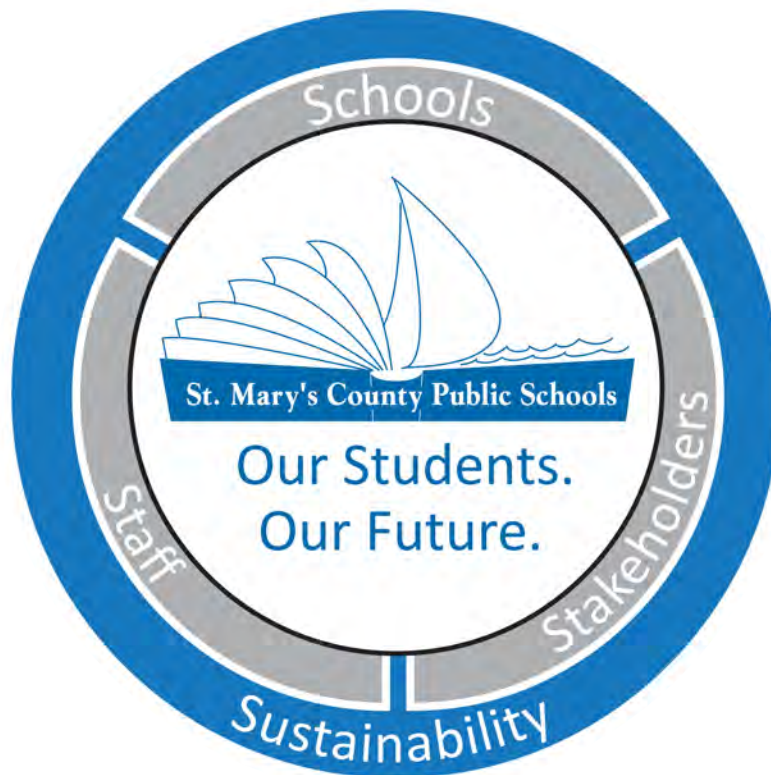


St. Mary's County Public Schools

Annual Update Part II



2016-2017

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

PART II

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



**Bridge to Excellence Master Plan
2016 Bridge to Excellence Annual Update**

(Please include this sheet as a cover to the submission indicated below)

**Federal and State Grant Applications and Other Reporting Requirements:—Due:
November 18, 2016**

Local Education Agency Submitting this Report:

St. Mary's County Public Schools

Address:

23160 Moakley Street
Leonardtown, MD 20650

Local Point of Contact:

Dr. Jeffrey A. Maher

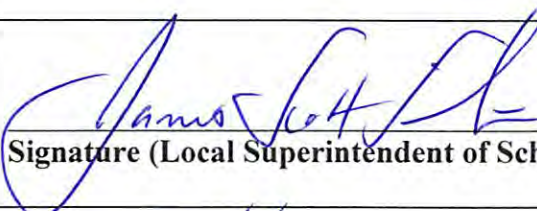
Telephone:

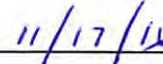
301-475-5511, ext. 32133


E-mail:

jamaher@smcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2016 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 school system'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


Signature (Local Point of Contact)


Date

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.

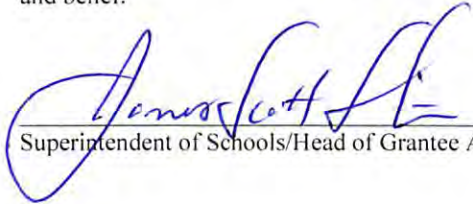
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.

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/Head of Grantee Agency

11/17/16

Date

SY 2016-2017 Title I Application
1st Submission: August 1, 2016
Final Submission: September 30,
2016



Title I, Part A
Improving Basic Programs

LEA: St. Mary's County Public
Schools (SMCPS)

Submission
Date:

August 1, 2016
September 26, 2016

FAIN # S010A160020

Please go to www.marylandpublicschools.org. Click on Programs>Title I for the application and required forms.

Final: June 6, 2016

NARRATIVE: TITLE I, PART A
IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL
AGENCIES

Local Educational Agency: <u>St. Mary's County Public Schools</u> Federal Fiscal Year 2017 Title I Coordinator: <u>Kelly Murray Hall</u> Telephone: <u>301-475-5511 ext. 32136</u> E-mail: <u>kmhall@smcps.org</u>
--

- I. Describe the LEA's strategies to provide high quality sustained support to all Title I elementary, middle, and secondary schools. Label each question and answer. Be sure to address each lettered and/or bulleted item separately. ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND SUBMITTED AS SECTION IV.

A. STAFF CREDENTIALS AND CERTIFICATION:

1. DESCRIBE the process including specific timelines/dates used to notify parents whose children attend Title I schools about the qualifications of their teachers by addressing each lettered item separately. Sec. 1111 (h)(6)(A)
 - 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: August 24, 2016. This letter is sent home but also included on the school and district's websites. While this is no longer a requirement, SMCPS will continue with past practice during this transition year to ESSA.

- ~~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.**~~—Not Required (Transitioning to the Every Student Succeeds Act (ESSA) Updated May 4, 2016.

- c. Identify by name, title, and department the person(s) responsible for ensuring compliance with Section 1111(h)(6)(A).

Kelly Murray Hall, Executive Director of Supplemental School Programs has oversight of the Title I program. Dale P. Farrell, Director of Human Resources has oversight for staffing, work assignment, and verification of licensure and credentialing in Human Resources.

The Human Resources Office permits only Highly Qualified teacher candidates to interview for openings in any of the SMCPS schools including Title I schools. Both the Title I principals and the Executive Director are provided with copies of the Highly Qualified certification status of all teachers assigned to Title I schools. SMCPS has a priority hiring procedure in place that allows Title I schools to have successful and desirable candidates offered positions at Title I schools prior to being offered positions elsewhere. In addition, there is legislation in Maryland that allows teachers who are working in high poverty schools to have student loan debt forgiven in exchange for teaching at a high poverty school. All Title I school teachers have been made aware of this unique opportunity. This practice will continue during the 2016-2017 school year.

- d. Describe how the LEA coordinates **certification and licensure** notification between Human Resources, the Title I Office, and school administration (for a. and b. in this section).

At this point in time, SMCPS is continuing to follow a Highly Qualified status for every teacher in the system including Title I schools for school year 2016-2017. All candidates are screened and loaded into the Talent Ed applicant database and certification has been verified prior to their acceptance. Title I principals discuss their candidate recommendations with the Executive Director who reviews the recommendation and HR verifies the certification and licensure prior to offering a position. Certification and licensure timelines are renewed through HR and teachers are notified when the certification is nearing expiration and will need to be updated.

- e. Describe how the LEA ensures the **certification and licensure** of teachers assigned to Title I schools is maintained.

The principal of each school electronically submits the school Organizational Plan to the 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 HQ status is captured by the Human Resources Office in December of each year and is submitted to MSDE.

2. DOCUMENTATION: Include sample copies of English and translated letters that will be used to meet the requirements (for a. and b.) in school year 2016-2017.

Sample copies of the letters are attached (attachments 1a and 2a).

All Title I schools have access to TransAct Communication, which is an online resource that allows the school the capability of translating any school communication into 22 languages. The TransAct Communication translation source provides informational letters concerning the NCLB highly qualified parental communication, free and reduced meal forms, information, and immunization information for school nurses, etc.

B. SCHOOLWIDE PROGRAMS:

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

Under Maryland's ESEA Flexibility Plan, the requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40% or more in order to operate a schoolwide program has been waived if the school has been designated as a Priority School or focus school by the SEA. See the end of this application for the list of Maryland's approved Priority and Focus Schools.

1. 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.

- a. 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 Bridge to Excellence Master Plan. Each Schools' Improvement Plan (SIP) incorporates the alignment of federal, state, and local funds. By working with the Grants' Accountant and Executive Director, the Title I principals and

stakeholders collaborate to align all available funding sources 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 General Fund. Persons Responsible: Kelly Hall, Executive Director, Leyla Mele, Grants Accountant.

- b. 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 Plans.

All St. Mary's County schoolwide Title I schools use the schoolwide Title I plan format. This document includes information included in the system level school improvement plan for each site. The 10 components are reviewed collaboratively by Title I school based and central office staff during the review process. Monitoring of the 10 components is ongoing throughout the school year by the Executive Director; at Title I staff meetings, and also at various school based meetings including the School Improvement Team, PTA, School Based Leadership Team, and Professional Learning Community (PLC) meetings.

- c. If any of the 10 Components of the schoolwide plan are not adequately addressed, describe steps the LEA will take to ensure that revisions to schoolwide plans occur in a timely manner.

The review process includes identifying any missing or incomplete components. During follow up principal meetings with Title I principals in September and October, the areas of concern will be addressed, discussed, and resubmitted for posting to the school's website by the principal or designee and internal data warehouse by the Executive Director or designees.

- d. Describe specific steps to be taken by the LEA to review and analyze the effectiveness of schoolwide programs.

The review and effectiveness of schoolwide programs is conducted quarterly by the Executive Director. 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. All Title I schools are staffed with 100% Highly Qualified teachers with current credentialing and licensure and this practice will continue for the 2016-2017 school year. High quality and ongoing professional development is closely monitored to align with the schools' needs assessment. Professional development activities are approved by the Executive Director or the Director of Curriculum and Instruction. Strategies to Attract Highly Qualified Teachers including maintaining low class sizes in Title I schools as well as providing

additional funding for materials of instruction and supplemental professional development. Strategies to increase Parent Involvement include regularly scheduled parent training sessions, monitoring parent needs by means of a parent survey, and assignment of a parent liaison at three of the four sites. At the fourth elementary school, the principal serves as the parent liaison. This year, a new Title I Student, Family, and Staff Engagement Supervisor (SFSES) position has been created and staffed by a former Title I principal. This new supervisor will work directly with families and parent liaisons to increase direct service to Title I students and families, provide mentorship to students, and to remove family barriers with the school. The SFSES will also serve as a coach and mentor for Title I teachers given the required previous principal experience.

The plans for assisting Children in Transition include the ECE Common Program application and the Head Start program. The SMCPS Head Start program provides academic services to at risk and income eligible three and four year old students in a format and structure similar to our Pre-Kindergarten program. New for the 2016-2017 school year, there is a full day pre-kindergarten class at George Washington Carver Elementary School for at risk four year olds who would benefit from a full day program. This class is funded through the Pre-School Development grant. The Head Start program is being offered at regional locations throughout the county; however one full day four year old class is available for the most at risk children at Green Holly Elementary School. There are also AM and PM Sessions of Head Start three year old classes in the program located at Green Holly. The Head Start coordinator is included in elementary principal meetings and Title I principal meetings as appropriate to discuss and foster collaboration between the two programs. The fifth grade at each Title I school visits the middle school in their feeder path and there is a parent involvement meeting for rising sixth grade students entitled Middle School Information Night. The new SFSES supervisor will take a leadership role in monitoring and managing transitions for students, supporting those children and families in need of assistance during the transition process.

All Title I schools have grade level Professional Learning Community (PLC) plans which align with the Schoolwide Plan. All grade levels plan regular PLC meetings to include Teachers in Data Driven Decision Making which in turn drives classroom instruction. Teachers are encouraged to join the School Improvement Team as contributing decision makers. Teacher representatives provide input for development of internal assessments. Timely Additional Assistance is differentiated based upon student need. Small group instruction is provided using one of the approved intervention programs. Small instructional groups are configured with a goal ratio of less than 10:1.

- e. Describe how the system and/or schools provide extended learning time, such as an extended school year, before- and after-school, and summer program opportunities.

The 21st Century Community Learning Center grants will support three Title I elementary schools. Students from Lexington Park, G.W. Carver, and Park Hall Schools

have 21st Century Community Learning Center after school programs in place. Green Holly Elementary had access to an after school tutoring program during the 2015-2016 school year with other grant funding under the 21st Century umbrella. If this funding is available in 2016-2017, the after school program at GHES will also continue.

All Title I students were offered the opportunity to attend the summer Lunch and Learn Program at Lexington Park Elementary School and G.W. Carver Elementary School which is an open feeding site with summer meals and enrichment activities for children and families. After school tutoring for identified Homeless Students will continue to be provided at Lexington Park Elementary, G.W. Carver Elementary, Park Hall Elementary, and Spring Ridge Middle Schools during the 2016-2017 school year and will continue at the four schools during the coming school year and Green Holly will also offer a homeless tutoring program if a need exists and transportation can be combined with the school's other after school programming. Homeless tutoring will also be made available at other school sites based on need.

Title I offered a district funded summer school during the summer 2016 with students from all Title I sites and non-public participating sites included. This five week program helped students to strengthen academic skills and was combined with staffing from the 21st Century grant funding to allow for a daily enrichment period during this full day summer school program. This Title I summer school partnership with the 21st Century grant is planned to continue in the summer of 2017. Persons Responsible: 21st Century Community Learning Center after school programs: Coordinator of Special Programs, Mark Smith; Supervisor of Food and Nutrition, Megan Doran; Judy Center Specialist Wendy Binkley; Executive Director of Supplemental School Programs Kelly Hall; Deputy Superintendent Maureen Montgomery; SFSES Curtis Alston, and Title I principals or designee at each tutoring site.

- f. 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.

In addition to the Executive Director of Supplemental School Programs, Kelly Murray Hall, the following central office staff shares responsibility for monitoring the ten schoolwide components, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness:

- Components 1, Comprehensive Needs Assessment; Component 2, Schoolwide Reform Strategies; Component 8, Teachers as Decision Makers; and Component 9, Timely Additional Assistance: Charles Ridgell, Director of Student Services, Susan Fowler, Director of Special Education, Lisa Bachner, Director of Curriculum and Instruction, Alexander Jaffurs, Assessment and Accountability Officer and Vacant Programmer Analyst

Component 3, Highly Qualified Teachers; Component 5, Strategies to Attract Highly Qualified Teachers: Dale Farrell, Director of Human Resources.

- Component 4, High Quality Ongoing Professional Development: Kelly Hall, Executive Director of Supplemental School Programs, Curtis Alston, SFSES, Lisa Bachner, Director of Curriculum and Instruction, Content Based Supervisory Staff as Needed
- Component 7, Transitioning: Cindy Kilcoyne, Coordinating Supervisor of Birth to Five Programs; Tracey Heibel School Accountability Officer; Alexander Jaffurs, Assessment and Accountability Officer, Lisa Bachner, Director of Curriculum and Instruction, Vacant, Program Assistant; Susan Fowler, Director of Special Education, Charles Ridgell, Director of Student Services, Leyla Mele, Grants Accountant; Tammy McCourt, Assistant Superintendent of Fiscal Services and Human Resources.
- Component 6, Parent Involvement: Curtis Alston, SFSES, Karyn Timmons, Sonya Mitchell-Bailey, Lisa McCoy, Parent Liaisons; Wauchilue Adams, Scott Szczerbiak, Denise Eichel, Rebecca Schou, Title I School Principals.
- Component 10, Coordination and integration of federal, state and local services: Leyla Mele, Grants Accountant; Wauchilue Adams, Scott Szczerbiak, Denise Eichel, Rebecca Schou, Title I School Principals.

2. For LEAs with Priority Schools and schools that receive 1003g SIG funds: Describe how the LEA will insure that the 10 components for schoolwide are integrated throughout the schools' models/plans.

N/A

C. TARGETED ASSISTANCE SCHOOLS:

If the LEA does not have any Title I targeted assistance programs, proceed to Section E - Parent Involvement.

1. 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 on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.) Section 1115(b)(1)(B)
2. DESCRIBE how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and supplemental instructional strategies for small groups of identified students. (In Maryland, small group constitutes no more than 8 students to one teacher.) These strategies must be based on best practices and scientific research to strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c)(1)(C).

- a. Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities.
 - b. Helping provide an accelerated, high-quality curriculum, including applied learning.
 - c. Minimizing the removal of children from regular classroom instruction for additional services.
3. 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.
 4. DESCRIBE the process for developing, implementing, and monitoring targeted assistance requirements.
 5. DESCRIBE the specific steps to be taken to review and analyze the effectiveness of the targeted assistance programs.
 6. In addition to the LEA Title I coordinator, identify by name, title, and department the person(s) responsible for monitoring targeted assistance requirements and services in school plans for effectiveness and fiduciary compliance.
 7. DOCUMENTATION: Attach weighted criteria used to select and rank children for targeted assistance services, the timeline for selecting students and implementing the targeted assistance program.
 8. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2016-2017 to a schoolwide program in 2017-2018, the LEA must submit a formal letter to the Director of the Program Improvement and Family Support Branch, informing MSDE of its intent.

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

Performance Measures:

Describe the performance measures the LEA will use to demonstrate progress.
How often will student progress be measured against these data points?

D. PARENT INVOLVEMENT:

To encourage parent involvement, LEAs and schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. [Section 1118(a)(2)] Parent involvement strategies should be woven throughout each system's Master Plan.

1. Local Educational Agency Parent Involvement Policy/Plan Review

a. Date the current LEA Parent Involvement Policy/Plan was reviewed:

Late July 2016 with principals, Title I SFSES, August 2016 with staff and community

b. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan. Describe any changes that have been made since the last Master Plan submission.

Each Title I school invites all parents to an annual meeting to seek input to revise and update the Title I school's Parent Involvement Plan. The review of the SMCPS Title I Parent Involvement Plan took place on or before June 10, 2016; which was the student's last day. Parent involvement surveys are also conducted at each Title I school during the spring which help 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 Parent Involvement Plan is posted to the Title I schools' websites and the district parent involvement plan is posted to the Executive Director's departmental website.

Since the previous Master Plan submission; a new Student, Family, and Staff Engagement Supervisor (SFSES) has been hired to provide direction, leadership, support, and mentoring to students and families. This new position was developed after a comprehensive data review, with feedback from parents and school staff about what is needed, insights from research based best practice, and SMCPS' commitment to supporting families.

Previous parent surveys were conducted online. Lack of submissions indicated that a return to paper and pencil submissions better meets the needs of the school communities and resultantly, this is how surveys were distributed during the 2015-2016 school year.

c. Describe how the LEA ensures that parents from Title I schools are informed about the existence of the district-level Parent Involvement Policy/Plan and how it is distributed to parents.

Copies of the system-level Parent Involvement Plan are provided by the Department of Supplemental School Programs to each Title I school. The system-level Parent Involvement Plan, in addition to the school level plan, is discussed at all Title I schools during the back to school Title I parent information 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' website. The location of the system-level Parent Involvement Plan is brought to the parents' attention during opening of the year activities. The new SFSES will take a leadership role with the future development and any revisions of the parent involvement plan beginning with the 2016-2017 school year.

2. DOCUMENTATION: Attach a copy of the LEA's most current distributed Parent Involvement Policy/Plan.
3. School Level Parent Involvement Plan Review
 - a. Describe how the LEA ensures that all Title I schools have a school level Parent Involvement Policy/Plan that meets statutory requirements.

All Title I schools are required to submit their current school Parent Involvement Plan with their Title I Schoolwide Plan. All schools are required to complete the Title I School Level Parent Involvement Plan Checklist which was provided by MSDE Title I specialists. The Executive Director and SFSES has the responsibility of ensuring that the school Parent Involvement Policy is aligned with the system-level Parent Involvement Policy. 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 site.

- b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation and annual review of the parent involvement plans.

All Title I schools provide a Title I program information meeting at the beginning of each school year. This informational meeting includes review 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. Each Title I school has a designated Parent Involvement Liaison or staff member who assists with this process and conducts workshops for parents and facilitates the school level parent involvement plan. These designated school based parent involvement staff will work collaboratively with the new SFSES. 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 Executive Director and/or SFSES as documentation for the annual Title I Program Review.

4. School-Parent Compact

- a. Describe how the LEA will ensure that each Title I school has a School-Parent Compact that meets statutory requirements.

The Title I SFSES, in collaboration with the Title I school Parent Liaisons/or designees, schedule annual meetings for school teams to work with parents to review and revise their compacts. Each Title I school is required to submit a copy of the School/Parent Compact to the Executive Director of Supplemental School Programs prior to the first day of school each year. Parent liaisons/or designees also keep copies of all documents on file.

- b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation, and annual review of the School-Parent Compact.

At the beginning of each school year, all Title I schools provide a Title I program information meeting. This informational meeting includes review of the school's parent involvement plan, School/Parent Compact, and activities. Results of the previous end-of-year Parent Involvement Survey are shared to identify parent priorities and any necessary revisions to the Parent Involvement Plan and School/Parent Compact. Each Title I school has a designated Parent Involvement Liaison or principal designee who assists with this process and conducts workshops for parents throughout the year to assist them with helping their children at home. During the 2016-2017 school year, the coordination of these activities will be managed by the SFSES.

5. Monitoring Parent Involvement

- a. Describe the LEA's process for monitoring parent involvement requirements in Title I schools.

Title I Principal meetings, held in monthly intervals; provide an opportunity for regular review and monitoring of all requirements, including parent involvement. These principal meetings will include the SFSES. All Title I schools maintain a Parent Involvement binder and/or a Google Drive site which includes documentation (sign-ins, agendas, notes, and evaluations) 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 conducted at each Title I school. Data provided by the survey is used to evaluate and improve parent involvement opportunities at the school and district levels.

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

The following persons, in addition to the Executive Director, monitor parent involvement:

- Curtis Alston: Student, Family, Staff Engagement Supervisor (SFSES)
- Rebecca Schou: Principal and Karyn Timmons: Parent Liaison, Lexington Park Elementary School
- Denise Eichel: Principal and Lisa McCoy: Parent Liaison, G.W. Carver Elementary School
- Scott Szczerbiak: Principal and Sonya Mitchell-Bailey: Parent Liaison, Park Hall Elementary School
- Wauchilue Adams: Principal, Green Holly Elementary School

6. Distribution of Parent Involvement Funds

- a. Describe how the LEA distributes 95% of the 1% reservation to its Title I schools for parent involvement activities.

Parent Involvement. (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, including participating non-public 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.

- b. Describe how the LEA ensures that Title I parents have input in the use of these funds at the district and school level.

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 ins and agendas are maintained at the school for each of the meetings. Budget input for the new fiscal year is collected at each Title I school during the spring of the previous school year. The proposed budget from each school was submitted to the Title I office and discussed with the Executive Director on July 21, 2016. All documentation is maintained at each school in the Title I program notebook which is reviewed during the annual Title I program review.

- c. Describe how the LEA ensures that the schools have access to the parent involvement funds allocated to their school early in the school year.

Parents at Title I schools have access to the funds immediately at the beginning of the school year. Funds are available at the school level. After a summer meeting with the principals to finalize the budget, schools can begin spending with preliminary approval. All parent involvement funds are distributed directly to the schools. No parent involvement funds remain at district level.

- d. Does the LEA reserve more than 1% of its total allocation for parent involvement? ☐ Yes ☒ No
 - e. If yes, describe how these additional funds are used.
7. DOCUMENTATION: Attach a list of all Title I schools' with their individual parent involvement allocations.

E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS [SECTION 1120]:

1. Participating private schools and services: COMPLETE INFORMATION IN ATTACHMENT 6 A regarding the names of participating private schools and the number of private school students that will benefit from the Title I-A services. Refer to the Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003.
2. DESCRIBE the LEA's process for inviting private schools to participate in the Title I, Part A program.

All St. Mary's County private school administrators are invited to biannual meetings (late summer/early fall, and late winter/early spring) hosted by St. Mary's County Public School System federal grant 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 schools and are to be returned to the Title I office in late March or 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 are scheduled as needed.

3. 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 meet to discuss and sign the Affirmation of Consultation document. This document is sent electronically to the non-public principal prior to the late summer meeting 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 students eligible for services will be determined
- How SMCPs will identify student academic needs in collaboration with private school officials
- What services will be offered, including the option of a third party provider
- How and when decisions will be made about delivery of services
- The size and scope of services and the proportion of funds allocated for those services
- 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.

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.

The consultation agreement will be signed in August 2016 for Little Flower School, King's Christian Academy, and St. Michael's School. In August 2016, the Executive Director will meet with each participating private school principal and the Title I non-public teacher tutor to review services for the 2016-2017 school year. Additional quarterly meetings will be scheduled for November 2016, February 2017, and May 2017, with each principal. The Executive Director meets with each principal at the end of the school year to review/evaluate the program and to extend offers for summer school placement.

Services begin for private schools at the beginning of the year as a result of consultation with the Title I Executive Director, the participating non-public school principal and the Title I teacher/tutor.

4. DOCUMENTATION: Attach a timeline for consultation and affirmation meetings with private school officials.

5. DELIVERY OF SERVICES

- a. Will LEA staff provide the services directly to the eligible private school students? ☒ Yes ☐ No

If yes, when will services begin? August 24, 2016

- b. 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.

- c. 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? _____
6. DOCUMENTATION: Attach copies of written affirmation(s) and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63]
7. DESCRIBE the LEA's process to supervise and evaluate the Title I program serving private school students.

The SMCPS Executive Director has a quarterly meeting with the participating private school administrators to monitor the ongoing effectiveness and private school satisfaction with the program. The Executive Director conducts a formal observation of the highly qualified teachers providing tutoring services during the school year. At the end of each school year, the Executive Director has a meeting with the private school principal and Title I teacher at each site to review student assessment data. If satisfied with the results of the Title I program, the private school administrator signs a document which indicates that "St. Mary's County Public School System has satisfied its equitable service requirements for the school year."

Special Note: If an LEA is skipping schools, equitable services must still be calculated (if applicable) and reported on the Title I allocation worksheet. Refer to the Skipped Schools' Addendum document for additional directions.

F. 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 governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of the time in foster care.

SMCPS is prepared to collaborate with the Department of Social Services on behalf of foster children. The Executive Director has reached out and spoken with a representative from the Department of Social Services on July 8, 2016 to discuss a future meeting on this topic. The Director of Transportation and the Grants' Accountant participated in a recent webinar on July 6, 2016 regarding this topic. SMCPS will proceed when follow up guidance and direction is provided from MSDE.

II. 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		
<p>A Local Educational Agency must use the same measure of poverty for:</p> <ol style="list-style-type: none"> 1. Identifying eligible Title I schools. 2. Determining the ranking of each school. 3. Determining the Title I allocation for each school. 		
PUBLIC SCHOOLS:		
<p>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 <u>only once</u> 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. Unless an LEA is using Community Eligibility Provision (CEP) and FARMS, the LEA must only check one method.</p>		
	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 Census Data)
	E.	Children eligible to receive medical assistance under the Medicaid program
	F.	Community Eligibility Provision (CEP)
PRIVATE SCHOOLS:		
<p>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, <u>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.</u> 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)</p>		
X	A.	FARMS to identify low-income students.
X	B.	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.	Comparable poverty data from a different source, such as scholarship applications.
	D.	Proportionality (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.)
	E.	Equated measure of low-income correlated with the measure of low-income used to count public school children.
	F.	Community Eligibility Provision (CEP)

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

Table 7-2	METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)
<p>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:</p> <ol style="list-style-type: none"> 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 in rank order of poverty, schools above 75% 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 (a) continue on with the district-wide ranking or (b) 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. 	
<p>CHECK one box below to indicate which method the school system is using to qualify attendance areas.</p> <p><input type="checkbox"/> Percentages -- schools at or above the district-wide average noted in Table 7-2 above. Schools must be served in rank order of poverty. Title I funds may run out before serving all schools above the district-wide average. Schools below the district-wide average cannot be served. <u>Complete Table 7-3.</u></p> <p><input checked="" type="checkbox"/> 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. <u>Complete Tables 7-3 and 4.</u></p> <p><input type="checkbox"/> 35% rule -- all schools at or above 35% are eligible for services. Schools must be served in rank order of poverty. Title I funds may run out before serving all schools above 35%. <u>Complete Tables 7-3.</u></p> <p><input type="checkbox"/> 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. <u>Complete Tables 7-3 and 7-4.</u></p> <p><input type="checkbox"/> 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. <u>Complete Tables 7-3 and 4.</u></p> <p>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.</p>	

Note: Baltimore City Schools, **Baltimore County Public Schools**, and Prince George's County Public Schools: The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. MSDE requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that the SEA has identified as a Priority School even if that school does not rank sufficiently high to be served. (Complete Table 7-6.2 if applying this rule.) MSDE requested and was approved for a waiver in order to permit its LEAs to serve a Title I eligible middle school that has been identified as a Priority School even if that school does not rank sufficiently high to be served. (Complete Table 7-6.2 if applying this rule.)

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

Table 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN

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, **2015** to complete this table along with the September 30, **2015** enrollment data. Pre-K should be included in these numbers.

<u>5,701</u> Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2015)	÷	<u>17,941</u> Total LEA Student Enrollment (September 30, 2015)	=	<u>31.776%</u> 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.)

A school system's organization of its schools defines its grade span groupings. For example, if the district has elementary schools serving grades Pre-K-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 (_PK-5_)	3,435	÷	9,145	37.561%
Middle (_6-8_)	1,203	÷	3,867	31.109%
High (_9-12_)	1,063	÷	4,929	21.566%

Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT <u>SERVE</u> SCHOOLS BELOW 35% POVERTY (125% RULE)				
<div style="border-bottom: 1px solid black; padding-bottom: 5px;">Local Educational Agency Title I-A Allocation (Taken from Table 7-10; Should match # on C-1-25)</div>	÷	<div style="border-bottom: 1px solid black; padding-bottom: 5px;">Total Number Of Low-Income Public and Private Students (Add the total public students presented above and the private student number presented on Table 7-9)</div>	=	<div style="border-bottom: 1px solid black; padding-bottom: 5px;">\$ Per Pupil Amount</div>
<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>				

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

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 ESEA WAIVER #13: HIGH SCHOOLS in PRIORITY STATUS ESEA WAIVER: MIDDLE SCHOOLS in PRIORITY STATUS	
<p>The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. MSDE requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that MSDE has identified as a Priority School even if that school does not rank sufficiently high enough to be served. MSDE also requested and received a waiver in order to permit its LEAs to serve a Title I eligible middle school that MSDE has identified as a Priority School even if that school does not rank sufficiently high enough to be served</p>	
Name of Priority High School	MSDE ID Number

Name of Priority Middle School	MSDE ID Number

Table 7-7 TITLE I SKIPPED SCHOOLS

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 Attachment 7.

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 1120(A)(c).
2. The school is receiving supplemental funds from other state and local sources that are spent according the requirements of section 1114 and 1115.
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

Number of Skipped Schools :

Note: The completed 2016-2017 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet must be submitted with the Attachment 7.

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. Reservations (set asides) should be made for reasonable and necessary expenditures to provide services to children in participating Title I schools. Because the reservation of funds will reduce the amount of funds available for distribution to public schools as well as the program for private school students, consultation with teachers, principals, parents, and private school officials must include discussion on why the reservations are necessary.

LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a **detailed**, 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.

Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION¹

--	--

¹ References for all of these reservations may be found in the NCLB law, the Federal Register, and Non-Regulatory Guidance as presented on each line in Table 7-8 and in the Non-Regulatory Guidance, Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003, and Maryland's ESEA Flexibility Plan.

Total Title I SY 2016-2017 Allocation			\$ 2,954,976.00 (Taken from the C-1-25)	
Reservations Requiring Equitable Services for Non-Public Schools Use these numbers in Table 7-9.	ACTIVITY		RESERVATION	DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)
	1a	District-wide Title I Instructional Program(s) Reservation, 34CFR Sec. 200.64 (see guidance document)	\$126,282	Literacy Lead \$80,688 Salary FTE \$41,500 Fixed charges \$2,000 Conference \$600 Mileage \$500 Supplies \$920 Supplemental Pay for Literacy Lead- 40hrs @ \$23/hr \$74 Fixed charges
			\$111,996	Summer Program \$60,970 Lead Teacher \$25/HR, Teacher Supplemental Pay \$23/hr Hourly Paras \$18/hr \$2,552 Contracted Secretary \$13/hr \$6,000 Contracted Nurse \$2,000 Contracted Educational enrichment 1/wk for 5 weeks \$2,800 Snacks and other supplies \$32,800 Transportation \$4,874 Fixed Charges
	1b	District-wide Professional Development 34 CFR Sec.200.60, Sec. 9101(34) of ESEA (see guidance document)		
	2	Parent Involvement (not less than 1%) Sec. 1118 (a)(3)(A) of ESEA (95% must be distributed to schools and parent input is required for expenditures).	\$29,550.00	1%
	3	Professional Development to train teachers to become highly qualified (not less than 5%) Sec. 1119 (1) If a lesser amount or no monies are needed, a description as to why should be provided. Reg. Sec. 200.60 (a) 2 and Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A.	Not Applicable.	
4	TOTAL reservations requiring equitable services. Lines 1a, 1b & 2 (Present this number in Table 7-10 LINE 2.)	\$267,828.00		

Res erv atio ns Not Re qui rin g Eq uit abl e Ser vic es	5	Administration (including mid-level) for services to public and private school students and non-instructional capital expenses for private school participants 34CFR Sec. 200.77 (f) (Present this number in Attachment 4-A School System Administration.)	\$453,248	<table> <tr> <td>Salary</td> <td>Fixed</td> </tr> <tr> <td>\$ 78,368</td> <td>\$28,476 Ex. Director .5 FTE</td> </tr> <tr> <td>\$ 30,779</td> <td>\$11,396 Office Manager .5 FTE</td> </tr> <tr> <td>\$ 38,861</td> <td>\$29,463 Secretary 1.0 FTE</td> </tr> <tr> <td>\$119,220</td> <td>\$47,257 SFSES (Student, Family, Staff Engagement Supervisor) 1.0 FTE</td> </tr> <tr> <td>\$ 3,000</td> <td>\$240 O.T. and Fixed Charges</td> </tr> <tr> <td>\$ 10,000</td> <td>Conferences</td> </tr> <tr> <td>\$ 4,000</td> <td>Mileage</td> </tr> <tr> <td>\$ 3,800</td> <td>Supplies</td> </tr> <tr> <td>\$ 45,388</td> <td>Indirect@ 1.56%</td> </tr> <tr> <td>\$ 3,000</td> <td>Consultant</td> </tr> </table>	Salary	Fixed	\$ 78,368	\$28,476 Ex. Director .5 FTE	\$ 30,779	\$11,396 Office Manager .5 FTE	\$ 38,861	\$29,463 Secretary 1.0 FTE	\$119,220	\$47,257 SFSES (Student, Family, Staff Engagement Supervisor) 1.0 FTE	\$ 3,000	\$240 O.T. and Fixed Charges	\$ 10,000	Conferences	\$ 4,000	Mileage	\$ 3,800	Supplies	\$ 45,388	Indirect@ 1.56%	\$ 3,000	Consultant
	Salary	Fixed																								
\$ 78,368	\$28,476 Ex. Director .5 FTE																									
\$ 30,779	\$11,396 Office Manager .5 FTE																									
\$ 38,861	\$29,463 Secretary 1.0 FTE																									
\$119,220	\$47,257 SFSES (Student, Family, Staff Engagement Supervisor) 1.0 FTE																									
\$ 3,000	\$240 O.T. and Fixed Charges																									
\$ 10,000	Conferences																									
\$ 4,000	Mileage																									
\$ 3,800	Supplies																									
\$ 45,388	Indirect@ 1.56%																									
\$ 3,000	Consultant																									
vati ons Not Re qui rin g Eq uit abl e Ser vic es	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>)</p> <p>(see guidance document)</p> <p>MSDE expects the LEA to use funds from this reservation, up to 20% of its total allocation to provide between \$50,000 and \$2 million per school per year to implement Maryland's Turnaround Principles Model or the seven ESEA Flexibility Turnaround Principles to sufficiently address the needs of its Priority Schools and students. [ESEA Flexibility Plan: Principle 2.D.iii]</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. [ESEA Flexibility Plan: Principle 2.E.iii]</p> <p>These funds will not be carried over in SY 2017-2018.</p>		<p>20% of LEA allocation = _____</p> <p>List each Priority School served with these funds, the amount of funds each school will receive and the intervention model the 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>)</p> <p>Note: This line item will only be completed by LEAs that meet the requirement of line item #6.</p> <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> <p>These funds will not be carried over in SY 2017-2018.</p>		<p>List any Focus School served with these funds, the amount of funds each school will receive, and the instructional strategies/interventions that will be implemented to address the achievement gap.</p>
8	<p>Support to Low Performing Title I Schools</p> <p>All LEAs with approaching target schools.</p> <p><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>a. Optional: LEAs with Title I Focus schools may set aside district level Title I, Part A funds to support those schools through interventions such as locally coordinated supplemental educational services or after school programs, technical assistance, and/or professional development. [Maryland's Flexibility Plan: Section 2.D.iii]</p>		<p>Option a: Identify additional Focus Schools and approaching target schools that will be served with these funds. List the amount per school and describe the interventions/strategies that will be implemented.</p>

	9	Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA Must reserve funds if N & D programs exist. (see guidance document for recommended reservations)	N/A	Note: 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.
	10a	Required : Services for Homeless Children Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3. (see guidance document for recommended reservations) 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.	1.065% \$31,424.46	1.065% of allocation reserved for homeless services, homeless population is less than 2% of total enrollment, 300 students identified at the high point during the 2015-2016 school year . Typically the homeless population is about 200 students during the course of the year. \$18,500 salaries -Tutoring Programs at identified sites (4-6 schools which are Title I and non- Title I) 1 tutor per site, certificated teachers at \$23/hr, services provided 2-4 days per week, Tutoring braided with 21st Century After School Program funds \$1,480 Fixed Charges \$11,444.46 Materials and Supplies for Student Success-clothing, backpacks, coats, shoes, graphing calculators and other items as needed, homeless students throughout the county are served. The Executive Director and Homeless Liason meet monthly to discuss the status of homeless

				<p>students in the system and to make adjustments as needed. Tutoring programs are monitored by the Executive Director and principal. The Executive Director meets on an ongoing basis with the 21st Century After School Coordinator to adjust, refine and revisit services. The Homeless Liaison coordinates a multi-agency homeless meeting which Title I attends.</p>
		<p>Optional: reservation for Services for Homeless Children in 10b and 10c (allowable use of Title I funds were approved in the appropriation bill for State FY16 funds and State FY15 carryover. If carryover funds are used, report cost in the carryover report.</p>		
	10b	<p>Optional: Cost associated with Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento).</p>	N/A	<p>(Report FTE, salary, fringe and job description must be attached for this position)</p>
	10c	<p>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).</p>	\$12,094.64	<p>Attach: 1) a description of how the LEA calculated the excess costs of providing transportation to homeless students; 2) the calculations that the LEA used to arrive at the figure on this section.</p> <p>\$11,594.64 Homeless \$ 500.00 Foster \$12,094.64</p> <p>The full impact of the transportation services for foster students is unknown at this time. This figure may be amended in the future.</p>

				Annual homeless transportation costs for the 2015-2016 school year are expected to exceed \$150K. See Attachment 8 for a description of how homeless transportation costs are calculated.
	11	Total Reservations Not requiring Equitable Services, lines 5-10 (Use this number in Table 7-10 LINE 4).	\$496,767.10	
	12	Total of Equitable and Non-Equitable Reservations minus Administration. (Present this number in Attachment 4-A System-wide Program and School System Support to Schools).		<p>Total Non-Equitable LINE 11 \$496,767.10</p> <p>Plus</p> <p>Equitable Reservations LINE 4 \$267,828.00</p> <p>Equals \$764,595.10</p> <p>Minus</p> <p>Administration – LINE 5 \$453,248.00</p> <p>Equals: \$311,347.10</p>

B. BUDGET INFORMATION

<p>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 1120(a) of NCLB and Sec 200.64 & 200.65 in 34CFR.) Monies calculated for equitable services to private school participants, their families, and their teachers.</p>				
<u>1a. District-wide Instructional Program(s) Reservation</u>				
<u>54</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.)	÷	1598+54=1652 Total # of <u>public 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 number reported in the Title I Allocation Worksheet Column I + N.)	=	<u>0.03269</u> Proportion of reservation
<u>0.03269</u> Proportion of reservation	x	<u>238,278</u> Reservation (Use # from Table 7-8, Line 1a)	=	<u>7,789.31</u> Proportional monies available for equitable services to private school participants

<u>1b. District Professional Development Reservation</u>				
<u>54</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>1,652</u> Total # of <u>public 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 number reported in the Title I Allocation Worksheet Column I + N.)		<u>0.03269</u> Proportion of reservation
<u>0.03269</u> Proportion of reservation		<u>0</u> Reservation (Use # from Table 7-8, Line 1b)		<u>0</u> Proportional monies available for equitable services to private school participants
<u>Parental Involvement Reservation</u>				
<u>54</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>1,652</u> Total # of <u>public 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 number reported in the Title I Allocation Worksheet Column I + N.)	=	<u>0.03269</u> Proportion of reservation
<u>0.03269</u> Proportion of reservation	x	<u>29,550.00</u> Reservation (Use # from Table 7-8, Line 2)	=	<u>965.99</u> Proportional monies available for equitable services to parents of private school participants
TOTAL: proportional funds from reservations for equitable instructional service, professional development and parent involvement (Total from Table 7-9 report on Table 7-10 LINE 3) Total \$ <u>8,755.30</u>				

B. Budget Information

Table 7-10			
BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)			
1	Total Title I Allocation (Use amount shown on C-1-25)	-----	2,954,976.00
2	Total reservations requiring equitable services. (Use the number presented in Table 7-8, LINE 4)	minus	267,828.00
3.	Equitable share Total reported in Table 7-9	minus	8,755.30
4.	Total Reservations not requiring Equitable Services (Use the number presented in Table 7-8, LINE 11)	minus	496,767.10
5.	Total Title I LEA allocation minus all reservations: Title I allocation (LINE 1 above) minus all Reservations (LINES 2, 3 & 4 above). (LEAs, serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA) This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for private and public school students must equal this amount.	equals	2,181,625.60
6.	Total PPA Allocation (set aside for instructional services) for eligible private school children. This total comes from the Title I Allocation Worksheet Column R.	----	76,498.56
7.	Total Nonpublic Cost equals line 6 plus line 3 (Present this number in Attachment 4-A Nonpublic Cost.)	----	85,253.86

C. PROJECTED 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, 2015 – September 30, 2016)

LEAs have two options for the use of carryover funds: 1) add carryover funds to the LEA's subsequent year's allocation and distribute them to participating areas and schools in accordance with allocation procedures that ensure equitable participation of non-public school children; 2) designate carryover funds for particular activities that could best benefit from additional funding. (Non-Regulatory Guidance, LEA Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to those Areas and Schools, August 2003, Question 3, page 8).

1. Total amount of Title I 2015-2016 allocation: \$ 2,395,240.00
2. The estimated amount of Title I funds the school system will carryover: \$ 358,286.00
3. The estimated percentage of carryover Title I funds as of September 30, 2016 (THIS IS A PROJECTION). 15%
4. Does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation? ☐ Yes ☒ No

III. BUDGET INFORMATION- SUBMIT THIS INFORMATION AFTER SECTION II

PROPOSED BUDGET FORM AND NARRATIVE FOR SY 2016-2017

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 project 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 on the Title I web page on www.marylandpublicschools.org
- 3. Attach the signed required assurance page with the final submission.
- 4. Attach the allocation worksheets

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 2015-2016 removed from Title I in SY 2016-2017
- Parent Involvement: District Plan and list of schools' parent involvement allocations
- 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 & B, and 6-A & B

Be certain to 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 & Consolidation of ESEA Funds for Local Administration.

Maryland's 2016-2017 Priority Schools

LEA Name	LEA #	LEA NCES ID	School ID	School Name	NCES ID	T-1 Status
Baltimore County	03	2400120	1351	Lansdowne Middle	240012000417	SW
Prince George's	16	2400510	1908	William Wirt Middle	240051001186	SW
Baltimore City	30	2400090	0010	James McHenry Elementary	24009000253	SW
Prince George's	16	2400510	0102	High Point High	240051001059	SW*
Baltimore City	30	2400090	0035	Harlem Park Elementary	240090000239	SW
Baltimore City	30	2400090	0037	Harford Heights Elementary	240090001153	SW
Baltimore City	30	2400090	0260	Frederick Elementary	240090001430	SW
Baltimore City	30	2400090	0125	Furman Templeton Preparatory Academy	240090000211	SW
Baltimore City	30	2400090	0122	The Historic Samuel Coleridge-Taylor Elementary	240090000309	SW
Baltimore City	30	2400090	0130	Booker T. Washington Middle	240090000160	SW
Baltimore City	30	2400090	0011	Eutaw-Marshburn Elementary	240090000196	SW
Baltimore City	30	2400090	0107	Gilmor Elementary	240090000221	SW
Baltimore City	30	2400090	0164	Arundel Elementary/Middle	240090000148	SW
Baltimore City	30	2400090	0231	Brehms Lane Elementary	240090000161	SW
Baltimore City	30	2400090	0204	Mary E. Rodman Elementary	240090000277	SW
Baltimore City	30	2400090	0430	Augusta Fells Savage Institute of Visual Arts	240090001387	SW
Baltimore City	30	2400090	0341	The Reach! Partnership School	240090001663	SW
Baltimore City	30	2400090	0378	Baltimore I.T. Academy	240090000174	SW

2016-2017 Title I, Part A Application
Maryland State Department of Education

Baltimore City	30	2400090	0210	Hazelwood Elementary/Middle	240009000241	SW
Baltimore City	30	2400090	0450	Frederick Douglass High	240009000209	SW
Baltimore City	30	2400090	0342	K.A.S.A. (Knowledge And Success Academy)	240009001665	SW*
Baltimore City	30	2400090	0422	New Era Academy	240009001559	SW
Baltimore City	30	2400090	0367	Baltimore Community High School	240009001679	SW
Baltimore City	30	2400090	0339	Friendship Academy of Engineering and Technology	240009001659	SW
Baltimore City	30	2400090	0427	Academy for College and Career Exploration	240009001381	SW
Baltimore City	30	2400090	0239	Benjamin Franklin High School at Masonville Cove	240009000157	SW

* Will operate a SW program beginning July 1, 2016.

Maryland's 2016-2017 Focus Schools

LEA Name	LEA #	LEA NCES ID	School ID	School Name	NCES ID	T-1 Status
Anne Arundel County	02	2400060	4182	Germantown Elementary	240006000074	SW
Baltimore County	03	2400120	1409	Shady Spring Elementary	240012000474	SW
Baltimore County	03	2400120	0113	Chadwick Elementary	240012000357	SW
Baltimore County	03	2400120	1313	Halethorpe Elementary	240012000398	SW*
Baltimore County	03	2400120	0909	Pleasant Plains Elementary	240012000453	SW
Baltimore County	03	2400120	0810	Padonia International Elementary	240012090440	SW*
Calvert County	04	2400150	0208	Barstow Elementary	240015001655	SW*
Caroline County	05	2400180	0701	Ridgely Elementary School	240018000525	SW
Charles County	08	2400270	0604	Dr. Samuel A. Mudd Elementary School	240027000585	SW

LEA: _____

2016-2017 Title I, Part A Application
Maryland State Department of Education

Charles County	08	2400270	0302	Mt Hope/Nanjemoy Elementary School	24002700149 2	SW
Charles County	08	2400270	0611	Dr. Gustavus Brown Elementary	24002700058 4	SW*
Frederick County	10	2400330	0204	Lincoln Elementary	24003300064 9	SW
Frederick County	10	2400330	0222	Monocacy Elementary	24003300152 1	SW
Frederick County	10	2400330	0210	North Frederick Elementary	24003300064 5	SW
Frederick County	10	2400330	0916	Spring Ridge Elementary	24003309047 2	SW
Frederick County	10	2400330	2306	Orchard Grove Elementary	24003300080 7	SW*
Harford County	12	2400390	0211	G. Lisby Elementary at Hillsdale	24003900070 0	SW
Harford County	12	2400390	0632	Havre de Grace Elementary	24003900069 5	SW
Howard County	13	2400420	0612	Phelps Luck Elementary	24004200074 9	SW
Howard County	13	2400420	0515	Running Brook Elementary	24004200075 1	SW
Howard County	13	2400420	0609	Talbot Springs Elementary	24004200075 6	SW
Howard County	13	2400420	0618	Laurel Woods Elementary	24004200076 1	SW
Howard County	13	2400420	0103	Deep Run Elementary	24004209044 8	SW
Howard County	13	2400420	0514	Longfellow Elementary	24004200074 2	SW
Howard County	13	2400420	0517	Swansfield Elementary	24004200075 5	SW
Montgomery County	15	2400480	0779	Sargent Shriver Elementary	24004800153 7	SW
Montgomery County	15	2400480	0553	Gaithersburg Elementary	24004800083 6	SW
Montgomery County	15	2400480	0766	Oak View Elementary	24004800088 7	SW
Montgomery County	15	2400480	0777	Weller Road Elementary	24004800094 6	SW
Montgomery County	15	2400480	0305	Jackson Road Elementary	24004800085 4	SW
Montgomery County	15	2400480	0771	Rolling Terrace Elementary	24004800091 3	SW

2016-2017 Title I, Part A Application
Maryland State Department of Education

Montgomery County	15	2400480	0559	Brown Station Elementary	240048000792	SW
Prince George's County	16	2400510	2011	Charles Carroll Middle	240051001004	SW
Prince George's County	16	2400510	1601	Hyattsville Elementary	240051001065	SW*
Prince George's County	16	2400510	1234	Oxon Hill Middle	240051001471	SW
Prince George's County	16	2400510	2009	Thomas Johnson Middle	240051001175	SW
Queen Anne's County	17	2400540	0503	Grasonville Elementary School	240054001193	SW*
St. Mary's County	18	2400600	0804	Lexington Park Elementary	240060001230	SW
Talbot County	20	2400630	0104	Easton Elementary	240063001244	SW
Baltimore City	30	2400090	0243	Armistead Gardens Elementary	240009000147	SW
Baltimore City	30	2400090	0327	Patterson Park Public Charter School	240009001480	SW
Baltimore City	30	2400090	0047	Hampstead Hill Academy	240009000234	SW

* Will operate a SW program beginning July 1, 2016

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

Notations		D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
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)	Specific Numeric Grade Span (public)	CEP* School (Y or N)	Public School Enrollment (as of 9/30/15)	Number of Low Income- Public School Children (as of 10/31/15)	Number of Direct Certification Children for NSLP in CEP Schools (10/31/15)	CEP Direct Certification count multiplied by the 1.6 multiplier 1	FTE Low Income Public School Children used to Allocate Title I Funds2	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)	Allocation for Private School Children (Ox P =R)
			Charter school(s) place * after school name													
1	"SW	0805	G. W. Carver	Pk-5	N	640	518		0.0	481.5	80.94%	26	26.0	\$1,416.64	\$682,112.16	\$36,832.64
3	"SW	0804	Lexington Park	Pk-5	N	628	394		0.0	373.5	62.74%	11	11.0	\$1,416.64	\$529,115.04	\$15,583.04
2	"SW	0803	Green Holly	Pk-5	N	596	342		0.0	299.0	57.38%	3	3.0	\$1,416.64	\$423,575.36	\$4,249.92
4	"SW	0808	Park Hall	Pk-5	N	635	344		0.0	332.0	54.17%	14	14.0	\$1,416.64	\$470,324.48	\$19,832.96
5									0.0	0.0	#DIV/0!	0	0.0	\$0.00	\$0.00	\$0.00
6									0.0	0.0	#DIV/0!	0	0.0	\$0.00	\$0.00	\$0.00
7									0.0	0.0	#DIV/0!	0	0.0	\$0.00	\$0.00	\$0.00
8									0.0	0.0	#DIV/0!	0	0.0	\$0.00	\$0.00	\$0.00
9									0.0	0.0	#DIV/0!	0	0.0	\$0.00	\$0.00	\$0.00
10									0.0		#DIV/0!				\$0.00	\$0.00
11									0.0		#DIV/0!				\$0.00	\$0.00
12									0.0		#DIV/0!				\$0.00	\$0.00
13									0.0		#DIV/0!				\$0.00	\$0.00
14									0.0		#DIV/0!				\$0.00	\$0.00
15									0.0		#DIV/0!				\$0.00	\$0.00
16									0.0		#DIV/0!				\$0.00	\$0.00
17									0.0		#DIV/0!				\$0.00	\$0.00
18									0.0		#DIV/0!				\$0.00	\$0.00
19									0.0		#DIV/0!				\$0.00	\$0.00
20									0.0		#DIV/0!				\$0.00	\$0.00
				Total			1598.0	0.0	0.0	1486.0		54.0	54.0		\$2,105,127.04	\$76,498.56

Table 7-3

Table 7-9

Table 4 A & B

Table 4 A & B

Table 7-10 /6

*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.

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed. Note: [Electronic Versions](http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177/Document-159776) of these attachments are available at:

<http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177/Document-159776>

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: • (SW) for T-I School wide Schools • (TAS) for Targeted Assistance T-I Schools • (CH) for Charter Schools	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinque nt and Youth At Risk of Droppin g Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Other	Total ESEA Funding by School
G. W. Carver Elementary (SW)	0805	80.94%	682,112.16					
Lexington Park Elementary (SW)	0804	62.74%	529,115.04					
Green Holly Elementary (SW)	0803	57.38%	423,575.36					
Park Hall Elementary (SW)	0808	54.17%	470,324.48					

Spring Ridge Middle	0101	47.55%						
Ridge Elementary	0104	46.64%						
Greenview Knolls Elementary	0810	45.15%						
Dynard Elementary	0702	37.53%						
Great Mills High School	0801	36.09%						
Town Creek Elementary	0806	35.22%						
Benjamin Banneker Elementary	0302	33.73%						
Oakville Elementary	0602	31.14%						
Leonardtwn Elementary	0301	28.86%						
Esperanza Middle School	0807	28.78%						
Mechanicsville Elementary	0504	28.76%						
Margaret Brent Middle School	0404	28.27%						
Piney Point Elementary	0201	28.08%						
Hollywood Elementary	0604	25.05%						
White Marsh Elementary	0503	23.36%						
Lettie Marshall Dent	0501	22.10%						

Elementary								
Leonardtown Middle School	0305	21.57%						
Chopticon High School	0303	17.97%						
C. W. F. Duke Elementary	0308	16.46%						
Evergreen Elementary	0606	15.63%						
Leonardtown High School	0306	12.27%						
Chesapeake Charter School (CH)	0813	7.50%						
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column N.)			2,105,127.04					
School System Administration (For Title I, Use Table 7-8 LINE 5)			453,248.00					
System-wide			311,347.10					

Programs and School System Support to Schools (For Title I, Use Table 7-8 LINE 12)								
Nonpublic Costs (For Title I, Use Table 7-10 LINE 7)			85,253.86					
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			2,954,976.00					

ATTACHMENT 5-A TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)] Fiscal Year 2016	Local School System: <hr/>
--	--------------------------------------

Local school systems may transfer ESEA funds by completing this page as part of the Bridge to Excellence Master Plan Annual Update submission, or at a later date by completing and submitting a separate Attachment 5-A form. Receipt of this Attachment as part of the Annual Update will serve as the required 30 day notice to MSDE. A local school system may transfer up to 100 percent of the funds allocated to it by formula under four major ESEA programs among those programs and to Title I. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

50% limitation for local school systems not identified for school improvement or corrective action. 30% limitation for districts identified for school improvement. A school system identified for corrective action may not use the fund transfer option.							
Funds Available for Transfer	Total FY 2016 Allocation	\$ Amount to be transferred <u>out of each program</u>		\$ Amount to be transferred into each of the following programs			
				Title I-A	Title II-A	Title II-D	Title IV-A
Title II-A Teacher Quality							
Title II-D Ed Tech							
Title IV-A Safe and Drug Free							

Schools &Communities						
ATTACHMENT 5-B CONSOLIDATION OF ESEA FUNDS FOR LOCAL ADMINISTRATION [Section 9203] Fiscal Year 2016				Local School System: <hr/>		

Section 9203 of ESEA allows a local school system, with approval of MSDE, to consolidate ESEA administrative funds. In consolidating administrative funds, a school system *may not* (a) designate more than the percentage established in each ESEA program, and (b) use any other funds under the program included in the consolidation for administrative purposes. A school system may use the consolidated administrative funds for the administration of the ESEA programs and for uses at the school district and school levels for such activities as –

- The coordination of the ESEA programs with other federal and non-federal programs;
- The establishment and operation of peer-review activities under *No Child Left Behind*;
- The dissemination of information regarding model programs and practices;
- Technical assistance under any ESEA program;
- Training personnel engaged in audit and other monitoring activities;
- Consultation with parents, teachers, administrative personnel, and nonpublic school officials; and
- Local activities to administer and carry out the consolidation of administrative funds.

A school system that consolidates administrative funds shall not be required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation.

If the school system plans to consolidate ESEA administrative funds, indicate below the ESEA programs and amounts that the school system will consolidate for local administration. Provide a detailed description of how the consolidated funds will be used.					
Title I-A (Reasonable and Necessary)	Title II-A (Reasonable and Necessary)		Title III-A (Limit: 2 Percent)		Total ESEA Consolidation (Reasonable and Necessary)

\$	\$		\$		\$
----	----	--	----	--	----

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2016	Local School System: St. Mary's County Public Schools
---	--

Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments." NOTE: Complete Attachment 6-A for Title I-A, Title II-A, and Title III-A services. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A			Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang . Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
King's Christian Academy 20738 Point Lookout Rd., Callawy, Md 20620	Private School	13	13	13			
	Public School						
	Neutral Site						
Little Flower School 20410 Point Lookout Rd. Great Mills, MD 20634	Private School	4	4	4			
	Public School						
	Neutral Site						

St. Michael's School 16560 Three Notch Rd Ridge, Md 20680	Private School	37	37	37				
	Public School							
	Neutral Site							

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

ORIGINAL GRANT BUDGET	2,954,976.00	AMENDED BUDGET #		REQUEST DATE	09/23/16
GRANT NAME	ESEA Title I, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	010-17		
REVENUE SOURCE	Title I Part A	RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2016	6/30/2018	
		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						45,388.00	45,388.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	270,228.00	3,000.00	3,800.00	14,000.00			291,028.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	1,330,810.18	147,076.99	119,259.99	8,148.59			1,605,295.75
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						85,253.86	85,253.86
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	20,909.00	48,000.00	211.00	10,270.79			79,390.79
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.	18,500.00		11,444.46	0.00			29,944.46
208 Student Health Services		6,000.00					6,000.00
209 Student Transportation				47,394.64			47,394.64
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				765280.5			765,280.50
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	1,640,447.18	204,076.99	134,715.45	845,094.52	0.00	130,641.86	2,954,976.00

Finance Official Approval	Leyla Mele	<i>Leyla Mele</i>	9-23-16	301-475-5511 x 32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith	<i>J. Scott Smith</i>	9/23/16	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

St. Mary's County Public Schools
Title I, Part A Budget Narrative 2017
(September 30, 2016 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 Goal 1.21.1.1	4 Teachers + cover budget shortfall for Focus FTEs that can't be fully supported by the Focus Grant	261,841	0	261,841.38	01-01
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	8 Instructional Resource Teachers	638,238	0	638,238.00	01-01
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	5 Paraeducators	137,593	0	137,593.00	01-01
Parent Liaison	Family Involvement Goal 1.21.1.3	3 Parent Liaisons	119,388	0	119,388.00	01-01
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Teacher supplemental pay \$23/hr	5,040	0	5,040.00	01-01
Community Services Salaries - Stipends	Family event expenses Goal 1.21.1.3	Supplemental pay \$23/hr	8,324	0	8,324.00	01-01
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	1 Literacy Lead Teacher	80,688	0	80,688.00	01-01
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Literacy Lead Supplemental Pay \$23/hr	920	0	920.00	01-01
Regular Programs Wages Hourly	Instructional School Staff summer program Goal 1.21.1.1	Hourly Paras \$18/hr, Teacher supplemental pay \$23/hr, Lead Teacher \$25/hr	60,970	0	60,970.00	01-01
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Instruction Substitutes range \$9.50 - \$13.00 / hr	17,808	0	17,807.80	01-01
Regular Programs Contracted Services	Instructional School Staff Goal 1.21.1.1	Hourly Paras through temp agency - estimated \$15.89/hr	134,925	0	134,924.99	01-02
Regular Programs Contracted Services	summer program Contracted educational enrichment Goal 1.21.1.4	avg 1 event per week	2,000	0	2,000.00	01-02
Regular Programs Contracted Services	summer program Instructional School Staff Goal 1.21.1.1	Hourly secretary through temp agency - estimated \$13.00/hr	2,552	0	2,552.00	01-02
Regular Programs Contracted Services	Contracted educational enrichment programs for students Goal 1.21.1.4	avg 2 schools x 1,500	3,000	0	3,000.00	01-02
Community Services Contracted services	Family Programs 1.21.1.3	avg 4 schools x 1,150	4,600	0	4,600.00	01-02
Regular Programs Supplies and Materials, Software, Hardware	Research based instructional materials Goal 1.21.1.4	avg 4 schools x 22,703	101,340	0	101,339.53	01-03

St. Mary's County Public Schools
Title I, Part A Budget Narrative 2017
(September 30, 2016 submission)

Regular Programs Supplies and Materials	summer program	snacks and other supplies	2,800	0	2,800.00	01-03	
Regular Programs Supplies and Materials	Literacy Lead	Materials to support Literacy Lead	500	0	500.00	01-03	
Community Services Supplies & Materials	Family Literacy Program, math & science, parent communication materials Goal 1.21.1.3	avg 4 schools x 3,655	14,620	0	14,620.46	01-03	119,259.99
Regular Program Other Charges	Educational enrichment programs for students Goal 1.21.1.4	avg 3 schools x 533	1,600	0	1,600.00	01-04	
Regular Programs Other Charges	Literacy Lead	Conference, mileage	2,600	0	2,600.00	01-04	
Regular Program Other Charges	Student incentives, PBIS Goal 1.21.8	avg 4 schools x \$1,304	2,608	0	2,607.99	01-04	
Community Services Other Charges	Family event expenses Goal 1.21.1.3	avg 4 schools x 335	1,341	0	1,340.60	01-04	8,148.59
Regular Program Non-Public Tutor wages	1 Non-Public Tutor 1.21.1.7	3,005 hrs x \$23/hr	69,115	0	69,115.00	07-08	
Non-Public Fixed Charges	FICA & Worker's Comp	8%	5,529	0	5,529.00	07-08	
Non-Public Supplies & Materials	Non-Public materials	avg 3 schools x 2,400	1,855	0	1,854.56	07-08	
Non-Public PD Training	Non-Public Professional Dev		0	0	0.00	07-08	
Regular Program Non-Public Instruction Reservation	Instructional Staff 1.21.1.7	Supplemental Pay @ \$23/hr	7,212	0	7,212.00	07-08	
Non-Public Instruction Reservation Fixed Charges	FICA & Worker's Comp	8%	577	0	577.31	07-08	
Required Reservation for Non-public parent involvement	Family involvement Non-public Goal 1.21.1.3	avg 3 schools x 322	966	0	965.99	07-08	85,253.86
Instructional Staff Development Salaries & Wages	Prof. Dev. For research based programs Goal 1.21.1.2	Supplemental Pay for teachers \$23/hr x 213	4,909	0	4,909.00	09-01	
Instructional Staff Development Salaries & Wages	Instructional Staff Development Salaries & Wages	substitutes: range \$9.50 - \$13.00 per hour	16,000	0	16,000.00	09-01	20,909.00
Instructional Staff Development Contracted Services	Consultants to provide training in school imp., literacy, math, instructional best practices, Goal 1.21.1.2	based on a combination of consultants with varying rates per day	48,000	0	48,000.00	09-02	48,000.00
Instructional Staff Development Supplies & Materials	Prof. Dev. Supplies & Materials Goal 1.21.1.2	material to support Reading, Mathematics, & STEM, improve instructional practices	211	0	211.00	09-03	211.00

St. Mary's County Public Schools
Title I, Part A Budget Narrative 2017
(September 30, 2016 submission)

Instructional Staff Development other charges	Conferences Goal 1.21.1.2	attend Title I conference, local / regional conferences for staff	10,271	0	10,270.79	09-04	10,270.79
Instructional Administration & Supervision Salaries & Wages	Administrative Staff Goal 1.21.1.1	(.5) 78,368+ (.5) 30,779 + (1.) 38,861 + (1.) 119,220	267,228	0	267,228.00	16-01	
Instructional Administration & Supervision - Hourly	Administrative Staff Goal 1.21.1.1	Clerical & Admin Hourly Assistance including OT, and Admin Hourly related to non-public tutors (LEA staff)	3,000	0	3,000.00	16-01	270,228.00
Instructional Admin & Supervision Contracted Services	Administrative Staff Goal 1.21.1.1	Consultant Services to assist with applying, interpreting and reviewing Regulations, Guidance and reports	3,000	0	3,000.00	16-02	3,000.00
Instructional Administration & Supervision Supplies & Materials	Administrative supplies and materials Goal 1.21.1.1	Postage, office and administrative supplies	3,800	0	3,800.00	16-03	3,800.00
Instructional Admin & Supervision Travel	Administrative Staff Goal 1.21.1.1	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	4,000	0	4,000.00	16-04	
Instructional Administration & Supervision - Staff Development other charges	Conferences Goal 1.21.1.2	various, including National Title I, Title I administrative meetings	10,000	0	10,000.00	16-04	14,000.00
Community Services (Homeless educational support) Tutoring	Educational Support to Homeless Students Goal 1.21.1.3	Tutoring Supplemental Pay \$23/hr	18,500.00	0	18,500.00	207-01	18,500.00
Community Services (Homeless educational support) Supplies & Materials	Educational Support to Homeless Students Goal 1.21.1.3	clothing, back packs, coats, shoes, and other items as needed	11,444.46	0	11,444.46	207-03	11,444.46
Community Services (Homeless educational support) Other Charges	Educational Support to Homeless Students Goal 1.21.1.3	3 individuals to attend the Fall Homeless Conference	0.00	0	0.00	207-04	0.00
Student Health Contracted Services	summer program	contracted nursing services from Health Dept - hourly rate varies depending on individual nurse providing the service	6,000.00	0	6,000.00	208-02	6,000.00
Regular Programs Field Trips	Research based instructional support Trips Goal 1.21.1.4	avg 3 schools x 83	2,500	0	2,500.00	209-04	
Regular Programs Student Transportation	summer program	Student Transportation for summer program 4 schools located at 1 shared site	32,800	0	32,800.00	209-04	

St. Mary's County Public Schools
Title I, Part A Budget Narrative 2017
(September 30, 2016 submission)

Community Services (Homeless educational support, including qualifying Foster students) Student Transportation	Educational Support to Foster Students Goal 1.21.1 3	Transportation costs to and from school of origin	500.00	0	500.00		
Community Services (Homeless educational support, including qualifying Foster students) Student Transportation	Educational Support to Homeless Students Goal 1.21.1 3	Transportation costs to and from school of origin	11,594.64	0	11,594.64	209-04	47,394.64
Fixed Charges for Administration	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	116,592	0	116,592.00	212-04	
Fixed Charges for Administration clerical hourly and OT	FICA & Worker's Comp	8%	240	0	240.00	212-04	
Fixed Charges for Regular Instructional Program FTEs	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	596,440	0	596,440.00	212-04	
Fixed Charges Staff Development	FICA & Worker's Comp	8%	1,590	0	1,590.39	212-04	
Fixed Charges for Regular Instructional Program Hourly	FICA & Worker's Comp	8%	1,825	0	1,825.17	212-04	
Fixed Charges - Instruction Literacy Lead	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	41,500	0	41,500.00	212-04	
Fixed Charges - Instruction Literacy Lead - hourly	FICA & Worker's Comp	8%	74	0	74.00	212-04	
Fixed Charges - summer program Hourly	FICA & Worker's Comp	8%	4,874	0	4,874.00	212-04	
Community Services Family Event Supplemental Pay	FICA & Worker's Comp	8%	665	0	664.94	212-04	
Community Services (Homeless educational support) Tutoring	Educational Support to Homeless Students Goal 1.21.1 3	Fixed Charges	1,480.00	0	1,480.00	212-04	765,280.50
Administration Business Support Services/Transfers	Indirect Costs	projected indirect rate 1.56%	45,388	0	45,388.00	22-08	45,388.00
	TOTAL		2,954,976	0	2,954,976.00		2,954,976.00

St. Mary's County Public Schools
Title I Attachment 7 Documentation

2016 - 2017

Table of Contents

Attachment 1: Highly Qualified Parent Notification Letter

- In use 2016-2017 Transition

Attachment 1a: Highly Qualified Parent Notification Letter (Spanish)

Attachment 2: Non-Highly Qualified Parent Notification Letter

Attachment 2a: Non-Highly Qualified Parent Notification Letter (Spanish)

Attachment 3: SMCPs Title I Parent Involvement Plan

Attachment 4: Title I Services to Eligible Non-Public School Children

Attachment 5: Timeline for Consultation with Private Schools

Attachment 6a: Private School Affirmation of Consultation Sample King's Christian Academy

Attachment 6b: Private School Affirmation of Consultation Sample Little Flower School

Attachment 6c: Private School Affirmation of Consultation Sample St. Michael's School

Attachment 7: Parent Involvement Reservation by School

Attachment 8: McKinney-Vento Student Transportation



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

Attachment 1

August 15, 2016

Dear Parent:

The federal Every Student Succeeds Act (ESSA) passed in December 2015 with the 2016-2017 school year serving as a transition year. During this coming school year, SMCPs will follow the former *"No Child Left Behind Act of 2002"* highly qualified requirements. 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, and/or paraeducators, 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 the 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

SMCPS pg 02

St. Mary's Co. Public Schools

Respuesta a los padres sobre las calificaciones de los maestros

Nombre del estudiante: _____ Fecha: _____

Escuela: _____

Estimado padre/madre o apoderado:

Gracias por su reciente consulta sobre las calificaciones profesionales de el o los maestros de su hijo/a y, si corresponde, paraprofesionales.

Su hijo/a actualmente _____ recibe _____ no recibe servicios del Título I por parte de un paraprofesional quien brinda apoyo académico adicional a su hijo/a bajo la supervisión directa de un maestro. Si su hijo/a recibe servicios del Título I por parte de un paraprofesional, por favor vea el documento adjunto "Respuesta a los padres sobre las calificaciones de los maestros-Paraprofesionales."

Hemos puesto al maestro de su hijo/a en su asignación actual porque tenemos plena confianza en su capacidad para entregar una instrucción de alta calidad. Además, el distrito proporciona oportunidades de capacitación para garantizar que todos los maestros estén altamente capacitados y asegurar que su hijo/a continúe beneficiándose con una experiencia educativa de calidad.

MAESTRO

Según los antecedentes vigentes del distrito, el maestro de su hijo/a, _____ (name of teacher) para esta clase _____ (class/subject) tiene las siguientes calificaciones:

Títulos universitarios principales: _____

Títulos/certificados/capacitación adicionales: _____

Años de experiencia pedagógica: _____

Además, este maestro:

- ☐ actualmente no cumple los requisitos de licencia estatales para el grado escolar y la o las materias que enseña.
- ☐ en la actualidad tiene provisoriamente eximidos los requisitos estatales de licencia.
- ☐ no cumple actualmente los requisitos del "Criterio estatal de evaluación elevado, uniforme y objetivo".

MAESTRO

Según los antecedentes vigentes del distrito, el maestro de su hijo/a, _____ (name of teacher) para esta clase _____ (class/subject) tiene las siguientes calificaciones:

Títulos universitarios principales: _____

Títulos/certificados/capacitación adicionales: _____

Años de experiencia pedagógica: _____

Además, este maestro:

- ☐ actualmente no cumple los requisitos de licencia estatales para el grado escolar y la o las materias que enseña.
- ☐ en la actualidad tiene provisoriamente eximidos los requisitos estatales de licencia.
- ☐ no cumple actualmente los requisitos del "Criterio estatal de evaluación elevado, uniforme y objetivo".

Gracias por su interés en la calidad de la educación de su hijo/a. Incentivamos su permanente participación en el éxito académico de su hijo/a.

Atentamente,

Nombre_____
Título

St. Mary's Co. Public Schools
Respuesta a los padres sobre las calificaciones de los maestros
Paraprofesionales

Estimado padre/madre o apoderado:

Su hijo/a actualmente recibe servicios del Título I por parte de uno o más paraprofesionales quienes brindan apoyo académico adicional a su hijo/a bajo la supervisión directa de un maestro.

PARAPROFESIONAL

Materia: _____

Cumple los siguientes requisitos de paraprofesional para este cargo:

- ☐ ha obtenido un diploma de educación secundaria o un equivalente reconocido.
 - ☐ tiene dos años o más de educación superior.
 - ☐ ha obtenido un título de asociado o superior.
 - ☐ ha aprobado la evaluación de competencia del distrito.
 - ☐ tiene habilidades adicionales que son necesarias para la posición de traductor para estudiantes con aptitudes limitadas en inglés.
- ☐ Este paraprofesional es "altamente calificado" según lo estipulado en la ley sobre igualdad de oportunidades educativas del año 2001 *No Child Left Behind*.

PARAPROFESIONAL

Materia: _____

Cumple los siguientes requisitos de paraprofesional para este cargo:

- ☐ ha obtenido un diploma de educación secundaria o un equivalente reconocido.
 - ☐ tiene dos años o más de educación superior.
 - ☐ ha obtenido un título de asociado o superior.
 - ☐ ha aprobado la evaluación de competencia del distrito.
 - ☐ tiene habilidades adicionales que son necesarias para la posición de traductor para estudiantes con aptitudes limitadas en inglés.
- ☐ Este paraprofesional es "altamente calificado" según lo estipulado en la ley sobre igualdad de oportunidades educativas del año 2001 *No Child Left Behind*.

PARAPROFESIONAL

Materia: _____

Cumple los siguientes requisitos de paraprofesional para este cargo:

- ☐ ha obtenido un diploma de educación secundaria o un equivalente reconocido.
 - ☐ tiene dos años o más de educación superior.
 - ☐ ha obtenido un título de asociado o superior.
 - ☐ ha aprobado la evaluación de competencia del distrito.
 - ☐ tiene habilidades adicionales que son necesarias para la posición de traductor para estudiantes con aptitudes limitadas en inglés.
- ☐ Este paraprofesional es "altamente calificado" según lo estipulado en la ley sobre igualdad de oportunidades educativas del año 2001 *No Child Left Behind*.

Gracias por su interés en la calidad de la educación de su hijo/a. Incentivamos su permanente participación en el éxito académico de su hijo/a.

OFFICE USE ONLY				
Student ID #	Date Distributed	Faculty Name	Faculty ID #	

School Letterhead

Attachment 2

(Date: School Year 16-17)

Dear Parent or Guardian:

The federal Every Student Succeeds Act (ESSA) passed in December 2015 with the 2016-2017 school year serving as a transition year. During this coming school year, SMCPs will follow the former *"No Child Left Behind Act of 2002"* highly qualified requirement that all teachers of core content subjects in Title I schools meet the criteria of being "highly qualified". If, for any reason, students are taught for more than four weeks by a teacher that is not "highly qualified", the NCLB regulations require that parents be notified. At this point, your child's teacher, **(provide name of teacher and reason for absence of HQ teacher)**. Your child is currently being instructed by **(provide name and, if possible, duration of absence of HQ teacher)**.

(Provide name and additional information about non-HQ teacher) 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 the 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

St. Mary's Co. Public Schools**Aviso anual a los padres****Derecho a solicitar calificaciones de los maestros**

Escuela: _____ Fecha: _____

Estimado padre/madre o apoderado:

Nuestra escuela recibe fondos federales para programas del Título I (en inglés, Title I) que forman parte de la ley sobre igualdad de oportunidades educativas del año 2001 *No Child Left Behind*. A lo largo del año escolar, continuaremos entregándole información importante sobre esta ley y la educación de su hijo/a.

Usted tiene derecho a solicitar información sobre las calificaciones profesionales de el o los maestros de la sala de clases de su hijo/a. Si lo solicita, el distrito o la escuela le entregará la siguiente información tan pronto como sea posible:

- a. si el maestro ha cumplido con los requisitos de licencia estatales para el grado escolar y las materias que está enseñando;
- b. si se han eximido provisoriamente los requisitos estatales de licencia del maestro;
- c. el tipo de título universitario principal del maestro y la especialidad de cualquier título o certificado de postgrado; y
- d. si su hijo/a recibe servicios del Título I de parte de paraprofesionales y, de ser así, sus calificaciones.

Si desea solicitar esta información, por favor comuníquese con la escuela de su hijo/a.

Gracias por su interés y participación en la educación de su hijo/a.

Atentamente,

Nombre_____
Título_____
Número telefónico_____
Dirección de correo electrónico**OFFICE USE ONLY**

Student ID #	Date Distributed	
--------------	------------------	--

**St. Mary's County Public Schools
Title I
Parent Involvement Plan
2016-2017**

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 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. 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 SMCPS. In addition 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."

- The parents of all Title I students will be 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/Family Compact, as well as, educational and curricular issues that may impact their students.
- The parents of all Title I students will also be invited for numerous school based meetings and events where their input is directly solicited including small group meetings with the administrators, student and family nights, training nights, and other events where their insights, perspective, and opinions are directly sought.
- The dates/times of all meetings are provided on the school website, in school newsletters, flyers, and announced through the 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 – 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, through a home visit of school or school system based staff. The Student, Family, and Staff Engagement (SFSES) Title I supervisor will 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. The Parent Liaison office/center at each Title I school provides parent and family resources.

- School Report Card/Individual Student Report - Each parent will be provided with information detailing the progress of the school and the level of achievement of the parent's child 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 - During the 2016-2017 school year are being developed for primary students in SMCPS that directly align with Maryland's CCRS. In addition, a system level work group, with Title I teacher representation is pursuing CCRS standards based report cards for intermediate students. The SFSES will take a leadership role at each site, in addition to school leadership, 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 new SFSES Title I Supervisor 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 can be provided if a need exists. Further, SMCPS has seen a recent 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. While ESSA no longer requires each teacher and para-professional to maintain Highly Qualified status, SMCPS intends to continue this expectation for the 2016-2017 school year. Consequently all Title I employees will meet Highly Qualified status. The licensure and credentialing status of school based staff is transparent and

routinely shared by school administrators. The letter is also posted on the school website.

- 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.

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 Story Telling multicultural activities will be scheduled quarterly by the Parent Liaisons 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 SFSES Supervisor will conduct ongoing home visits and parent conferences with identified at risk students at each of the four 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 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. 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, 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 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.

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 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 Boards – Parents and community members will be invited to serve on task forces and advisory panels that develop 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 - 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.



Attachment 4 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 2016-2017 Title I services will be collected for students who were enrolled in the non-public school on or before September 30, 2015.

Procedures for the 2016-2017 School Year

1. All non-public schools interested in participating in the Title I Program for the 2016-2017 school year should return the Title I Participation Option Form to Kelly Hall, Executive Director for Title I, by April 29, 2016.
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, 2016 (including students enrolled on or before September 30, 2015). 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 2016-2017 school year are: George Washington Carver, Green Holly, 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 19, 2016, 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, 2016; November, 2016; February, 2017, May, 2017.

Attachment 5

**St. Mary's County Public Schools
Timeline for Consultation with Private Schools
2016-2017**

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	11/2015
February	Initial contact meeting with private school representatives	2/2016
April	Title I Participation Form due to Title I office	4/2016
April	Match addresses of private school students from low income families to participating public school attendance areas.	4/2016
May	Complete public school ranking chart with per-pupil allocation to determine private school qualifying student allocation.	5/2016
May	Assess the current year Title I program in a meeting with private school representatives using student data.	5/2016
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.	5/2016
August	Schedule meetings at each participating private school with the private school representative and the SMCPS Highly Qualified teacher who provides tutoring to review expectations. Review and sign the Affirmation of Consultation; establish dates for regular consultation.	8/2016 8/2016 8/2016
November	Schedule an observation of the Highly Qualified Teacher in each private school for February/March	TBD
February	Begin the process for the 2017-2018 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 The King's Christian Academy 2016-2017

The federal Every Student Succeeds Act (ESSA) passed in December 2015 with the 2016-2017 school year serving as a transition year. During this coming school year, SMCPS will follow the former "*No Child Left Behind Act of 2002*" highly qualified requirement that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

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 and re-teaching of basic skills aligned with the non-public school curriculum and provided by a SMCPS highly qualified teacher.
- Mathematics – reinforcement and re-teaching of basic skills aligned with the non-public school curriculum and provided by a SMCPS highly qualified 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 highly qualified 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.
- Highly qualified 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 tri-annually using DIBELS NEXT and the QRI mathematics assessment approved by non-public officials.
- Individual student support will be modified based upon assessment results.

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.

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.

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.


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.

Signature of Authorized Private School Official

 8/1/16
Private School Representative Date

The King's Christian Academy

Name of Private School Agency or School

 8/1/16
Public School Official Date

 8/1/16
Public School Tutor Date

St. Mary's County Public Schools

Title I Service to Private School Children

Affirmation of Consultation

Little Flower School

2016-2017

The federal Every Student Succeeds Act (ESSA) passed in December 2015 with the 2016-2017 school year serving as a transition year. During this coming school year, SMCPS will follow the former "*No Child Left Behind Act of 2002*" highly qualified requirement that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

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 and re-teaching of basic skills aligned with the non-public school curriculum and provided by a SMCPS highly qualified teacher.
- Mathematics – reinforcement and re-teaching of basic skills aligned with the non-public school curriculum and provided by a SMCPS highly qualified 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 highly qualified 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.
- Highly qualified 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 tri-annually using DIBELS NEXT and the QRI mathematics assessment approved by non-public officials.
- Individual student support will be modified based upon assessment results.

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.

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.

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.

Revised 8/2011

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.

Signature of Authorized Private School Official

Caitlin Keeton

Private School Representative

8-12-14

Date

Little Flower School

Name of Private School Agency or School

Public School Official

Keely M. Hall

Date

8/12/16

Public School Tutor

Janet Roth

Date

8-12-16

St. Mary's County Public Schools

Title I Service to Private School Children **Affirmation of Consultation** **St. Michael's School** **2016-2017**

The federal Every Student Succeeds Act (ESSA) passed in December 2015 with the 2016-2017 school year serving as a transition year. During this coming school year, SMCPS will follow the former "*No Child Left Behind Act of 2002*" highly qualified requirement that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

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 and re-teaching of basic skills aligned with the non-public school curriculum and provided by a SMCPS highly qualified teacher.
- Mathematics – reinforcement and re-teaching of basic skills aligned with the non-public school curriculum and provided by a SMCPS highly qualified 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 highly qualified 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.
- Highly qualified 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 tri-annually using DIBELS NEXT and the QRI mathematics assessment approved by non-public officials.
- Individual student support will be modified based upon assessment results.

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.

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.

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.

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.

Signature of Authorized Private School Official



Private School Representative

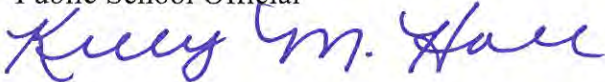
Date 8-12-16

St. Michaels' School

Name of Private School Agency or School

St. Michael's School

Public School Official



Date 8-12-16



Public School Tutor

Date 8-12-16

Attachment 7

St. Mary's County Public Schools
Title I Parent Reservation
FY17

	FTE Low Income Public School	Per Pupil Allocation	
George Washington Carver Elementary	481.50	19.88%	9,574.92
Lexington Park Elementary	373.50	19.88%	7,427.27
Green Holly Elementary	299.00	19.88%	5,945.79
Park Hall Elementary	332.00	19.88%	6,602.02
	<u>1,486.00</u>		<u>29,550.00</u>

Attachment 8

St. Mary's County Public Schools
McKinney-Vento Student Transportation
Table 7-8
Line 10c

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 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 toward the end, there is NO additional homeless transportation cost since the route was not extended.

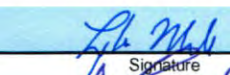
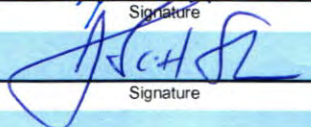
Fuel costs and additional attendant costs can fluctuate on a daily basis, impacting the average. By using the actual costs for the 1 mile instead of exceeding a daily per diem average, the Transportation Department feels this would be a cleaner method.

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."

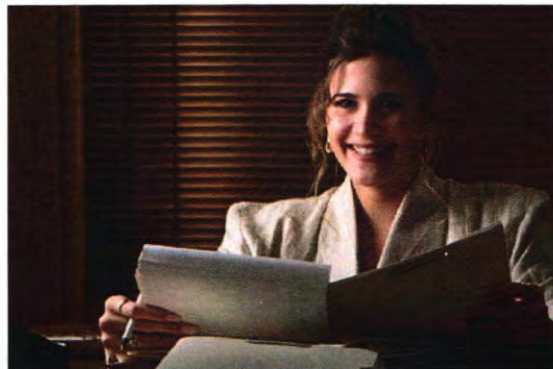
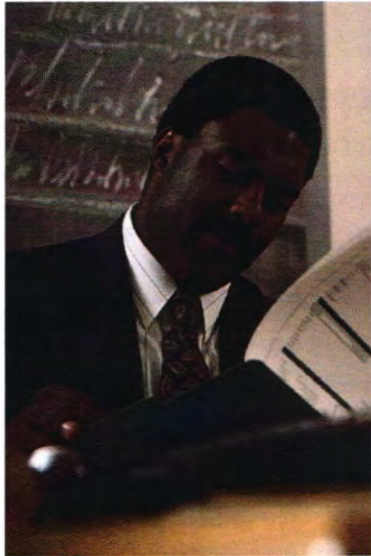
**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	2,954,976.00	AMENDED BUDGET #		REQUEST DATE	09/23/16
GRANT NAME	ESEA Title I, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	010-17		
REVENUE SOURCE	Title I Part A	RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2016	6/30/2018	
		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						45,388.00	45,388.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	270,228.00	3,000.00	3,800.00	14,000.00			291,028.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	1,330,810.18	147,076.99	119,259.99	8,148.59			1,605,295.75
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						85,253.86	85,253.86
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	20,909.00	48,000.00	211.00	10,270.79			79,390.79
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.	18,500.00		11,444.46	0.00			29,944.46
208 Student Health Services		6,000.00					6,000.00
209 Student Transportation				47,394.64			47,394.64
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				765280.5			765,280.50
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	1,640,447.18	204,076.99	134,715.45	845,094.52	0.00	130,641.86	2,954,976.00

Finance Official Approval	Leyla Mele		9-23-16	301-475-5511 x 32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith		9/23/16	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Attachment 8



Title II, Part A
Preparing, Training and Recruiting
High-Quality Teachers and Principals

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: St. Mary's County Public Schools Fiscal Year 2017
Title II-A Coordinator: Mrs. Lisa E. Bachner
Telephone: 301-475-5511 ext. 42124 E-mail: lebachner@smcps.org

- A. PERFORMANCE GOALS, INDICATORS, AND TARGETS.** In the October 1, 2003 submission of the five-year comprehensive Master Plan, school systems provided an analysis of the teacher quality performance indicators detailed in Table 8-1. MSDE has established performance targets as part of the September 2003 Consolidated State Application submission to the United States Department of Education (USDE). Although local school systems do not need to respond to this section as part of the Master Plan Annual Update, local planning teams should review the teacher quality information to determine progress in meeting State and local performance targets. School systems should use the annual review of the teacher quality data to determine allowable Title II, Part A activities as well as to revise goals, objectives, and/or strategies in the Master Plan that relate to improving teacher quality.

Table 8-1	IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS	
Performance Goal	Performance Indicators	Performance Targets
Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.	3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA.	<p>Percentage of Classes Taught by Highly Qualified Teachers State Aggregate*</p> <p>2002-2003 Baseline: 64.5 2003-2004 Target: 65 2004-2005 Target: 75 2005-2006 and thereafter Target: 100</p> <p>Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools*</p> <p>2002-2003 Baseline: 46.6 2003-2004 Target: 48 2004-2005 Target: 65 2005-2006 and thereafter Target: 100</p>

	<p>3.2 The percentage of teachers receiving "high-quality professional development" (as the term "professional development" is defined in section 9101(34)).</p> <p>3.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d)).</p>	<p>Percentage of Teachers Receiving High-Quality Professional Development*</p> <p>2002-2003 Baseline: 33 2003-2004 Target: 40 2004-2005 Target: 65 2005-2006 Target: 90 2006-2007 and thereafter Target: 100</p> <p>Percentage of Qualified Title I Paraprofessionals*</p> <p>2002-2003 Baseline: 21 2003-2004 Target: 30 2004-2005 Target: 65 2005-2006 and thereafter Target: 100</p>
--	--	--

***Note: MSDE will collect data. The local school system does not have to respond.**

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

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

- B. ALLOWABLE ACTIVITIES [Section 2123].** For all allowable activities that will be implemented,
 (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
1.1 Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].			

<p>1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)].</p> <p>*Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].</p>	<p>Recruitment incentives and critical shortage stipends. To be paid by October 1, 2016 to all hired by September 1, 2016, and within 2 months of hiring any additional critical shortage hires throughout the school year.</p> <p>Professional learning groups for educator evaluation system</p> <p>Goal 3.2.1.1</p>	<p>\$16,200</p>	
<p>1.3 Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].</p>	<p>Salaries for teachers to reduce class size. Six schools will receive an FTE to help with class size reduction (6 FTEs)</p> <p>Goal 3.2.7.1</p>	<p>\$382,135</p>	

ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: St. Mar's County Public Schools Fiscal Year 2017

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
<p>2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p>(a) Content knowledge. Providing training in one or more of the core academic subjects that the teachers teach;</p> <p>(b) Classroom practices. Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [section</p>	<p>Provide professional development activities in the areas of literacy, mathematics, and STEM to teachers and principals addressing the MCCRS, strategies for implementation, designing and administering formative assessments, analyzing the data and redesigning instruction for rigor and relevance.</p> <p>On-going throughout 2016-2017 school year</p>	\$21,200	\$4,240

2123(a)(3)(A)].	<p>Provide professional development to our Lead Teachers who coach the teachers and paraeducators at the elementary and middle schools. Monthly training sessions throughout the school year</p> <p>Goal 1.1.1.1; Goal 1.1.3.6; Goal 1.1.4.1; Goal 1.6.11; Goal 1.6.1.5; Goal 1.8.1.2; Goal 3.7.1.3; Goal 3.7.1.1; Goal 1.11.2.3; Goal 1.4.1.3; Goal 1.4.1.4</p>		
<p>2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –</p> <ul style="list-style-type: none"> • Involve collaborative groups of teachers and administrators; • Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency; • Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs; • Provide training to enable teachers and principals to involve parents in their children's education, especially parents of limited English proficient and immigrant children; and • Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)]. 	<p>As a component of our Teacher Performance Assessment System (TPAS), support collaborative teams (formative and summative) at each school (elementary, middle and high), to promote effective instructional practices, share student work, redesign instruction based on that work and the analysis of the formative assessments. Particular attention will be focused on students in the subgroups and in the content areas where students did not meet proficiency. On-going throughout 2016-17. Goal 3.5.1.5</p>	\$59,616	\$11,923

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

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

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
2.3 Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders [section 2123(a)(6)].	Provide professional development for aspiring leaders, current assistant principals and principals as well as supervisors, coordinators and directors. Implement the Leadership Development Plan. Goal 3.4.1.1; Goal 3.6.1.2; Goal 3.6.1.1	\$10,152	\$2,030

3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals			
3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a)(4)].	Promote the retention of highly qualified teachers through mentoring and coaching initiatives and programs. Goal 3.3.3.2; Goal3.3.3.3; Goal 3.4.2.3 Goal3.3.3.1; Goal 3.4.2.1	\$24,740	
3.2 Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs. [section 2123(a)(5)].	Improve the quality of the teaching force through payment of test fees to teachers who take and pass the appropriate content area tests required to become highly qualified. Goal 3.5.1.3	\$22,674	
3.3 Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation [section 2123(a)(8)].	Offer MSDE-approved course work in reading (and other areas) that promotes completion of certification and highly qualified requirements. Goal 3.5.1.1	\$32,558	
TOTAL TITLE II-A FUNDING AMOUNTS		\$569,275 \$5,754 indirect	\$18193
			\$593,223

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

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

C. HIGHLY QUALIFIED TEACHERS

1. Given your school system's analysis of data on highly qualified teachers in core academic subjects, describe how these strategies and activities will directly contribute to attracting and retaining highly qualified teachers in core academic subjects at the elementary and secondary level.

St. Mary's County Public Schools is proud of its percentage of teachers that meet the highly qualified rating (97.6% of classes are taught by teachers who are highly qualified) but realize there is still work to be done. The Department of Instruction works closely with the Department of Human Resources to ensure that courses are provided to teachers to advance their highly qualified status, to ensure certification goals are met, and to ensure a high quality new teacher induction program. Content-specific professional development, offered as both in-service and credit-bearing coursework advances teachers' knowledge and skill level for their area. This ensures they maintain their certification, and that their content expertise increases relative to the Maryland College and Career Readiness Standards, thereby having a positive impact on student achievement, and advances teachers skills to be highly effective. Critical shortage stipends are offered for teachers in hard-to-staff areas, including mathematics, science, and special education. Further, funding is provided to reimburse staff for taking PRAXIS examinations for certification.

2. If applicable, describe how these strategies and activities will contribute to reducing the gap between high poverty schools and low poverty schools with respect to the percentage of core academic classes taught by highly qualified teachers.

The Department of Human Resources works closely with Title I schools and principals to ensure priority hiring of highly qualified teachers at Title I and high-need schools.

**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 regarding the names of participating private schools and the number of private school staff that will benefit from the Title II-A services.

Provided in attachment 6.

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 II-A services. Also, if your non-public schools did not respond to your initial invitation, please describe your follow-up procedures;

All non-public schools are invited to participate in collaborative meetings at semester meetings to offer technical assistance, funding information, and to dialogue about professional development needs. A follow-up letter indicating their level of funding is provided, and sent certified mail to those schools not in attendance. Each semester, an update of their expenses is provided with a reminder to non-public schools of the procedures for expending funds, and deadlines. Email reminders are also sent, and we are in phone contact throughout the year. Again, certified mail is sent to those who are not at these meetings.

- b) The basis for determining the professional development needs of private school teachers and other staff;

Non-public schools are invited to attend and participate in all professional development activities. Many non-public teachers participate in our continuing professional development courses for credit. When credit is issued, we provide a copy to the individuals at their school or home address.

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

Non-public schools are invited to attend and participate in all professional development activities. Many non-public teachers participate in our continuing professional development courses for credit. When credit is issued, we provide a copy to the individuals at their school or home address.

- d) The differences, if any, between the Title II-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 II-A services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title II-A services provided to public school children.)

Non-public school teachers may participate in any of our professional development courses. For those that are specific to our curriculum, we notify the individual of the content. Funding for activities in which non-public schools are allocated, the funding is provided on an equitable and per pupil basis.

E. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the MSDE Proposed Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in the Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or 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: (a) detail how the school system will use program funds to pay only reasonable and necessary direct administrative costs associated with the operation of the program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

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

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

Budget Narrative

Title II, Part A

PLEASE NOTE: MP Goal references may change based on update revisions.

The Title II, Part A Grant addresses preparing, training and recruiting high-quality teachers and principals. There are nine (9) potential allowable activities associated with this grant. St. Mary's County Public Schools will use the funding to implement eight (8) of the allowable activities.

Activity 1

Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals

Allowable Activity 1.1

Not implemented

Allowable Activity 1.2

In order to recruit highly qualified teachers, St. Mary's County Public Schools will pay a recruitment incentive/critical shortage stipend to new hires in areas of critical need (30 new hires at \$500 + FICA = \$16,200). The stipends will be paid by October 1, 2016 to those hired prior to September 1, 2016. Teachers hired later than September 1, 2016, will receive the stipend within two months of hiring. This is addressed in our Master Plan, (Goal 3.2.1.1)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Salaries and Wages (G)	Recruitment stipends for critical shortage areas				
	Allowable Activity 1.2	30 stipends x			
Grant Title II, Part A	Goal 3.2.1.1	\$500.00	\$15,000		\$15,000
Fixed Charges (H)		8% x			
Grant Title II, Part A	Fringes	\$15,000	\$1,200		\$1,200
1.2	TOTAL		\$16,200		\$16,200

Allowable Activity 1.3

In order to bring down our class size, particularly in the early grades, we have included 6 FTE positions in the grant. These positions will benefit 6 schools for 2016-2017. This is addressed in our Master Plan, Goal 3. A list of schools follows, each with one FTE (full time employee, teacher) provided for class-size reduction. (Goal 3.2.8.1) (\$382,135 includes fringes)

Location	Teacher	Annul Sal
Benjamin Banneker ES	1	47,250
L. M. Dent ES	2	47,250
Dynard ES	3	47,250
Greenview Knolls ES	4	47,250
Oakville ES	5	49,110
Piney Point ES	6	47,250
Total Salary		\$285,360
Total Benefits calculated based on actuals for individuals		\$96,775

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Regular Programs	Highly Qualified Teachers to reduce class size	6 FTE positions @ actual	\$285,360		\$285,360
Salaries and Wages (A)	Allowable Activity 1.3				
	Goal 3.2.8.1				
Grant Title II, Part A					
Fixed Charges	Total fringe benefits	actual	\$96,775		\$96,775
1.3	TOTAL		\$382,135		\$382,135

Activity 2 **Strategies and Activities to Improve the Quality of the Teaching Force**

Allowable Activity 2.1

We have targeted grant funding to providing professional development activities that improve the knowledge of teachers and principals in the content areas of literacy, math, STEM, and cross-disciplinary literacy. Professional development includes the area of assessing students, analyzing data and implementing interventions to improve instruction across content areas, particularly in alignment with the Maryland College and Career Ready Standards. These professional development activities are designed to help teachers to enhance proficiencies related to student achievement, thereby improving teacher effectiveness. Activities in 2.1 are ongoing throughout the 2016-2017 school year. Activities include both job-embedded professional development at the school site, as well as learning activities facilitated at the system level.

The focus for teachers will be in designing and delivering instruction aligned to the Maryland College and Career Readiness Standards shifts and cross-disciplinary

literacy, as well as: assessing students; analyzing data in teaching teams to identify root cause of the delay for each student; completing item analyses to determine alignment of formative and summative assessment measures; attending professional development in specific interventions identified to address specific student needs; and working to improve content knowledge in both core and non-core academic subject areas.

Professional Development will have a continued focus on the implementation of the Maryland College and Career Readiness Standards strategies for implementation of, designing and administering of and analyzing the results of formative assessments, then redesigning instruction for students who are not proficient. There is a critical emphasis on eliminating the achievement gap for students who are underperforming in the core academic areas.

Professional development activities are scheduled on system-wide professional development days, as well as in the summer and for evening sessions. There is \$16,800 in funding available to send 14 staff members to professional conferences to build their capacity to lead others in this training. Specifically, in preparation for the Maryland College and Career Readiness Standards, teacher attendance at content conferences such as Maryland's Common Ground Conference, the Maryland Assessment Group (MAG) conference, or Learning Forward Conference will provide substantial information in support of system-wide professional development. There is a conference approval process to be followed, and decisions will be based on needs determined by (a) school improvement goals and priorities, (b) curriculum implementation needs (e.g., to assist teachers and staff in the utilization of appropriate materials and resources in teaching the state curriculum); and (c) content-based professional development related to increasing teachers' knowledge and expertise for their content and maintaining high quality status. There is also \$1,000 available for system-wide professional development to provide materials such as chart paper, professional texts, printing, etc.

We have also included for the continued professional development of our Lead Teachers (Instructional Resource Teachers) who act as coaches in our elementary and middle schools. They have a day of professional development each month to build their capacity to lead the way in professional development at their schools. Materials for IRTs will include a book studies related to the role of IRT and focused on system needs and goals as well as materials for professional development at \$20 each (total \$900).

Finally, this activity includes \$2,500 for consultant services for a presenter for instructional leaders related to the system initiative addressing the academic needs of students in poverty.

(Goal 1.1.1.1; G1.1.3.6; G1.1.4.1; G1.6.1.1; G1.6.1.5; G1.8.1.2; G3.7.1.3; G3.7.1.1; G1.11.2.3; G1.4.1.3; G1.4.1.4)

The total allotment for allowable activity 2.1 for St. Mary's County Public Schools is \$21,200 to provide professional development to teachers, principals, and paraeducators.

We have allotted \$4,240 for our non-public schools in this category.

Non-public Schools include the following:

- The King's Christian Academy

- Little Flower School
- St. Michael's School
- St. John's School
- Father Andrew White SJ School
- St. Mary's Ryken High School
- Leonard Hall Jr. Naval Academy
- Mother Catherine Academy
- Starmaker Learning Center
- Victory Baptist

They identify their needs, target their dollars to activities similar to ours, and submit the bills through our department. They also are invited to attend our professional development, as appropriate.

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development	Conference Registration Fees and Travel				
Other					
	Allowable Activity 2.1				
Grant Title II, Part A		14 teachers x \$1200	\$16,800		\$16,800
Instructional Staff Development	Materials for Professional Days	2 System PD Days @ \$500/day			
Supplies and Materials	Allowable Activity 2.1				
Grant Title II, Part A			\$1,000		\$1,000
2.1	Enhance Content TOTAL		\$17,800	\$3,560	\$21,360
Supplies and Materials	Materials for IRT Leadership Training				
Grant Title II, Part A	Allowable Activity 2.1	45 IRTs x 20	\$900		\$900
Contracted services	Consultant Services- leadership presenter				
	Allowable activity 2.1				
Grant Title II, Part A		2500 contracted services	\$2,500		\$2,500
2.1	Lead Teacher Dev TOTAL		\$3,400	\$680	\$4,080
	2.1 TOTAL		\$21,200	\$4,240	\$25,440

Allowable Activity 2.2

We have focused the funding for this activity for job-embedded professional development and collaborative teams at each school. As a component of our Teacher Performance Assessment System (TPAS), including \$59,616 inclusive of salaries and fringes, in stipends to fund 3 hours for 800 participating teachers, which will be provided to schools based on their size, to promote effective collaborative teaming and to support the teams in working to improve instruction, share effective instructional practices, share student work, analyze data and work products, redesign the instruction based on that analysis and review all formative assessments and do the same. This year, teams at each school will create team action plans that have measureable goals, that reflect data discussions and target instruction to identified student need. These assessments also are included as part of our evaluation system including the evidence of student learning as a major component. As an in-kind cost, the master calendar for the school system includes four (4) early release days specifically for staff collaborative planning. (Goal 3.5.1.5) (\$59,616 including fringes)

We have allotted \$11,923 to the non-public schools in this component

(Total \$71,539 for 2.2)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
A. Salaries and Wages	School and system level collaborative Planning for instruction				
Grant Title II, Part A	Allowable Activity 2.2	Collaborative funding 800 teachers x \$23 x 3 hrs	\$55,200		\$55,200
Fixed Charges		8% x			
Grant Title II, Part A	Fringes	\$55,200	\$4,416		\$4,416
2.2	Job Embedded TOTAL		\$59,616	\$11,923	\$71,539

Allowable Activity 2.3

We have designed a professional development program for current administrators as well as aspiring leaders, current assistant principals, supervisors, coordinators and directors. We have focused \$10,152 (\$7,452 in stipends and fringes for teacher leaders, and \$2,700 in materials) to implement the Leadership Development Plan which includes training in looking at the school system goal of looking at "The Whole Child" while continuing to analyze data to make new instructional decisions based on the new knowledge. (Goal 3.4.1.1; G3.6.1.2; G3.6.1.1)

We have allotted the non-public schools \$2,030 in this component.

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development	Stipends for Professional Development - Teacher Leaders				
Salaries and Wages					
Grant Title II, Part A	Allowable Activity 2.3	50 teachers x \$23/hr x 6 hrs	\$6,900		\$6,900
Fixed Charges		8% x			
Grant Title II, Part A	Fringes	\$6,900	\$552		\$552
Supplies and Materials	Leadership Development				
Grant Title II, Part A	Allowable Activity 2.3	90 Administrators x \$30.00 study group book	\$2,700		\$2,700
2.3	TOTAL		\$10,152	\$2,030	\$12,182

Activity 3 **Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals**

Allowable Activity 3.1

We have targeted this funding to the promotion of highly-qualified teachers through mentoring and coaching initiatives and programs. These funds will also support the orientation activities for our newly hired teachers which take place in mid-August. There will be follow-up sessions throughout the year to support new teachers as well as activities to provide support to teachers in their second year as a part of the ongoing program. In addition, our high quality induction program, aligned with the COMAR regulations for new teacher induction, includes the implementation of model demonstration classrooms at each grade level and in each content area. Demonstration teachers provide assistance in lesson design, the first two weeks of lesson plans, and coaching throughout the year. This allowable activity also provides for the professional development of administrators as well as the capacity building opportunities for aspiring leaders. \$10,400 is provided (inclusive of stipends and fringes) to pay teachers for attending professional development seminars; an additional \$12,960 (salaries and fringes) is included for demonstration classrooms; and \$1,380 is allotted for professional development materials.

(Goal 3.3.3.2; G3.3.3.3; G3.4.2.3; G3.3.3.1; G3.4.2.1)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development	Stipends for Professional Development	90 teachers x			
Salaries and Wages	New Teacher Seminars	2 session x \$53.5			
Grant Title II, Part A	Allowable activity 3.1		\$9,630		\$9,630
Fixed Charges		8% x			
		\$9,630			
Grant Title II, Part A	Fringes		\$770		\$770
Instructional Staff Development	Stipends for Professional Development - Demo Teachers	20 teachers x			
Salaries and Wages		\$600			
Grant Title II, Part A	Allowable activity 3.1		\$12,000		\$12,000
Fixed Charges		8% x			
		\$12,000			
Grant Title II, Part A	Fringes		\$960		\$960
Materials					
	Allowable activity 3.1				
Grant Title II, Part A	Goal 3.4.2.1	60 administrators x \$23	\$1,380		\$1,380
3.1		TOTAL	\$24,740		\$24,740

Allowable Activity 3.2

Providing high quality professional development is an imperative, with particular focus on implementing programs and activities that are designed to improve the quality of the teaching force, inclusive of innovative professional development programs. In supporting these high quality programs we provide job-embedded learning for staff. The Common Ground conference provides extensive professional development for implementing high quality professional development. Funding in the amount of \$12,000 is allocated for up to 10 teacher leaders to attend to support conference attendance to bring back and facilitate innovative practices (10 teachers @ \$1200)

Each year, the Maryland State Department of Education (MSDE) will complete a report documenting the percentage of classes taught by teachers who have been identified as "highly qualified" as defined by NCLB. An additional yearly report will include the number of classes taught by "highly qualified" teachers in Title I schools. Non-

certificated paraeducators will also need to meet the standards identified by MSDE to be highly qualified. MSDE identified the *PRAXIS* tests (Educational Testing Service) that when successfully completed will complete the certification requirements for teachers and/or add an endorsement in an area that will enable them to be identified as highly qualified. Also, instructional paraeducators may pass the *ParaPro* test rather than complete the educational requirements of at least 2 years (or 48 credit hours) of undergraduate credit. In addition, for administrators to meet credentialing requirements and be considered highly qualified, they must pass the School Leaders Licensure Assessment (SLLA). We are providing reimbursement for required assessments for staff members who successfully pass the assessments to for certification and to be considered highly qualified. (Goal 3.5.1.3) (\$10,674)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development	Conference Registration Fees and Travel - Innovative Professional Dev	10 teachers x \$1200	\$12,000		\$12,000
Other					
	Allowable Activity 3.2				
Grant Title II, Part A					
Instructional Staff Dev	PRAXIS and test Reimbursement	3.2 \$355.8 x 30 teachers	\$10,674.00		\$10,674.00
Other	Allowable Activity				
Grant Title II, Part A					
		TOTAL	\$22,674		\$22,674

Allowable Activity 3.3

We address this activity by offering the MSDE-approved coursework in reading (and other areas) that promotes completion of certification and highly-qualified requirements. In meeting the certification and professional development needs of staff, state and local requirements, system and school goals, and the teacher evaluation system (aligned with the Maryland Teacher Evaluation Framework), courses will be provided for teachers and administrators. Instructors will be paid (\$27,864, including fringes) and materials and supplies (\$3,000) will be purchased to support the courses. In addition, \$2,342 in on-line professional development support will be provided (based on actual). (Goal 3.5.11)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Dev	Materials for PD -Coursework materials	15 courses @ \$200	\$3,000		\$3,000
Supplies and Materials	Allowable activity 3.3				
Grant Title II, Part A	Goal 3.5.1.3				
Instructional Staff Dev - Salaries and Wages	Stipends to teach Reading Courses for certification and HQ status	8 instructors x \$1,800	\$14,400		\$14,400
Grant Title II, Part A	Allowable activity 3.3				
Fixed Charges		8% x	\$1,152		\$1,152
Grant Title II, Part A	Fringes	\$14,400			
Instructional Staff Development	Stipends to teach other courses	6 instructors x \$1,800	\$10,800		\$10,800
Salaries and Wages	Allowable activity 3.3				
Grant Title II, Part A	Goal 3.3.3.2				
Fixed Charges		8% x	\$864		\$864
Grant Title II, Part A	Fringes	\$10,800			
Contracted services	Online and PD course support	\$2342 contracted services	\$2,342		\$2,342
	Allowable activity 3.3				
Grant Title II, Part A					
3.3		TOTAL	\$32,558		\$32,558

Throughout the Master Plan, each activity that has a budget requirement has a narrative page that is detailed. By referencing the goal, objective, strategy and activity number in the brief description box, you can find more detail regarding each allowable activity.

Total Above	\$569,275
Indirect Cost @.0097%	\$5,754
Non-public Cost	\$18,193
Total Grant	\$593,223

The total allotment for non-public schools is \$18,193.
The total Indirect Cost is \$5,754.

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

ORIGINAL GRANT BUDGET	593,223.00	AMENDED BUDGET #		REQUEST DATE	10/05/16
GRANT NAME	Improving Teacher Quality, Title II Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	119-17		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2016	TO	6/30/2018

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						9,112.00	9,112.00
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.	285,360.00						285,360.00
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						18,193.00	18,193.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	120,330.00	5,373.00	8,980.00	39,474.00			174,157.00
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				106,401.00			106,401.00
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	405,690.00	5,373.00	8,980.00	145,875.00	0.00	27,305.00	593,223.00

Finance Official Approval	<u>Leyla Mele</u>	<u>[Signature]</u>	10/05/2016	301-475-5511 X32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>J. Scott Smith</u>	<u>[Signature]</u>	10/13/16	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

FEDERAL GRANT APPLICATION



**Title III, Part A
English Language Acquisition, Language Enhancement,
and Academic Achievement**

FEDERAL GRANT APPLICATION
TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT

Local School System: **St. Mary's County** **Fiscal Year 2017**

***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 goal(s) detailed in the 2016 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Costs
1.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].			
1.2 Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	We will renew our current educational software (Imagine Learning) licenses to be used as supplemental instructional resources in order to increase ELs' reading and writing proficiency levels. 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	\$10,000	N/A

	<p>instructional needs for language and literacy of our ELs. This purchase includes licenses, implementation costs, training, support, and upgrades.</p> <p>Outcome: To increase ELs reading and writing proficiency levels. Timeline: September 2016 Goal: Supports Indicator 1 in the BTE Master Plan</p>		
1.3 Providing intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators [section 3115(d)(3)(B)].			
1.4 Improving the English language proficiency and academic achievement of ELs [section 3115(d)(5)].	<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 skills. We have various software programs that our EL students already have access to, including Imagine Learning. Imagine Learning is a language and literacy program, which creates individualized learning paths to help develop vocabulary, oral language, comprehension, and grammar skills. St. Mary's County Public Schools does not issue 1:1 devices. This purchase is supplemental.</p> <p>Outcome: To increase ELs reading and writing proficiency levels. Timeline: September 2016 Goal: Supports Indicator 1 in the BTE Master Plan</p>	\$14,770	N/A

**FEDERAL GRANT APPLICATION
TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT**

Local School System: St. Mary's County

Fiscal Year 2017

A. REQUIRED ACTIVITIES [SEC. 3115(c)] continued

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)].

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)].

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 goal(s) detailed in the 2016 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Costs
2.1 Providing for professional development designed to improve the instruction and assessment of ELs [section 3115(c)(2)(A)].	Membership/registration fees for conferences such as MDTESOL, TESOL, MELLFIN, WIDA, and the International Literacy Association 2017 Conference. These conferences are relevant as they offer PD sessions relating to teaching ELLs. Our county will be embracing 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. Teachers who attend will be expected to share information with grade	\$3,000	N/A

	<p>level/content teachers.</p> <p>Outcome: to increase teachers' knowledge of practices that support ELs in language and content development and ultimately to increase the literacy of our ELs. Surveys will be used to determine the effectiveness of the workshops and conferences.</p> <p>Timeline: School year 2016-2017</p> <p>Goal: Supports Indicators 1 and 2 in the BTE Master Plan</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>Provide professional development by having a presenter visit our county in order to provide training on the use of Universal Thinking Verbs. This training will target mainstream teachers of ELs and Instructional Resource teachers. Title III funds will be used to cover the presenter's fees and training materials.</p> <p>Outcome: to increase teachers' knowledge of practices that support ELs in language and content development. Surveys will be used to determine the effectiveness of the workshop.</p> <p>Timeline: October 2016</p> <p>Goal: Supports Indicator 1 in the BTE Master Plan</p> <p><i>Private schools will be invited to attend.</i></p>	\$1,500	N/A
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)].

--	--	--

FEDERAL GRANT APPLICATION
TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT

Local School System:

St. Mary's County

Fiscal Year 2017

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.)*

3. 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)].

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 goal(s) detailed in the 2015 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Costs
3.1 Providing programs to improve the English language skills of ELs [section 3115(d)(6)(A)].	Funds are used to pay interpreters: Language Line Interpreting service, and Schreiber Translation service. Outcome: These resources provide interpreting services to help schools support mathematics and literacy development for EL students and families. Timeline: School year 2016 – 2017 Goal: Supports Indicator 1 in the BTE Master Plan	\$4,000	N/A

<p>3.2 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)].</p>	<p>EL Parent Conference and Family Night (translated documents, refreshments). Opportunities provided for parent / teacher conferences.</p> <p>Outcome: Providing interpreting services to these events help parents understand their role as supporter of their child's mathematics and literacy development at home.</p> <p>Timeline: School year 2016-2017</p> <p>Goal: Supports Indicator 1 in the BTE Master Plan</p> <p>This activity also supports our 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.</p>	<p>\$250</p>	<p>N/A</p>
---	--	--------------	------------

4. Improving the instruction of ELs, which may include ELs with disability, and offering programs or courses designed to help ELs achieve success in postsecondary education [section 3115(d)(3)(7)(8)]

4.1 Providing to ELs tutorials and academic or career and technical education [section 3115(d)(3)(A)].

4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].

4.3 Providing for access to, and participation in, electronic networks for materials, training, and communication [section 3115(d)(7)(B)].

4.4 Incorporation of the resources described in subparagraphs 4.2 and 4.3 into curricula and programs [section 3115(d)(7)(C)].

4.5 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 carry out other activities that are consistent with the purpose of Title III, Part A, *Every Student Succeeds Act*. (Specify and describe below.) [section 3115(d)(9)]:

5.1 Carrying out other activities that are consistent with the purposes of this section [section 3115(d)(8)].

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.

6. Administrative Expenses		Public School Costs	Nonpublic Costs
6.1 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)].		325	N/A
TOTAL TITLE III-A (EL FUNDING) AMOUNT		\$33,848	

**FEDERAL GRANT APPLICATION
TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT**

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

***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.*

D. IMMIGRANT ACTIVITIES [SEC. 3115(e)]: Activities by agencies experiencing substantial increases in immigrant children and youth.

1. An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth [section 3115(e)(1)].

Immigrant 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 goal(s) detailed in the 2015 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Costs
1.1 Providing for family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children [section 3115(e)(1)(A)].			
1.2 Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth [section 3115(e)(1)(B)].			

1.3 Providing tutorials, mentoring, and academic or career counseling for immigrant children and youth [section 3115(e)(1)(C)].			
1.4 Identifying, developing and acquiring curricular materials, educational software, and technologies to be used in the program carried out with awarded funds [section 3115(e)(1)(D)].	<p>Purchase additional classroom reading materials for immigrant students-supplemental books and other readers (such as Scholastic Magazine) specifically tailored to the age and reading levels of the ELs.</p> <p>Outcome: These supplemental instructional materials are designed to provide additional literacy support to our newly arrived ELs, with the ultimate goal of increasing their reading, writing, speaking, and listening proficiency levels. Timeline: School year: 2016-2017 Goal: Supports Indicators 1 and 2 in the BTE Master Plan</p> <p>Purchase ELL Strategies Guide-Flip Charts for teachers of immigrant students</p> <p>Outcome: This additional teaching tool will give classroom teachers a practical, easy-to-use resource, which will equip them with instructional strategies to support the ELLs in their content area. The strategies contained in the flip charts will be helpful in increasing the literacy levels of their students. Timeline: School year: 2016-2017 Goal: Supports Indicators 1 and 2 in the BTE Master Plan</p>	<p>3,000</p> <p>1,800</p>	N/A

<p>1.5 Providing basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs [section 3115(e)(1)(E)].</p>			
<p>1.6 Providing other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the US, such as programs of introduction to the educational system and civics education [section 3115(e)(1)(F)].</p>			
<p>1.7 Providing activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services [section 3115(e)(1)(G)].</p>	<p>Purchase of materials (tutorial guides for HAC-Home Access Center; tutoring materials-notebooks and other supplemental materials of instruction; snacks) in order to provide after-school community services (tutoring) and activities coordinated with our local college for our ELs at the elementary schools.</p> <p>Outcome: These instructional services are designed to assist immigrant youth and their families with the ultimate goal of increasing the ELs' reading, writing, speaking, and listening proficiency levels.</p> <p>Timeline: School year: 2016-2017</p> <p>Goal: Supports Indicators 1 and 2 in the BTE Master Plan</p>	<p>\$517</p>	<p>N/A</p>

E. 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.

2. Administrative Expenses		Public School Costs	Nonpublic Costs
2.1 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)].		52	N/A
TOTAL TITLE III-A (IMMIGRANT FUNDING) AMOUNT		\$5,372.00	

F. 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 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 the teachers out to pre-assess the children in order to determine level of service to those students.

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

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 2015 – 2016 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 FEDERAL GRANT APPLICATION: TITLE III, PART A.**

G. 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 Federal Grant Application: 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.

H. 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

- I. **Attach** the signed required assurance page with the final submission.

Title III Budget Narrative: LEP (045)
SY 2016-17

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

Activity 1.2

203-205 - 02			Entered into 3 year contract with IL. \$10,000 for first year covers licenses for all level 1 and 2 ELs plus 2 trainings per year.	10,000		10,000
	03-Supplies & Materials	The purchase and renewal of of educational software licenses (Imagine Learning) for ELs with low ELP				
Fixed Charges		FICA				

Total: \$10,000

Activity 1.4

203-205 - 02		Ipads and covers	35 ipads X \$374 and 35 covers X \$48 each	14,770		14,770
	03-Supplies & Materials					
Fixed Charges		FICA				

Total: \$14,770

Activity 2.1

203-205 - 09		Staff-development-membership/registration fees or conferences & PD workshops (TESOL, MELLFIN, WIDA)	TESOL (3 teachers X \$500 ea)MELLFIN(5 ESOL teachers; 1 supervisor; 4 classroom teachers X \$50 ea)WIDA (2 ESOL teachers X \$500 ea)	3,000		3,000
	04-Other Charges					
Fixed Charges		FICA				

Total: \$3,000

Title III Budget Narrative: LEP

SY 2016-17

Activity 2.2

203-205 - 09		PD for ESOL teachers, administrators, Instructional Resource Teachers delivered by colleague from another LEA (mileage, room, meals)	Fees	1,500		1,500
	02-Contract Services					
Fixed Charges		FICA				

Total: \$1,500

Activity 3.1

214		Interpreters and Translation Services: Language Line Interpreting Service, Schreiber Translation	Lang Line \$2,000 Schreiber \$2,000	4,000		4,000
	02-Contract Services					
Fixed Charges		FICA				

Total: \$4,000

Activity 3.2

214		ELL Parent conference and Family Night	Refreshments \$150 Supplies \$103	253		253
	03-Supplies & Materials					
Fixed Charges		FICA				

Total: \$253

Activity 6.1

201 - 22		.97% Admin cost	33,520 X .97%	325		325
	08-Transfers					

Grand Total: \$33,848

Title III Budget Narrative: Immigrant

SY 2016-17

(042)

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

Activity 1.4

203-205 - 02		Additional reading materials for immigrant children and youth. Purchase ELL Strategies Guide-Flip Charts for teachers of immigrant students	40 ELs X \$75 each for reading materials; 50 teachers X \$36 each for flip charts	\$3000+\$1800		4,800
	03-Supplies & Materials					
Fixed Charges		FICA				

Total: \$4,800

Activity 1.7

214		Instructional materials for after school community services (tutoring) and activities coordinated with local college.	35 Els X \$14.75 each	517		517
	03-Supplies & Materials					
Fixed Charges		FICA				

Total: \$517

Activity 2.1

201 - 22		.97% admin cost	5,317 X .97%	52		52
	08-Transfers					

Grand Total: \$5,372



Phone: 301-475-5511 ext. 32133; Fax: 301-475-4229

St. Mary's County Public Schools

Division of Instruction

Department of Teaching, Learning, and Professional Development

23160 Moakley Street, Suite 101

Leonardtown, Maryland 20650

Dr. Jeffrey A. Maher

Chief Academic Officer

Memorandum of Understanding

To: Private School Representatives in St. Mary's County, Maryland
From: Wendy Tarr, Supervisor of Instruction-World Languages and ESOL
Date: October 30, 2015
Re: Provision of Title III Services

The St. Mary's County Public Schools (SMCPS) has consulted with private school officials and representatives of English Language Learners (ELLs) placed in private schools. The consultation included the identification process of and services provided to ELLs.

As a result of this consultation, it was decided that SMCPS will provide on-going professional development as well as curriculum materials to the private schools with ELLs.

We welcome your input in the decision-making process. Through the process of SMCPS' annual meeting with private school officials and representatives of ELLs in private schools, we have extended to you the opportunity to express your views regarding the provision of services. Please call me if you should have additional questions.

Signature

Principal:

Date:

Please return this signed memo to:

Wendy Tarr

wmtarr@smcps.org

Signature Page for: The Provision of Title III Services

Name, Title, School/Agency Representing

Name, Title, School/Agency Representing

Name, Title, School/Agency Representing

Name, Title, School/Agency Representing

Name, Title, School/Agency Representing

Name, Title, School/Agency Representing

Name, Title, School/Agency Representing

Name, Title, School/Agency Representing

Name, Title, School/Agency Representing

Annual Planning Meeting for Federally Funded Programs
BOE Room
Monday, October 12, 2015, 2:00 p.m. - 3:30 p.m.

Sign-In Sheet (Please Print)

Representative	School/Location	Phone
Wendy Farr	TLPID - Central office	301. 475.5511, ext. 32118
JH	CAO - SMCPS	132133
Susan McDonough	St. John's School	301-373-2142
Caitlin Keeton	Little Flower School	301-994-0404
Rick Wood	SMR	301 475-2814
Brad Chamberlain	SMR	
Melissa Charbonnet	Special Education SMCPS	
Lisa R. Hoffmeister	PRINCIPAL SMCPS	2409252939
Linda Mudgevski	Moran Catholic Academy	301-884-3165

Annual Planning Meeting for Federally Funded Programs
BOE Room
Monday, October 12, 2015, 2:00 p.m. - 3:30 p.m.

Sign-In Sheet (Please Print)

Representative	School/Location	Phone
Linda Maloney	Father Andrew White, Leonardtown	301-475-9795



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

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

Ms. Kelly Hall
Executive Director

Annual Planning Meeting for Federally Funded Programs

Monday, October 12, 2015
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 II, Part A Jeffrey Maher, Chief Academic Officer
Teaching, Learning, and Ext. 32133
Professional Development
jamaher@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 Melissa Charbonnet, Executive Director
Special Education/Student Services Ext. 32220
mbcharbonnet@smcps.org



St. Mary's County Public Schools

Title I Part A: Equitable Services for Private Students, Parents and Teachers

FACT SHEET

What is Title I?

Title I is part of the Elementary and Secondary Education Act, and is authorized under the **No Child Left Behind Act of 2001**. It provides federal funds to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on academic achievement standards and academic assessments.

In addition to serving public schools, Local School Systems offer Title I services to private school students living in Title I public school attendance areas that have significant needs for extra academic services. The amount of funding a Local School System may use to offer services is based on the proportion of school-aged children from low income families that live in the district's Title I public school attendance areas. However, poverty is not a criterion for receiving services.

Local School Systems provide services, but are not permitted to transfer money, supplies, or equipment to private schools.

Who Receives Title I Services?

To receive Title I services from St. Mary's County Public Schools, a private school student must:

- live in a St. Mary's County Title I Public School attendance area and,
- be in grades Prekindergarten through Grade 5 and,
- be failing, or be at risk of failing to meet the academic achievement standards of the private school they attend.

For the 2015-2016 school year, the following St. Mary's County Public Schools are designated as Title I Schools:

- **George Washington Carver Elementary**
- **Green Holly Elementary**
- **Lexington Park Elementary**
- **Park Hall Elementary**

Students that would have attended one of these schools could be eligible to receive services.

Services are also available to the parents and non-public/private school teachers of children who participate in the Title I program.



St. Mary's County Public Schools

What Types of Services Can Title I Provide?

For Participating Private School Students: Title I provides an instructional program that supplements and is coordinated with the instruction that the private school children are receiving in their regular classrooms. The Title I non-public teacher works with the school to coordinate the schedule.

For Parents of Participating Private School Students: Title I provides opportunities for parent involvement and parent education that will ultimately help children achieve high academic standards. Parents help decide what kinds of activities will be offered.

For Teachers of Participating Private School Students: Title I provides professional development opportunities on research-based reading and mathematics strategies to enhance instruction for Title I students.

How are Decisions Made?

- Each year, in the fall St. Mary's County Public Schools issues an invitation to State-approved private schools so their officials can learn about the Title I program. In late winter or early spring, with the schools interested in participating, we begin an ongoing consultation process to plan and deliver services to students who qualify to receive services. The first step in consultation is determining if the private school has students enrolled that may be eligible for services.
- After eligible private school children are identified and the services determined, parents are notified and decide if they want their child(ren) to participate in the Title I program

What is Consultation?

Consultation is a meaningful, ongoing discussion between St. Mary's County Public Schools and private school officials to identify eligible private school students and to develop, review, and evaluate the Title I services provided to eligible private school students, parents and teachers. Consultation meetings are scheduled throughout the school year. Feedback from parents and teachers of participating children is also encouraged.

21st Century Community Learning Centers Federal Programs Meeting October 12, 2015

The 21st Century Community Learning Center is an afterschool program funded by grants of federal funds administered by the Maryland State Department of Education.

Students from non-public schools in the attendance area of a 21st Century site are eligible to attend. To enroll, contact Mark Smith, Coordinator of Special Programs, St. Mary's County Public Schools, 301-475-0242, ext. 28125. Email mgsmith@smcps.org

The program, serving students who are not proficient in math or reading, focuses on closing the achievement gap by small group instruction, plus daily enrichment activities in these areas:

- Character and Leadership
- Health and Life Skills
- The Arts
- Sports and Fitness
- STEM

The program operates for 2.5 hours, five days per week, after school, serving 60 students per site, with transportation home. It is known as the 4-ACES at the following sites:

- George Washington Carver Elementary School
- Lexington Park Elementary School
- Spring Ridge Middle School
- Carver Recreation Center (operated by St. Mary's County Recreation and Parks)

At Park Hall Elementary School the program is known as Becoming Empowered Students Together (BEST).

At the high school level is the four day per week program, with a focus on the arts, known as the MyCrew@3:00, 21st Century Program.

The 21st Century Grant competition is open to public schools, private schools, and non-profit organizations who partner with a school that serves at least 40% economically disadvantaged students. The next request for proposals should be issued in February or March 2016 and is typically due in 60 days.

For more information, see the MSDE website: www.marylandpublicschools.org

Mid-Year Planning Meeting for Federally Funded Programs for 2016-2017
Thursday, February 11, 2016, 2:00 p.m. - 3:30 p.m.
Board of Education Room

Sign-In Sheet (Please Print)

Representative	School/Location	Phone
Mary Van Ryswick - Kindergarten Teacher	St. Michael's School	301 872-5454
Mark Smith	SMCP S	4301-475-8242
Brad Chamberlain	Saint Mary's Ryke	301-473-4188
Caitlin Keston	Little Flower	301-994-0404
Wendy Tarr	S Central Office	301. 475. 5511, ext. 32118
Denise Mandis	central office	301.475.5511 ext 32138
Jeff Melen	SMCP S	
Linda Maloney	Father Andrew White	301-475-9795

Mid-Year Planning Meeting for Federally Funded Programs for 2016-2017
Thursday, February 11, 2016, 2:00 p.m. - 3:30 p.m.
Board of Education Room

Sign-In Sheet (Please Print)

Representative	School/Location	Phone
Linda Miedzinski	Mother Catherine Academy	301 - 884 - 3165
Maureen Montgomery	BOE	301-475-5511
Martina L. Green	SMCPS / Title I	
Carol Weber	SMCPS / Title I	
Kelley M. Hare	SMCPS	301-475-5511 ext. 32136



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

St. Mary's County Public Schools

Division of Instruction

Department of Supplemental School Programs

23160 Moakley Street, Suite 103

Leonardtown, Maryland 20650

Ms. Kelly Hall

Executive Director

Mid-Year Planning Meeting for Federally Funded Programs for 2016-2017

Thursday, February 11, 2016

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 |
| • 21 st Century Community | Mark Smith, Coordinator
Special Programs (301-475-0242)
mgsmith@smcps.org | Ext. 28125 |
| • Title II, Part A | Jeffrey Maher, Chief Academic Officer
Teaching, Learning, and
Professional Development
jamaher@smcps.org | Ext. 32133 |
| • Title III/LEP | Wendy Tarr, Supervisor
World Languages and ESOL
wmtarr@smcps.org | Ext. 32118 |
| • Special Education | Susan Fowler, Acting Director
Special Education
sefowler@smcps.org | Ext. 32257 |



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

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

Ms. Kelly Hall
Executive Director

VERIFICATION OF COMPLIANCE ATTESTATION

I hereby attest that at the consultation Planning Meeting for Federally Funded Programs held on Thursday, February 11, 2016, 2:00 p.m., at the St. Mary's County Public Schools' Board Conference Room, I received the following Title I documentation and was made aware of whom to contact should I have questions.

- *Title I Participation Option Form*
- *Title I Part A: Equitable Services for Private Students, Parents and Teachers FACT Sheet*
- *Title I Services to Eligible Non-Public School Children*

Signature

Date

Print Name

Title

Location

Phone Number

Email Address

Please complete and submit this form at the end of the meeting.

Title I Non-Public Meeting: 01d Verification of Compliance Attestation

St. Mary's County Public School System does not discriminate on the basis of race, color, gender, age, national origin, marital status, sexual orientation, religion, or disability in matters affecting employment or providing access to programs.



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

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

Ms. Kelly Hall
Executive Director

Title I Participation Option Form

February 11, 2016

Dear Non-Public Principal:

Your completion and submittal of information being requested does not obligate your school to participate in the **2016-2017** Title I program. However, the data that is collected will help to establish funding benefits for those schools that do wish to participate. We appreciate your time and support in this effort.

Sincerely,

Kelly M. Hall
Executive Director of
Supplemental School Programs

Please check one:

- ☐ My school *is interested in participating* in the **2016-2017** school year Title I Program.
- ☐ My school *does not choose to participate* in the **2016-2017** school year Title I Program, but we are enclosing the information you have requested.

School Name: _____

Principal Name: _____

Principal Signature: _____

Return by April 29, 2016 to:

Kelly M. Hall
Executive Director of Supplemental School Programs
St. Mary's County Public Schools
23160 Moakley Street
Suite 103
Leonardtown, MD 20650

Title I: 01e Non-Public Participation Option Form

St. Mary's County Public School System does not discriminate on the basis of race, color, gender, age, national origin, marital status, sexual orientation, religion, or disability in matters affecting employment or providing access to programs.



St. Mary's County Public Schools

Title I Part A: Equitable Services for Private Students, Parents, and Teachers

FACT SHEET

What is Title I?

Title I is part of the Elementary and Secondary Education Act (ESEA), and is authorized under the ***Every Student Succeeds Act (ESSA) of 2015***. It provides federal funds to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on academic achievement standards and academic assessments.

In addition to serving public schools, Local School Systems offer Title I services to private school students living in Title I public school attendance areas that have significant needs for extra academic services. The amount of funding a Local School System may use to offer services is based on the proportion of school-aged children from low income families that live in the district's Title I public school attendance areas. However, poverty is not a criterion for receiving services.

Local School Systems provide services, but are not permitted to transfer money, supplies, or equipment to private schools.

Who Receives Title I Services?

To receive Title I services from St. Mary's County Public Schools, a private school student must:

- live in a St. Mary's County Title I Public School attendance area and,
- be in grades Prekindergarten through Grade 5 and,
- be failing, or be at risk of failing to meet the academic achievement standards of the private school they attend.

For the 2016-2017 school year, the following St. Mary's County Public Schools are designated as Title I schools:

- **George Washington Carver Elementary**
- **Green Holly Elementary**
- **Lexington Park Elementary**
- **Park Hall Elementary**

Students that would have attended one of these schools could be eligible to receive services.

Services are also available to the parents and non-public/private school teachers of children who participate in the Title I program.



St. Mary's County Public Schools

What Types of Services Can Title I Provide?

For Participating Private School Students: Title I provides an instructional program that supplements and is coordinated with the instruction that the private school children are receiving in their regular classrooms. The Title I non-public teacher works with the school to coordinate the schedule.

For Parents of Participating Private School Students: Title I provides opportunities for parent involvement and parent education that will ultimately help children achieve high academic standards. Parents help decide what kinds of activities will be offered.

For Teachers of Participating Private School Students: Title I provides professional development opportunities on research-based reading and mathematics strategies to enhance instruction for Title I students.

How are Decisions Made?

- Each year, St. Mary's County Public Schools issues an invitation to State-approved private schools so their officials can learn about the Title I program. With the schools interested in participating, we begin an ongoing consultation process to plan and deliver services to students who qualify to receive services. The first step in consultation is determining if the private school has students enrolled that may be eligible for services.
- After eligible private school children are identified and the services determined, parents are notified and decide if they want their child(ren) to participate in the Title I program

What is Consultation?

Consultation is a meaningful, ongoing discussion between St. Mary's County Public Schools and private school officials to identify eligible private school students and to develop, review, and evaluate the Title I services provided to eligible private school students, parents, and teachers. Consultation meetings are scheduled throughout the school year. Feedback from parents and teachers of participating children is also encouraged.



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

St. Mary's County Public Schools

Division of Instruction

Department of Supplemental School Programs

23160 Moakley Street, Suite 103

Leonardtown, Maryland 20650

Ms. Kelly Hall

Executive Director

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 2016-2017 Title I services will be collected for students who were enrolled in the non-public school on or before September 30, 2015.

Procedures for the 2016-2017 School Year

1. All non-public schools interested in participating in the Title I Program for the 2016-2017 school year should return the Title I Participation Option Form to Kelly Hall, Executive Director for Title I, by April 29, 2016.
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, 2016 (including students enrolled on or before September 30, 2015). 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 2016-2017 school year are: George Washington Carver, Green Holly, 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 19, 2016, 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, 2016; November, 2016; February, 2017, May, 2017.

Free and Reduced –Price Meal Benefit

School Year 2015-2016



Federal Income Eligibility Guidelines

Household Size	Year	Month	Week
1	\$21,775	\$1,815	\$419
2	29,471	2,456	567
3	37,167	3,098	715
4	44,863	3,739	863
5	52,559	4,380	1,011
6	60,255	5,022	1,159
7	67,951	5,663	1,307
8	75,647	6,304	1,455
For each additional family member add:	\$7,696	\$642	\$148

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

ORIGINAL GRANT BUDGET	33,848.00	AMENDED BUDGET #		REQUEST DATE	09/01/16
GRANT NAME	Title III, English Language Acquisition	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	045-17		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2016	9/30/2018	
		FROM	TO		


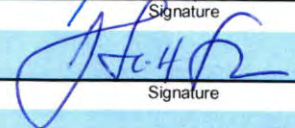
CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						325.00	325.00
Prog. 23 Centralized 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.			24,770.00				24,770.00
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.		1,500.00		3,000.00			4,500.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services		4,000.00	253.00				4,253.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	5,500.00	25,023.00	3,000.00	0.00	325.00	33,848.00

Finance Official Approval	<u>Leyla Mele</u>		9/01/2016	301-475-5511 X32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>J. Scott Smith</u>		9/26/16	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

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

ORIGINAL GRANT BUDGET	5,372.00	AMENDED BUDGET #		REQUEST DATE	09/20/16
GRANT NAME	Title III, English Language Acquisition, Immigrant	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	042-17		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2016	TO	9/30/2018

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						52.00	52.00
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.			4,800.00				4,800.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services			517.00				517.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	0.00	5,317.00	0.00	0.00	52.00	5,369.00

Finance Official Approval	Leyla Mele		9/20/2016	301-475-5511 X32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith		9/25/16	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

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)

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.

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) 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.

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 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)
- 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.

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 2013-2014 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

During the 2015-2016 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 2015-2016 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 2015-2016 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 2016-2017 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 begin the process of unpacking the new Maryland Fine Arts Standards and determine our next course of action for implementation. Our goal is to be in full 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 2015-2016 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.

During the 2015--2016 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.

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.

Adequate funding for all categories for fine arts was maintained in the 2016-2017 budget cycle.

(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.)

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:**

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. 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.

Goal #1, Objective #13, Strategy #2, Activities #1, 2, 3, and 4:

All-County Honor Music Groups have been expanded to include band, chorus, 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 2016-2017 school year.

Goal #1, Objective #13, Strategy #2, Activity #5:

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.
Goal #1, Objective #13, Strategy #2, Activity #6:
The theatre program was reviewed and appropriate funding was provided to accommodate program needs.
Goal #1, Objective #13, Strategy #2, Activity #7:
The Summer Fine Arts Enrichment Camp had approximately 50 campers at the elementary and middle school levels. After taking the 2015-2016 school year to develop a revised plan for our implementation of the Summer Fine Arts Enrichment Camp, the camp returned. Dance was not added, due to facility needs. Student scholarships were available for our FARM population.
Goal #1, Objective #13, Strategy #2, Activities #8, 9, 10, and 11:
Opportunities for students to form a partnership with community, local colleges, and governmental agencies increased, with no additional funding requirements.
Goal #1, Objective #13, Strategy #2, Activity #12:
Additional funding was provided from the Fine Arts Initiative Grant and from General Funds for curriculum mapping , alignment, and assessment development.
Goal #1, Objective #13, Strategy #2, Activities #13 and 14:
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.
Goal #1, Objective #13, Strategy #2, Activity #15:
The textbook adoption cycle was completed in 2007-2008. In 2009-2015, funding was provided from the general fund to accommodate any additional textbooks that were needed.
Goal #1, Objective #13, Strategy #2, Activity #16:
All transportation costs for related curricular activities were funded from the General Fund.

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 2015-2016 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 2016-2017 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 transition 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 the new unit and lesson planning frames developed to meet the instructional needs of our students and teachers based on observational data from the 2015-2016 school year. The unit/lesson planning formats will also introduce teachers to 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
2016-2017

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #1, 2, and 3	\$23 per hour x 506 hours	\$ 9,844		\$ 9,844
		(165 hours – AVPA)	\$ 3,795		
		(32 hours – ES ACH Jazz Band)	\$ 736		
		(30 hours – ES Solo and Ensemble)	\$ 690		
		(5 hours – ES All-County Honor Chorus)	\$ 115		
		(22 hours - Fine Arts Camp Collaborativ e Planning Meeting)	\$ 506		
		174 hours - Fine Arts Standards Professional Development (Summer PD))	\$ 4,002		
Fixed Charges	Fringe Benefits: SS	.08 % x \$9,844	\$ 788		\$ 788
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	Strategy #1, 2, 3,	Miscellaneous	\$ 300		\$ 300



St. Mary's County Public Schools
Budget Narrative
Fine Arts
2016-2017

Development Supplies	and 4	paper supplies			
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	\$ 2,380		\$ 2,380
Administration Business Support Services/Transfers	Indirect Costs	.97% x direct costs	\$ 148		\$ 148
	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	09/06/16
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	047-17		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	S	GRANT PERIOD	1-Jul-16	30-Sep-17	
		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						148.00	148.00
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.	1,357.00	690.00	2,380.00	1,275.00			5,702.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	8,487.00		300.00				8,787.00
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				788.00			788.00
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	9,844.00	690.00	2,680.00	2,063.00	0.00	148.00	15,425.00

Finance Official Approval	Leyla Mele		9-15-2016	301-475-5511 x32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith		9/20/16	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Additional Federal and State Reporting Requirements



Guidance for Completing the SY 2016-17 Victims of Violent Criminal Offenses (VVCOs) in Schools Report

AUTHORITY:

- **Section 9532 (Unsafe School Choice Option) of the No Child Left Behind Act of 2001; and**
- **Code of Maryland Regulations 13A.08.01.18-.20 (Unsafe School Transfer Policy).**
 - A. Each local school system shall allow a student attending a public elementary or secondary school to attend a safe public elementary or secondary school within the school system if the student:
 - (1) Attends a persistently dangerous public elementary or secondary school; or
 - (2) Is a victim of a violent criminal offense as defined in Criminal Law Article, §14-101, Annotated Code of Maryland:
 - (a) During the regular school day; or
 - (b) While attending a school sponsored event in or on the grounds of a public elementary or secondary school that the student attends.
 - B. The local school system shall effectuate a transfer pursuant to §A of this regulation in a timely manner following either the:
 - (1) Designation of a school as persistently dangerous; or
 - (2) Conviction of or adjudication of delinquency of the perpetrator of a violent criminal offense.
 - C. To the extent possible, the local school system shall allow a student to transfer to a school that is making adequate yearly progress and has not been identified as being in school improvement, corrective action, or restructuring.

NOTE 1: Show the number of offenses for which a perpetrator has been convicted or adjudicated, that occurred during the regular school day, or while attending a school-sponsored event in or on the grounds of a public elementary or secondary school that the student attends. (Convicted or adjudicated" means that the perpetrator has been convicted of, adjudicated delinquent of, pleads guilty or nolo contendere with respect to, or receives probation before judgment with respect to, a violent criminal offense).

NOTE 2: Show the total number of VVCOs who requested a transfer to another school after the perpetrator was convicted or adjudicated.

NOTE 3: Show the total number of VVCOs who did not request a transfer and were transferred prior to the conviction or adjudication of a perpetrator (**i.e. transferred in the interest of safety and/or good order and discipline**).

NOTE 4: Show the total number of VVCOs who were transferred to other schools.

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

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

LSS Point of Contact: Dr. Charles E. Ridgell, III

Telephone: 301-475-5511 extension 32198 Email: ceridgell@smcps.org

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.

**TRANSFER OF EDUCATIONAL RECORDS
CHILDREN IN STATE-SUPERVISED CARE
CERTIFICATION STATEMENT
2016 MASTER PLAN UPDATE**

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

Point of Contact: Dr. Charles E. Ridgell, III


Address: 23160 Moakley Street, Suite 104, Leonardtown, Maryland 20650

Telephone: 301-475-5511, ext. 32198

FAX: 301-475-2469

Email: ceridgell@smcps.org

I certify that the local school system is implementing the requirements for the transfer of educational records for children in State-supervised care in compliance with §8-501 - 8-506 of the Education Article, Annotated Code of Maryland, and Code of Maryland Regulations (COMAR) 13A.08.07.


Signature - Local Superintendent of Schools/Chief Executive Officer

10/10/12
Date

Please complete certification statement and submit as part of your 2016 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295

Fax: (410) 333-8148

Email: jmcginnis@msde.state.md.us

**REVIEW AND UPDATING STUDENT RECORDS
VERIFICATION STATEMENT
2016 Master Plan Update**

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

Point of Contact: Dr. Charles E. Ridgell, III

Address: 23160, Moakley Street, Suite 104, Leonardtown, Maryland 20650

Telephone: 301-475-5511, ext. 32198 **FAX:** 301-475-2469

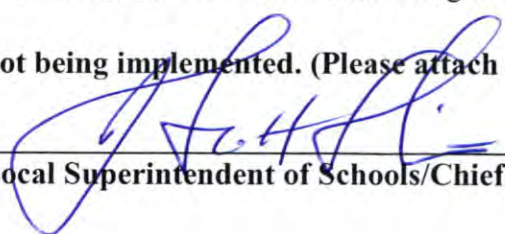
Email: ceridgell@smcps.org

I certify that the local school system is implementing the requirements for the Student Records regulation outlined in COMAR 13A.08.02.07 Review and Updating:

☒ **Are being implemented by evidence of local school and school system procedures that addresses the ongoing maintenance and accuracy of student records. These procedures include, but are not limited to:**

- Professional Development
- Ongoing review of student records
- Policies and Procedures addressing the maintenance of student records

☐ **Are not being implemented. (Please attach an explanation.)**



Signature - Local Superintendent of Schools/Chief Executive Officer

10/18/16

Date

Please complete certification statement and submit as part of your **2016 Master Plan Annual** update. If you have questions, please contact:

John McGinnis
Pupil Personnel and School Social Worker Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295

Fax: (410) 333-8148 Email: john.mcginis@maryland.gov