs, brainstorming solutions, and implanting ideas.	The Department of Assessment and Accountability, the Department of Curriculum and Instruction, 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.

3.2	What data are needed to best understand local needs?	<p>Current Well-rounded Educational Opportunities:</p> <p>Music and the Arts- Students have access to music and arts instruction in grades K-12 (though it is optional at the secondary level). True arts integration is occurring at one school site.</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 Data: (After school)</p> <ul style="list-style-type: none"> • Eight of the nineteen local elementary public schools have robotics teams. Five of these schools have competitive teams (PPES, OES, DES, MES, and LPES). Three schools have club team (CWFDES, BBES and RES). • Three of the five middle schools have competitive robotics teams (SRMS, MBMS, and CPCS). • Two of the three high schools have competitive robotics teams. <p>Robotics/Coding Technology: (During the school day)</p> <ul style="list-style-type: none"> • Four elementary schools (RES, GWCES, DES, GHES) piloted bots/coding technology during the 2016-2017 school year. • Twelve of the nineteen local elementary schools plan to use this 	<p>Information on wellness was collected recently and used to update the student and employee wellness policy and regulation that was recently passed by the Board of Education.</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>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. Youth drug prevention is one current area of focus for the Student Board Member.</p> <p>http://www.smcps.org/boe/meet-the-student-board-member</p> <p>Violence prevention activities occur at the secondary level and include dating violence information.</p> <p>Conflict Resolution- Activities occur at all grade levels K-2 in regard to conflict resolution. In elementary schools this most commonly modeled through weekly lessons with the school counselor for a designated length of time. Four elementary schools this year are creating a forum 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 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</p>	<p>Instructional Technology Resources that are currently available:</p> <ul style="list-style-type: none"> • Turnitin • Discovery Education • Discovery Education Plus • Follett • Titlepeek/Destiny • Proquest (SIRS/CultureGrams) • WorldBook Online • PebbleGo • Membean • Tenmarks • Problem-Attic • Aleks • IXL • Unify • Apex
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		<p>technology during the 2017-2018 school year.</p> <ul style="list-style-type: none"> Two of the five middle schools plan to use this technology during the 2017-2018 school year. <p>Technologies currently utilized include the following:</p> <ul style="list-style-type: none"> Dash & Dot: CPCS, LES, LMS, MES, WMES, OES, DES, EES, LPES, GWCES, RES ProBots: GHES, WMES, MakeyMakey: WMES Little Bits: WMES Ozobots: WMES, LES, LMS, RES EV3: BeeBots: EES, WMES, OES, GHES, LPES, TCES RoboFinches: RES <p>A STEM 4 ALL website has been created with information and resources. In addition to professional development, it includes information regarding robotics, coding, and makers spaces. We are currently collecting information regarding how often this site is accessed, how often these resources are being utilized, and by which schools.</p> <p>https://sites.google.com/smcps.org/stem4all</p> <p>Academic Achievement- SMCPs currently covers the costs of Advanced Placement testing fees for low-income students enrolled in accelerated coursework who wish to register for the assessments.</p>	<p>coaches. 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 extra-curricular opportunities such as Running Clubs and Gardening Clubs.</p>	
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		<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 available in all middle and high schools during the school day. Afterschool opportunities are available in six elementary schools each year.</p> <p>Environmental Education: Once a year, all public school elementary school 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	Do our current systems fully capture the needs of our hardest to serve students- including those who might experience adversity that might not	<p>STEM focused resources are available to all schools, however, they are not necessarily equitably used 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>	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.	Resources available, as appropriate based on age/grade, to all students. No specific data is available on exact use by demographics.

	come-up in a survey or other data tools?	<p>Eleven elementary schools, two middle schools, and one high school do not currently have extra-curricular 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 STEM resources and opportunities are targeted to low income students and students with diverse backgrounds.</p>		
3.4	Are there inequities inherent in the system that are driving some of the local needs?	<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>	Opportunities for, and participation in, some experiences can be dependent on available volunteers. By utilizing available funds to provide coaches and adult facilitators, we will be able to provide additional students with opportunities that previously were not easily accessible.	Training for some resources is held after normal duty hours and is optional for teachers. Teachers who are unfamiliar with technology resources are less likely to use those resources with students.
3.5	How should the identified needs be prioritized when several significant needs are identified?	When there are several significant needs identified, priority will be given to schools that currently have the fewest number of supplemental opportunities available that support a well-rounded education (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	When there are several significant needs identified, priority will be given to schools and students that currently have the fewest number of supplemental opportunities available that support safe and healthy schools. (Example: running clubs, sports opportunities, etc.) Activity participation priority will be given to students who are economically disadvantaged, minorities, or traditionally underrepresented in the designated experiences.	When there are several significant needs identified, priority will be given to schools and students that currently making use of the fewest number of supplemental opportunities available that support the effective use of technology.

		economically disadvantaged, minorities, or traditionally underrepresented in the designated experiences.		
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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)).

ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Local Education Agency: St. Mary's County (18)

Fiscal Year: 2018

To ensure that every student has access to a well-rounded education, LEAs, or consortium of such agencies, must work to develop activities that foster connections amongst students' studies, curiosities, passions, and skills needed to become critical thinkers and productive members of society. In addition, funds should be used to promote a diverse set of learning experiences that engages students across a wide variety of courses, activities, and programs.

One goal of Title IV, Part A is to ensure that each LEA, or consortium of such agencies, that receive an allocation under section 4105 (a) will use a portion of the funds to develop and implement programs and activities that support access to a well-rounded education and educational experiences for all students. Additionally, consistent with section 4106(e)(2)(C) of the ESEA, any LEA, or consortium of such agencies, that have received a SSAE program grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support well-rounded educational opportunities under Section 4107. (ESEA sections 4105(a),4106(e)(2)(C)and 4107(a)).

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	<u>REQUIRED</u>			
4.1	1. Coordinated with other schools and community-based services and programs:[Section 4107](a)(1)	Planned 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	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>	Funds will be used to pay for teacher facilitators and needed materials for Robotics Clubs.

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
		occur in conjunction with other site-based afterschool program offerings.	<p>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.</p> <p>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</i>, 75, 686-691.</p>	
4.2	2. Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities [Section 4107](a)(2)	The Patuxent Partnership and The Naval Air Station Patuxent River will be available for consult but will not have direct involvement in the planned activities.	Rusk, N., Resnick, M., Berg, R., & Pezalla-Granlund, M. (2008). New pathways into robotics: Strategies for broadening	

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
			participation. <i>Journal of Science Education and Technology</i> , 17(1), 59-69.	
May include programs and activities, such as – (complete all that are applicable)				
4.3	A. College and career guidance and counseling programs, such as: (I.) postsecondary education and career awareness and exploration activities; (II.) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning; and (III.) financial literacy and Federal financial aid awareness activities [Section 4107](a)(3)(A).			
4.4	B. programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution [Section 4107](a)(3)(B).			
4.5	C. programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to as “STEM subjects”) such as- (I.) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields;	Program Objective: <ul style="list-style-type: none"> • Establish a Robotics club at each of the local middle schools and at five elementary schools. Currently available robotics clubs utilize grant funded materials and are facilitated by volunteers. The LEA did not did not fund these experiences	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>	Funds will be used to pay facilitators to hold a robotics clubs after school hours.

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	<p>(II.) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions);</p> <p>(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;</p> <p>(IV.) supporting the creation and enhancement of STEM-focused specialty schools;</p> <p>(V.) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects;</p> <p>(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;</p> <p>[Section 4107])(a)(3)(C)</p>	<p>last year and does not currently fund these experiences this year.</p> <p>Title IV, Part A funds will be used to expand the robotics program by making opportunities available to schools and students who do not currently have access to robotics clubs.</p> <p>Intended Outcomes</p> <ul style="list-style-type: none"> • Increase student exposure to STEM opportunities outside of the normal school day and make these opportunities equally accessible to all middle schools and additional elementary schools. <p>Timeline</p> <ul style="list-style-type: none"> • Spring-Summer 2018 <p>Implementation</p> <ul style="list-style-type: none"> • Recruit a Robotics Club Facilitator for each of the local middle schools and pay them a stipend to facilitate this experience for students after school during the second semester. <p>Evaluation Plan</p>	<p>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.</p> <p>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</i>, 75, 686-691.</p> <p>Rusk, N., Resnick, M., Berg, R., & Pezalla-Granlund, M. (2008). New pathways into robotics: Strategies for broadening participation. <i>Journal of</i></p>	<p>Funds will also be used to purchase the following robotics materials:</p> <p>Elementary School Clubs: BeeBots Ozobots</p> <p>Middle School Clubs: Lego EV3 kits</p>

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
		<ul style="list-style-type: none"> • Collect participant demographic data to determine if target audience has participated. Survey students and families to determine impact (academic, social-emotional, etc.) Determine how many 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.). 	<i>Science Education and Technology, 17(1), 59-69.</i>	
4.6	D. efforts to raise student academic achievement through accelerated learning programs, such as: (I.) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations; or (II.) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses; [Section 4107](a)(3)(D) The MSDE recommends that LEAs consider this allowable use of Title IV funds to replace the grant that provided funds to pay for AP/IB exams that is no longer available.			

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
4.7	E. activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education; [Section 4107](a)(3)(E)			
4.8	F. Foreign language instruction; [Section 4107](a)(3)(F)			
4.9	G. environmental education; [Section 4107](a)(3)(G)			
4.10	H. programs and activities that promote volunteerism and community involvement; [Section 4107](a)(3)(H)			
4.11	I. Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics; [Section 4107](a)(3)(I)			
4.12	J. Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences. [Section 4107](a)(3)(J)			

ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Local Education Agency: St. Mary's County (18)

Fiscal Year: 2018

To guarantee the safety and well-being of every student, LEA, or consortium of such agencies, must develop programs or activities that foster safe, healthy, supportive and drug-free environments, including direct student services and professional development and training for school staff . Consistent with section 4106(e)(2)(D) of the ESEA, any LEA, or consortium of such agencies, that have received a SSAE grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support safe and healthy initiatives for students under section 4108.

It is also important to note that any local educational agency receiving funds under the Student Support and Academic Enrichment program, generally must obtain prior written informed consent from the parent of each child who is under 18 years of age in order to participate in any mental health assessment or service that is funded with the Student Support and Academic Enrichment program funds. (ESEA sections 4106(e)(2)(D) and 4108(a)).

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required

Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
5.1	1.Coordinated with other schools and community-based services and programs; [Section 4108](1)]	School based Wellness Coaches will work in collaboration with the Supervisor of Physical Education, Health Education and Wellness and Supervisors in Student Services to offer school based activities that support the physical and mental well-being of students.	Hager, E. R., Rubio, D. S., Eidel, G. S., Penniston, E. S., Lopes, M., Saksvig, B. I., ... & Black, M. M. (2016). Implementation of local wellness policies in schools: role of school systems, school health councils, and health disparities. <i>Journal of School Health</i> , 86(10), 742-750.	Funds will be used to pay a stipend to one staff member at each school site who will serve as a site-based Wellness Coach.

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
5.2	2. Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)]	School based Wellness Coaches will be able to promote school based wellness initiatives that support academic achievement.	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.	
5.3	3. promote the involvement of parents and in the activity or program; [Section 4108](3)]	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.	Story, M., Nanney, 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.	
5.4	4. may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; [Section 4108](4)]	The planned 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.	Miller, D. N., Gilman, R., & Martens, M. P. (2008). Wellness promotion in the schools: Enhancing students' mental and physical health. <i>Psychology in the Schools</i> , 45(1), 5-15.	
May include, among other programs and activities—(complete all that are applicable)				
5.5	A. drug and violence prevention activities and programs that are evidence-based (to the extent of			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available) including: (i.) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; and (ii.) professional development and training for school and specialized instructional support personnel education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention; [Section 4108](5)(A)]			
5.6	B(i.) school-based mental health services, including early identification of mental health programs symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers; [Section 4108](5)(B)(i)]			
5.7	ii. school-based mental health services partnership programs that- (I.) are conducted in partnership with a public or private mental health entity or health care entity; and [Section 4108](5)(B)(ii)(I)]			
5.8	II. provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are-			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	(aa.) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); (bb.) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act; (cc.) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise [Section 4108](5)(B)(ii)(II)]			
5.9	Ci. integrate health and safety practices into school or athletic programs [Section 4108](5)(C)(i)]			
5.10	ii. support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students; [Section 4108](5)(C)(ii)]			
5.11	iii. help prevent bullying and harassment; [Section 4108](5)(C)(iii)]			
5.12	iv. improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment; [Section 4108](5)(C)(iv)]			
5.13	v. provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse [Section 4108](5)(C)(v)]			
5.14	vi. Establish or improve school dropout and re-entry programs; [Section 4108](5)(C)(vi)]			
5.15	vii. Establish learning environments and enhance students’ effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports; [Section 4108](5)(C)(vii)]			
5.16	D. high-quality training for school personnel, including specialized instructional support personnel, related to: <ul style="list-style-type: none"> (i) suicide prevention; (ii) effective and trauma-informed practices in classroom management; (iii) crisis management and conflict resolution techniques; (iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102)); 			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required

Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	(v) school-based violence prevention strategies; (vi) drug abuse prevention, including educating children facing substance abuse at home; and (vii) bullying and harassment prevention; [Section 4108](5)(D)]			
5.17	E. child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide: (i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse; and (ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child; [Section 4108](5)(E)]			
5.18	F. designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that— (i) is consistent with best practices; (ii) includes strategies that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); and (iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services,			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	referred to as a “youth PROMISE plan”; or [Section 4108](5)(F)]			
5.19	G. implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning; [Section 4108](5)(G)]			
5.20	H. designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as: <ul style="list-style-type: none"> (i) establishing partnerships within the community to provide resources and support for schools; (ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and (iii) strengthening relationships between schools and communities; or [Section 4108](5)(H)]			
5.21	I. pay for success initiatives aligned with the purposes of this section. [Section 4108](5)(I)]	<p>Program Objective:</p> <ul style="list-style-type: none"> • Establish a Wellness Coach at every public school in St. Mary’s County. <p>Intended Outcomes</p> <ul style="list-style-type: none"> • Promote wellness initiatives at every school by establishing and implementing site based wellness goals. 	Hager, E. R., Rubio, D. S., Eidel, G. S., Penniston, E. S., Lopes, M., Saksvig, B. I., ... & Black, M. M. (2016). Implementation of local wellness policies in schools: role of school systems, school health councils, and health disparities. <i>Journal of School Health</i> , 86(10), 742-750.	Funds will be used to pay a stipend to one staff member at each school site who will serve as a site-based

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required

Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
		<ul style="list-style-type: none"> • Offer opportunities for students to participate in school site based wellness activities during and outside of the normal school day. • Increase parent/guardian awareness of activities that promote healthy lifestyles. <p>Timeline</p> <ul style="list-style-type: none"> • January 2018 – June 2018 <p>Implementation</p> <ul style="list-style-type: none"> • Recruit a Wellness Coach at each local school and pay them a stipend to facilitate school wellness initiatives for students during and after school during the second semester. <p>Evaluation Plan</p> <ul style="list-style-type: none"> • Collect information regarding the types of wellness activities initiated by the school Wellness Coaches and student participation data. Review data of participants to determine if there was an impact on overall school performance (attendance, academic, behavior, etc.). 	<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>Miller, D. N., Gilman, R., & Martens, M. P. (2008). Wellness promotion in the schools: Enhancing students' mental and physical health. <i>Psychology in the Schools</i>, 45(1), 5-15.</p>	Wellness Coach.

ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Local Education Agency: St. Mary's County (18)

Fiscal Year: 2017-2018

To increase access to personalized, rigorous learning experiences supported by technology, local educational agencies, or consortium of such agencies, must develop programs or activities that improve the technology to improve the academic achievement, academic growth, and digital literacy of all students. Consistent with section 4106(e)(2)(E) of the ESEA, any local educational agency, or consortium of such agencies, that have received a SSAE grant of at least \$30,000 must use at a portion of the SSAE program funds for activities that support the effective use of technology for students under section 4109.

It is also important to note that any LEA, or consortium of such agencies, receiving funds under the Student Support and Academic Enrichment program, shall not use more than 15 percent of funds for purchasing technology infrastructure which shall include technology infrastructure purchased for carrying out blended learning projects. (ESEA sections 4106(e)(2)(E) and 4109(b)).

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY – Required

Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
6.1	1.providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to— (A) personalize learning to improve student academic achievement; (B) discover, adapt, and share relevant high-quality educational resources;			

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY – Required

Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	(C) use technology effectively in the classroom, including by administering computer-based assessment and blending learning strategies; and (D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning. [Section 4109](1)]			
6.2	2.building technological capacity and infrastructure, which may include: (A) procuring content and ensuring content quality; and (B) purchasing devices, equipment, and software applications in order to address readiness shortfalls. [Section 4109](2)]			
6.3	3. 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. [Section 4109](3)]			
6.4	4. carrying out blended learning projects which shall include: (A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases,			

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY – Required

Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	except that such expenditures may not include expenditures related to significant construction or renovation of facilities; or (B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project. [Section 4109](4)]			
6.5	(5) providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science; and [Section 4109](5)]	<p>STEM PLAYDATES</p> <p>Program Objective:</p> <ul style="list-style-type: none"> • Increase the use of STEM/robotics technologies in classrooms. <p>Intended Outcomes</p> <ul style="list-style-type: none"> • Raise teacher awareness of available STEM/robotics technology. • Increase teacher comfort with and skill in using available STEM/robotics technologies. • Increase the use of STEM/robotics in classrooms. <p>Timeline</p> <ul style="list-style-type: none"> • January – June 2018 <p>Implementation</p>	<p>Bell, D. (2016). The reality of STEM education, design and technology teachers' perceptions: a phenomenographic study. <i>International Journal of Technology and Design Education</i>, 26(1), 61-79.</p> <p>Slavit, D., Holmlund Nelson, T., & Lesseig, K. (2016). The teachers' role in developing, opening, and nurturing an inclusive STEM-focused school. <i>International Journal of STEM Education</i>, 3(1), 1-17.</p>	Funds will be used to compensate teachers who attend STEM PLAYDATES

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY – Required

Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
		<ul style="list-style-type: none"> • Hold three STEM PLAYDATES where teachers can come learn about and play with available STEM/robotics technology. • Establish SMART goals (specific, measurable, achievable, results-focused, and time-bound) that utilize available technologies. <p>Evaluation Plan</p> <ul style="list-style-type: none"> • Collect teacher feedback on implementation of SMART goals. Collect material check out data and lesson plans, if applicable, to determine if there is an increase in the use of STEM and Robotics technologies in classrooms. 		
6.6	providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators. [Section 4109](6)]			

ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Local Education Agency: <u>St. Mary's County (18)</u>	Fiscal Year: <u>2018</u>
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7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS
[ESEA, SECTION 8501]:

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

Participating Private Schools and Services: Provide information regarding the names of participating private schools and number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services. (Include below or as an attachment)

Participating Private Schools:

Little Flower School

152 students x \$4.308 per student = \$654.82

St. Mary's Ryken

712 students x \$4.308 per student = \$3067.30

The King's Christian Academy

353 students x \$4.308 = \$1520.72

Additional information regarding calculation:

\$79,151 in Title IV funding divided by 18373 Students = \$4.308 per student

School	Revised	Title IV Allotment per student @ \$4.308 per student
SMCPS	17156	\$73,908.05
Little Flower	152	\$654.82
St. Mary's Ryken	712	\$3,067.30
The King's Christian Academy	353	\$1,520.72
Total	18373	\$79,150.88

SMC Title IV Allotment	\$79,151.00	
Total Student Count	\$18,373.00	
Per Pupil Cost	4.308	
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)		
In September, a letter was mailed to all local private schools advising them of this opportunity and requesting documentation of their intent to participate. A meeting was held on October 2, 2017 to further discuss Title IV- Part A. A representative from all participating schools attended this meeting. Each participating school was asked to complete a needs assessment and action plan. See attached documentation for more information.		
Total Amount for Transfers: \$5,242.84		

ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Local Education Agency: St. Mary's County (18)

Fiscal Year: 2017-2018

8.0 ASSURANCES [ESEA, SECTION 4106(e)(2)]:

Each application shall include assurances that the local educational agency, or consortium of such agencies, will—

- ✓ (A) prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—
 - (i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;
 - (ii) have the highest percentages or numbers of children counted under section 1124(c);
 - (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);
 - (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or
 - (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;
 - ✓ (B) comply with section 8501 (regarding equitable participation by private school children and teachers);
 - ✓ (C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;
 - ✓ (D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;
 - ✓ (E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b); and
 - ✓ (F) annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).
- (f) SPECIAL RULE.—Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)

ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Local Education Agency: St. Mary's County (18)

Fiscal Year: 2017-2018

9.0 INTERNET SAFETY [ESEA, SECTION 4121]:

No funds made available under this part to a local educational agency for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) may be used to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school both—

(1)(A) has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

- (i) obscene;
- (ii) child pornography; or
- (iii) harmful to minors; and

(B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and

(2)(A) has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

- (i) obscene; or
- (ii) child pornography; and

(B) is enforcing the operation of such technology protection measure during any use of such computers.

(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.—A local educational agency with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.

✓ By checking this box the LEA certifies that it is in compliance with the internet safety policies and technology protection measures.

ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Local Education Agency: <u>St. Mary's County (18)</u> Fiscal Year: <u>2017-2018</u>

10.0 BUDGET NARRATIVE:

Guidance for Completion of the Budget Narrative for Individual Grants

The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information:

- Description of the specific item (What is it?)
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
- Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.)

Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in the plan so the reviewer clearly sees their necessity. Make absolutely sure your numbers add up.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. It is important to be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

Personnel Costs:

- **For Salaries:** List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands

for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.

- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

Contracted Services

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

Supplies and Materials

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

Other Charges

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

Equipment

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

Transfers

- Transfers are payments to other LEAs, 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 one of the two following samples:

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #	300 participants x \$120	\$36,000		\$36,000
Fixed Charges	FICA	7.65% x \$36,000	\$2,754		2,754
Instructional Staff Development Contracted Services	Consultants to provide professional development training Strategy #	6 days x \$500	\$3,000		3,000
Instructional Staff Development Contracted Services	Facility Rental for Staff Development Strategy #	6 days x \$1,000	\$4,000	2,000 (AAPS)	6,000
Instructional Staff Development Supplies	Training materials for professional development Strategy #	300 participants x \$40	\$12,000		\$12,000
Student Transportation Contracted Services	Buses for 2 field trips to art museums Strategy #	2 x \$450	900		900
Administration Business Support Services/Transfers	Indirect Costs	2.5% x direct costs (\$58,654)	1,466		1,466
	TOTAL		\$60,120	\$2,000	\$62,120

Sample Title III Budget

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Activity 1.1					
203-205 – 02 / 01	Stipends for summer workshop for ESOL teacher	1 teacher x 20 days x 175/day	3,500		3,500
212 / 04	FICA	7.65% of \$3,500	268		268
			Total:		\$3,768
Activity 1.2					
203-205 – 02 / 03	Supplemental materials to support instruction	\$314/site x 5 sites	1,570		1,570
			Total:		\$1,570
Activity 2.1					
203-205 – 09 / 04	Membership/registration fees for conf. & workshops for ESOL staff	11 ESOL staff members x \$342.64	3,769		3,769
			Total:		\$3,769
Activity 2.2					
203-205 – 02 / 02	Delivery of workshop: “Best Practices for Teachers of ELL/RELL Students”	\$600/school x 4 schools x 2 days at each school + \$600/school x 3 schools x 1 day	6,600		6,600
			Total:		\$6,600
Activity 3.2					
203-205 – 02 / 01	Parent outreach programs	4 schools x \$1,500	6,000		6,000
212 / 04	FICA	7.65% of \$6,000	459		459
			Total:		\$6,459
Activity 6.1					
202 – 16 / 08	Transfers	2% Admin costs	443		443
			Total:		\$443

Title III Grand Total: \$22,609

Title IV, Part A Budget Narrative


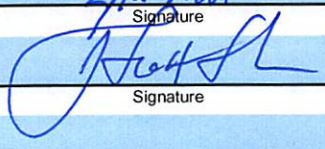
Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Activities to Support Well-Rounded Educational Opportunities					
Instructional Staff Development Salaries & Wages	Payment for Robotics Club Facilitator Strategy #4.5	10 school based robotics club facilitators x \$1,166	\$11,660		\$11,660
Fixed Charges	FICA	8% x \$11,660	\$933		\$933
Materials of Instruction	Materials to support elementary school robotics clubs: BeeBots Strategy #4.5	(10 hives x \$600) + \$122 shipping	\$6,122		\$6,122
Materials of Instruction	Materials to support elementary school robotics clubs: Ozobots Strategy #4.5	(60 Ozobots x \$99) + free shipping + \$100 for storage containers	\$6,040		\$6,040
Materials of Instruction	Materials to support middle school robotics clubs: LegoEV3 Kits Strategy #4.5	(50 kits x \$390) + \$660 shipping	\$20,160		\$20,160
Materials of Instruction	Instructional Supplies Strategy #4.5	10 sites x \$84	\$840		\$840
Well Rounded Sub Total					\$45,755
Activities to Support Safe and Healthy Schools					
Instructional Staff Development Salaries & Wages	Payment for Wellness Champions at each site to support school wellness initiatives Strategy #5.21	29 school wellness champions x \$583	\$16,907		\$16,907

Fixed Charges	FICA	8% x \$16,907	\$1,353		\$1,353
Safe and Healthy Sub Total					\$18,260
Activities to Support the Effective Use of Technology					
Instructional Staff Development Salaries & Wages	Payment for teacher training at STEM PLAYDATES Strategy #6.5	102 participants x \$26.50 per hour x 3 hours	\$8109		\$8109
Fixed Charges	FICA	8% x \$8109	\$649		\$649
Effective Use of Technology Subtotal					\$8,758
Other					
Indirect Cost	Indirect Costs	1.56% of direct costs (\$72,773)	\$1,135		\$1,135
Transfers to Nonpublic Schools	Little Flower- 152 students St. Mary's Ryken 712 students The King's Christian Academy- 353 students	(152+712+353) * \$4.308 per student	\$5,243		\$5,243
Other Subtotal					\$6,378
Well Rounded Subtotal					\$45,755
Safe and Healthy Subtotal					\$18,260
Effective Use of Technology Subtotal					\$8,758
TOTAL					\$79,151

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

ORIGINAL GRANT BUDGET	79151	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Title IV, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	059-18		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2017	9/30/2018	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						1,135.00	1,135.00
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.	28,567.00		33,162.00				61,729.00
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						5,243.00	5,243.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	8,109.00						8,109.00
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				2935			2,935.00
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	36,676.00	0.00	33,162.00	2,935.00	0.00	6,378.00	79,151.00

Finance Official Approval	Leyla Mele		11-09-17	301-475-5511 x 32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith		11/14/17	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

V.

Fine Arts Grant

Attachment 13



Fine Arts

The Bridge to Excellence in Public Schools Act requires that the updated Master Plan “shall include goals, objectives, and strategies” for Programs in Fine Arts. Local school systems are expected to provide a cohesive, stand-alone response to the prompts and questions outlined below.

Goal #1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Objective #13: Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.

Strategy #1: Continue to provide and strengthen an instructional program in grades PreK-12 in the fine arts that meets the Maryland fine arts graduation requirements and which is aligned with the Maryland State Department of Education Essential Learner Outcomes and Maryland State Curriculum for fine arts.

Activity #1: Provide additional staffing for the fine arts program: (2005-2006: 2 middle school orchestra, 2 elementary school music, 2 elementary school visual arts, 2 middle school dance - Local Fund) (2005-2006: 4 middle school visual arts, 2 high school theatre - Local Fund) (2007-2008: to be determined by student enrollment) (2008-2009: 1 elementary music - Local Fund) (2009-2010: 1 elementary music, 1 elementary school visual arts - Local Fund) (2010-2011: No additional staffing. Realignment of the elementary staffing to accommodate student growth.) (2011-2012: realignment of middle school fine arts to accommodate visual arts and middle school orchestra, no additional staffing) (2012-2013: Additional staffing of 1.6 for elementary to accommodate general music) (2013-2014: No additional staffing.) (2014-2015: No additional staffing.) (2015-2016: Additional staffing of 2.0 for elementary to accommodate general music and visual arts) (2016-2017 No additional staffing).

Activity #2: 2005-2006: Provide fine arts resource staff position to supplement the completion of nonsupervisory tasks. 2009-2014: Provide hourly fine arts assistance to supplement nonsupervisory tasks. 2014-2015: No assistant. 2015-2016: No assistant. 2016-2017: No assistant.

Activity #3: Provide additional course offerings that meet the Maryland fine arts credit requirement for graduation (2004-2005: Chamber Orchestra and Recreational Arts). (2012-2013: Music Appreciation and Art Appreciation at the high school level). (2016-2017: Theatre Performance Troupe) No

additional staff required.

Activity #4: Review existing middle school and high school course offerings and explore new courses that include dance, guitar, and piano for revisions in the Program of Studies.

Activity #5: Provide inservice opportunities for fine arts teachers in reading, writing, ETIM, differentiation, cross-curricula integration, curriculum mapping, fine arts assessment tools, and unit and lesson planning format; for students with special needs; and for gifted and talented students (within the county and out-of-county conferences and conventions within the state).

Activity #6: Provide supplemental funds for high school uniforms on a three-year/four-year rotating cycle (marching band, concert band, chorus, and orchestra). 2013-2014: No funds allocated. 2014-2015: No funds allocated. 2015-2016: No funds allocated. 2016-2017: \$12,000 allocated.

Activity #7: Provide supplemental funds for middle and high school music (band, chorus, and orchestra) in each school.

Activity #8: Purchase additional band and string instruments, guitars, piano labs, and general music instruments and materials to meet the needs of the music program.

Activity #9: Repair existing band and string instruments, guitars, piano labs, and general music equipment as needed and professionally tune school pianos two times per year.

Activity #10: Purchase visual arts supplies and equipment to accommodate additional kiln usage and increased student enrollment.

Goal #1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Objective #13: Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.

Strategy #2: Strengthen the enrichment programs and offer additional opportunities for interested students and gifted and talented students, grades 3-12, to explore and develop expertise in one or more aspects of the fine arts during the school day, extended day, and extended school year.

- Activity #1:** Provide expanded All-County Honor Music Groups to include 3 choral groups, 6 band groups, and 3 orchestra groups. (2010-2011: Add the All-County High School Men's Choral Workshop) (2011-2012: Add the All-County Middle School Men's Choral Workshop) (2013-2014: Add the All-County Honor Full Orchestra for middle and high school)
- Activity #2:** Provide Tri-County and District IV performance and assessment opportunities for qualifying students and groups.
- Activity #3:** Provide Preadjudication Clinics for each band, chorus, and orchestra participating in the District IV assessment process.
- Activity #4:** Provide financial registration support for those students who qualify for All-State and All-Eastern performing groups at the county and school level.
- Activity #5:** Provide registration fees and financial support for marching band competitions; and music, theatre, and visual arts activities.
- Activity #6:** Provide theatre and auditorium usage with financial support to accommodate the needs of the program.
- Activity #7:** Expand the content area offerings in the Summer Fine Arts Enrichment Camp to accommodate the needs of the student population.
- Activity #8:** Provide increased visual arts exhibit opportunities within the community, such as Youth Art Month, Chesapeake Bay Blue Heron Project, rotating exhibits, and the biannual Superintendent's Art Gallery, and resident artist programs.
- Activity #9:** Provide increased performance opportunities for fine arts and non-fine arts students within the community, such as Rotary Clubs, County Commissioners' Meetings, Board of Education Meetings, River Concert Series Festival Choir, and other civic and business groups.
- Activity #10:** Expand the opportunities for high school music, theatre, and visual arts students to form a partnership with higher institutions of learning, such as St. Mary's College of

Maryland, the College of Southern Maryland, Towson University, and the University of Maryland.

- Activity #11: Expand scholarship opportunities for students seeking careers related to the fine arts, such as the GFWC Women's Club of St. Mary's County; and St. Mary's County Arts Council.
- Activity #12: Provide inservice opportunities for fine arts teachers in reading, writing, ETIM, differentiation, cross-curricula integration, curriculum mapping, fine arts assessment tools, and unit and lesson planning format; for students with special needs; and gifted and talented (within the county and out-of-county conferences and conventions within the state).
- Activity #13: Identify activities for the extended day/extended year in the fine arts.
- Activity #14: Review the criteria for gifted and talented students in the area of fine arts. 2014-2015: Innagural year for the Academy of Visual and Performing Arts located at Chopticon High School (9th grade students) 2015-2016: Year two for the Academy of Visual and Performing Arts located at Chopticon High School (9th and 10th grade students). 2016-2017: Year three for the Academy of Visual and Performing Arts (9th, 10th, and 11th grade students).
- Activity #15: Explore the use of technology in the fine arts and identify innovative technology to support enrichment opportunities for students, PreK-12.
- Activity #16: Provide transportation for students participating in county activities, such as: All-County, Tri-County, County Commissioners' Meetings, Board of Education Meetings, and other music, theatre, and visual arts events.
- Activity #17: 2015-2016 Institute an All-County Honor Theatre Festival at the high school level to promote cross school collegiality and further enhance student performance through workshops and feedback from qualified theatre adjudicators. Continued in 2016-2017.

Goal #1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Objective #13: Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.

Strategy #3: Align fine arts curricula in grades PreK-8 with the Maryland State Curriculum (MSC) for Fine Arts and in grades 9-12 with the Maryland State Essential Learner Outcomes (ELO) and Content Standards.

Activity #1: Align fine arts curricula to reflect the Maryland State Curriculum for Fine Arts in grades PreK-8 and Maryland State Department of Education terminology in grades 9-12.

Activity #2: Create curriculum maps (where appropriate) and lesson and unit plans in all fine arts curricula areas.

Activity #3: Explore fine arts assessment tools and those being created by Maryland State Department of Education.

Activity #4: Adopt music, visual arts, and theatre textbooks that align with the MSC and ELOs.

Goal #1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Objective #13: Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.

Strategy #4: Provide comprehensive support for students with special needs to enable them to achieve in fine arts.

Activity #1: Provide course offerings to meet the graduation requirement for students with special needs.

Activity #2: Provide inservice opportunities for fine arts teachers in reading, writing, ETIM, differentiation, cross-curricula integration, curriculum mapping, fine arts assessment tools, and unit and lesson planning format that address students with special needs.

Activity #3: Explore the use of assistive and adaptive technology to support students with special needs to further their literacy development within the fine arts.

1. Describe the **progress** that was made in 2016-2017 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

During the 2016-2017 cycle of the St. Mary's County Public Schools' Master Plan, progress was made in all areas, except the implementation of a dance curriculum during the school day, due to facility and budgetary constraints. Strategies #1, #2, #3, and #4 and related activities (see above) were implemented, continued, and completed, due largely to the Fine Arts Initiative Grant and General Funding.. There were several minor modifications to the activities within the strategies, due to the continuation phase of an activity. However, the modifications only enhanced the completion of the strategy.

Common county-wide classroom resources to aid in the development of basic artistic literacy were identified and purchased for use in professional development and classroom instruction for the 2015-2016 school year. During the 2016-2017 school year, an "MCCRS (ELA) and the Fine Arts Crosswalk" was expanded. Its purpose is to link the MCCRS ELA Standards from the general classroom to the Fine Arts classroom and vice versa in grades K-12. It is an evolving document to be shared among teachers, instructional resource teachers, and administrators. Also, during the 2016-2017 school year, exemplar lesson plans were created and posted to the "Professional Development" section of the SMCPs Fine Arts Google Website. These exemplar lessons were created to continue the growing use of the Fine Arts Lesson Planner that is aligned with the National Core Art Standards Framework, as well as the teacher performance assessment system. Literacy style assessment resources were made available to teachers in music and visual arts. These assessment resources are aligned to the MCCRS for ELA, as well as incorporating question styles that mimic those found on PARCC. The literacy assessment resources were developed to find a middle ground between a selected response style assessment and a performance assessment. Also, we attempted to expand the use of Google Drive and Google Sites by all staff members. Throughout the school year teachers posted their items and were able to review, edit, and discuss their work. Google Drive and Google Sites were invaluable resources to the success of the countywide fine arts PLC.

During the 2017-2018 cycle of the St. Mary's County Public Schools' Master Plan, we will continue to make progress in all areas, including the formation of a team to construct, and present ideas, for the implementation of a dance curriculum during the school day. Strategies #1, #2, #3, and #4 and related activities will continue, and be completed, due largely to the Fine Arts Initiative Grant and General Funding. Common county-wide classroom resources to aid in the development of basic artistic literacy will continue to be identified and purchased for use in professional development and classroom instruction for the 2016-2017 school year. We will continue to link the MCCRS ELA Standards from the general classroom to the Fine Arts classroom and vice versa in grades K-12 via the continued expansion of the "MCCRS (ELA) and the Fine Arts Crosswalk." We will continue to utilize this evolving document that has been shared among teachers, instructional resource teachers, and administrators. The Fine Arts Leadership Team will continue the process of unpacking the new Maryland Fine Arts Standards and determine our next course of action for implementation. Our goal is to demonstrate compliance of the standards by the fall of 2019. Additionally, members of the leadership team, along with other teacher-leaders, will begin the process of curriculum mapping the new standards to aid in the effort of implementation. As we did during the 2016-2017 school year, we will continue to create exemplar lesson plans and post them to the "Professional Development" section of the SMCPs Fine Arts Google Website. These exemplar lessons were created to continue the growing use of the Fine Arts Lesson Planner that is aligned with the National Core Art Standards Framework, as well as the teacher performance assessment system. Literacy style assessment resources will continue to be made available to teachers in music and visual arts. These assessment resources are aligned to the MCCRS for ELA, as well as incorporating question styles that mimic those found on PARCC. The literacy assessment resources were developed to find a middle ground between a selected response style assessment and a performance assessment.

Also, we will continue to expand the use of Google Drive and Google Sites by all staff members.

2. Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.

<p>During the 2016-2017 cycle of the St. Mary's County Public Schools' Master Plan, progress was made in all areas, except the implementation of a dance curriculum during the school day, due to facilities and budgetary constraint.</p> <p>The Fine Arts Initiative and the system annual budget have allowed activities and strategies to progress as indicated in the Fine Arts goals. With the growing elementary school population, elementary school music positions were added and reallocated to accommodate student needs and growth.</p> <p>Adequate funding for all categories for fine arts was maintained in the 2017-2018 budget cycle.</p> <p>(Please refer to the beginning of this document for the complete description of Goal #1, Objective #13, Strategies #1, #2, #3, #4 and all activities.)</p>
Goal #1, Objective #13, Strategy #1, Activity #1:
At the elementary school level, music positions were shifted to accommodate the growth of several school populations and the increase in instrumental music.
Goal #1, Objective #13, Strategy #1, Activity #2:
The fine arts resource position allowed the archives library and the tri-county library to be completely inventoried and missing parts/scores to be ordered.
Goal #1, Objective #13, Strategy #1, Activities #3, 4, 5, 6, 7, 8, 9, 10, and 11; Goal #1, Objective #13, Strategy #3, Activities #1, 2, 3, and 4; Goal #1, Objective #13, Strategy #4, Activities # 1, 2, 3 and 4:
<p>All strategies were implemented for the programs in Fine Arts. No additional funding was needed for Goal #1, Objective #13, Strategy #1, Activities #3, 4, 6, 8, 10; Goal #1, Objective #13, Strategy #3, Activity #3; or Goal #1, Objective #13, Strategy #4, Activity #1, or #3. Additional funding was provided from the Fine Arts Initiative Grant for activities Goal #1, Objective #13, Strategy #1, Activity #5; Goal #1, Objective #13, Strategy #3, Activities #1 and #2; and Goal #1, Objective #13, Strategy #4, Activity #2.</p> <p>Additional funding was also provided from General Funds for Goal #1, Objective #13, Strategy #1, Activities #7, #9, #11; and Goal #1, Objective #13, Strategy #3, Activity #4. Activity Goal #1, Objective #13, Strategy #1, Activity #4 did not include the implementation of a dance curriculum during the school day, due to facilities and budgetary constraint.</p>
Goal #1, Objective #13, Strategy #2, Activities #1, 2, 3, and 4:
All-County Honor Music Groups have been expanded to include band, chorus,

<p>orchestra, full orchestra, and jazz band at the elementary, middle, and high school levels. Tri-County Honor Music, District IV, and Preadjudication Clinic activities were funded at the same rate. Financial support for students participating in All-State events was funded at the same rate, due to an increase in student participation. An All-County Honor Theatre Festival will continue for the 2017-2018 school year.</p>
<p>Goal #1, Objective #13, Strategy #2, Activity #5:</p>
<p>All registration fees for marching band competitions were funded at the requested rate. Financial support for student participation in music, theatre, and visual arts were funded at the requested rate.</p>
<p>Goal #1, Objective #13, Strategy #2, Activity #6:</p>
<p>The theatre program was reviewed and appropriate funding was provided to accommodate program needs.</p>
<p>Goal #1, Objective #13, Strategy #2, Activity #7:</p>
<p>The Summer Fine Arts Enrichment Camp had approximately 90 campers at the elementary and middle school levels. Dance was an added component to the camp. Student scholarships were available for our FARM population.</p>
<p>Goal #1, Objective #13, Strategy #2, Activities #8, 9, 10, and 11:</p>
<p>Opportunities for students to form a partnership with community, local colleges, and governmental agencies increased, with no additional funding requirements.</p>
<p>Goal #1, Objective #13, Strategy #2, Activity #12:</p>
<p>Additional funding was provided from the Fine Arts Initiative Grant and from General Funds for curriculum mapping, alignment, and assessment development.</p>
<p>Goal #1, Objective #13, Strategy #2, Activities #13 and 14:</p>
<p>Activities for extended day/extended year and gifted and talented students were reviewed, but no additional funding was required. An Academy of Visual and Performing Arts was implemented and the academy is in its 3rd year at Chopticon High School. The format includes extended day enrichment activities once a quarter, as well as differentiated field trips for academy students. This year's academy is for incoming Freshmen and Sophomores only. Next year's academy will include incoming Freshmen, Sophomores, Juniors, and Seniors.</p>
<p>Goal #1, Objective #13, Strategy #2, Activity #15:</p>
<p>The textbook adoption cycle was completed in 2007-2008. In 2009-2016, funding was provided from the general fund to accommodate any additional textbooks that were needed.</p>
<p>Goal #1, Objective #13, Strategy #2, Activity #16:</p>
<p>All transportation costs for related curricular activities were funded from the General Fund.</p>

3. Describe which goals, objectives, and strategies included in the BTE Master Plan were not attained and where **challenges** in making progress toward meeting Programs in Fine Arts goals and objectives are evident.

Generally, there were no major challenges for the 2016-2017 programs in Fine Arts goals. Time for professional development is always a challenge, but with the additional time provided by the PLCs, staff members were given the opportunity to have additional collaboration time to develop performance assessments in each fine arts areas, as well as identify common county-wide resources for classroom use.

4. Describe the goals, objectives, and strategies that will be implemented during 2017-2018 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.

In August, teachers will continue to be inserviced on the Fine Arts connection to the MCCRS, how Fine Arts teachers will support the instructional shifts within arts classrooms, the new Maryland Fine Arts Standards, and Standards Based Assessment. Teachers will also continue to be inserviced on how the Fine Arts unit and lesson planning frames were developed to meet the instructional needs of our students and teachers based on observational data from the 2016-2017 school year. The unit/lesson planning formats will continue to assist Fine Arts teachers with ways to support the MCCRS and eventual shift to the Maryland Fine Arts Standards. Teachers will continued to be inserviced regarding the implementation of "Domain 5", the last component of our teacher evaluation system.

A. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Fine Arts Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at www.marylandpublicschools.org.
2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 10-12 of this guidance document). The accompanying budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals, objectives, and strategies identified in Attachment 13 of the BTE Master Plan.**

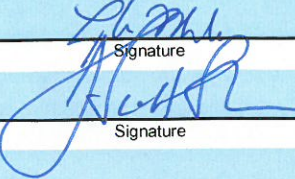
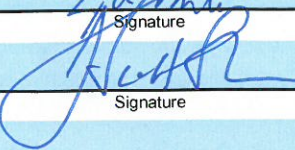
St. Mary's County Public Schools
Budget Narrative
Fine Arts
2017-2018

Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #1, 2, and 3	\$26.50 per hour x 404 hours	\$ 10,706		\$ 10,706
		<i>(165 hours – AVPA)</i>	\$ 4,372		
		<i>(32 hours – ES ACH Jazz Band)</i>	\$ 848		
		<i>(30 hours – ES Solo and Ensemble)</i>	\$ 795		
		<i>(5 hours – ES All-County Honor Chorus)</i>	\$ 132.50		
		<i>(22 hours - Fine Arts Camp Collaborative Planning Meeting)</i>	\$ 583		
		<i>150 hours - Fine Arts Professional Development</i>	\$ 3,975		
Fixed Charges	Fringe Benefits: SS	.08 % x \$10,706	\$ 856.48		\$ 856.48
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	\$ 300		\$ 300
Other Charges	Conference Fees Strategy 2, Marching Band Fees, Strategy #2	3 bands x \$425.00	\$ 1,275		\$ 1,275
Materials of Instruction	Fine Arts MOI Strategy #1	Needed MOI items	\$ 1,360.52		\$ 1,360.52
Administration Business Support Services/Transfers	Indirect Costs	1.56% x direct costs	\$ 237		\$ 237
	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	09/13/17
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	047-18		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	S	GRANT PERIOD	1-Jul-17	30-Sep-18	

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						237.00	237.00
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.	6,598.00	690.00	1,360.52	1,275.00			9,923.52
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.	4,108.00		300.00				4,408.00
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				856.48			856.48
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	10,706.00	690.00	1,660.52	2,131.48	0.00	237.00	15,425.00

Finance Official Approval	Leyla Mele		9-13-2017	301-475-5511 x32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith		7/21/17	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

VI.

**Other Reporting
Requirements**

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

Local education agency(LSS: <u>St. Mary's County Public Schools</u>
LSS Point of Contact: <u>Cheryl Long</u>
Telephone: <u>301-475-5511 extension 32198</u> Email: <u>calong@smcps.org</u>

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

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