

St. Mary's County Public Schools

Bridge to Excellence Master Plan 2012 Annual Update

Part II

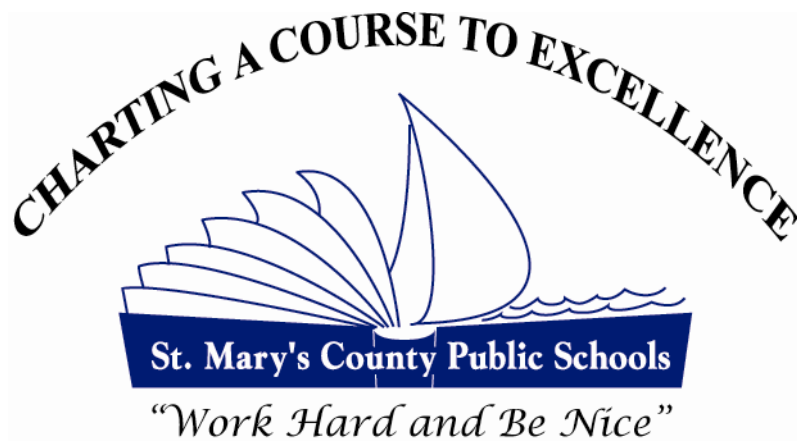


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**Bridge to Excellence Master Plan
2012 Annual Update**

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

Part 2: Attachments—Due: October 15, 2012

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

Address: 23160 Moakley Street, Leonardtown, Maryland 20650

Local Point of Contact:

Name: Mrs. Linda J. Dudderar, Assistant Superintendent of Instruction

Telephone: 301-475-5511 ext 108

E-Mail: ljdudderar@smcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2012 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Annual Update has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.



Signature (Local Superintendent of Schools)

10/15/12

Date



Signature (Local Point of Contact)

10.15.12

Date

**ATTACHMENT 4-A and B
SCHOOL LEVEL BUDGET SUMMARY
Fiscal Year 2013**

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

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed.

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 Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Other	Other	Total ESEA Funding by School
GW Carver Elem. (SW)	0805	80.89%	624,379.86						
Green Holly Elem. (SW)	0803	66.00%	439,378.42						
Lexington Park Elem. SW)	0804	60.39%	447,352.62						
Park Hall Elem. (SW)	0808	56.13%	526,297.20						
Ridge Elem.	0104	43.46%							
Spring Ridge Middle	0101	42.95%							
Dynard Elem.	0702	38.37%							
Greenview Knolls Elem.	0810	35.15%							

Great Mills High School	0801	32.27%							
Oakville Elem.	0602	30.21%							
Town Creek Elem.	0806	28.14%							
Hollywood Elem.	0604	28.02%							
Mechanicsville Elem.	0504	28.02%							
Piney Point Elem.	0201	27.27%							
Benjamin Banneker Elem.	0302	26.74%							
Esperanza Middle	0807	26.06%							
White Marsh Elem.	0503	25.91%							
Lettie Marshall Dent Elem.	0501	23.14%							
Margaret Brent Middle	0404	23.13%							
Leonardtown Elem.	0301	21.29%							
Leonardtown Middle	0305	18.97%							
Chopticon High	0303	17.61%							
Evergreen Elem.	0606	16.01%							
Chesapeake Public Charter (K-8)	0813	13.06%							

Leonardtown High	0306	12.68%							
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column N.)			2,037,408.10						
School System Administration (For Title I, Use Table 7-8 LINE 5)			199,520.66						
System-wide Programs and School System Support to Schools (For Title I, Use Table 7-8 LINE 13)			56,647.77						
Nonpublic Costs (For Title I, Use Table 7-10 LINE 7)			32,222.47						
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			2,325,799.00						

**ATTACHMENT 5-A
TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]
Fiscal Year 2013**

Local School System: _____

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 2013 Allocation	\$ Amount to be transferred <u>out of</u> each program	\$ 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 2013**

Local School System: _____

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 2013****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 services. *Use separate pages as necessary.*

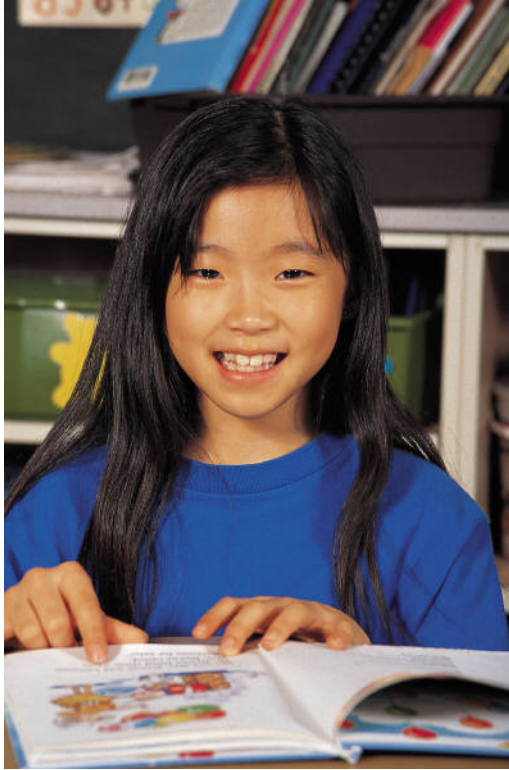
NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title III-A		Comments (Optional)	
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff		
Kings Christian Academy 20738 Point Lookout Rd. Callaway, MD 20620	Private School	16	16	16				Students taught by Highly Qualified Title I Teacher: Nancy Spinney at KCA.
	Public School							
	Neutral Site							
Little Flower School 20410 Point Lookout Rd. Great Mills, MD 20634	Private School	4	4	4				Students taught by Highly Qualified Title I teacher: Nancy Spinney at LFS.
	Public School							
	Neutral Site							

February 29, 2012

	Private School							
	Public School							
	Neutral Site							

February 29, 2012

Attachment 7



Title I, Part A Improving Basic Programs

LEA: St. Mary's County

Submission Date: 10/12/12

SY 2012-2013

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

Last fall, the U.S. Department of Education offered States the opportunity to request flexibility from certain requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), in exchange for rigorous and comprehensive plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to support the groundbreaking reforms already taking place in many States and districts that we believe hold promise for improving outcomes for students. The waivers that comprise ESEA flexibility were granted to Maryland pursuant to Secretary Duncan's authority in section 9401 of the ESEA. On May 29, 2012, the U.S. Department of Education approved Maryland's Flexibility Plan.

Maryland's Flexibility Plan includes a waiver of section 1116(b) (except (b)(13)), that required LEAs to identify schools for improvement, corrective action, and restructuring. As a result, all schools in your district that have not made AYP for two or more consecutive years under NCLB or Maryland's Differentiated Accountability System will no longer carry its school improvement label or be required to implement the requirements associated with its former improvement status which include Public School Choice, SES, 10% reservation for School PD, 10% reservation for LEA PD, and the 85% funding rule for schools in corrective action or restructuring .

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.

Priority Schools

Priority Schools are five percent of all Title I schools that are the lowest achieving on MSA. . These schools have not reached adequate performance standards in reading and mathematics for the "all students" subgroup, not just for low-performing subgroup populations. Schools or local education agencies have the option to use one of the USED approved "turnaround models" or they can develop their own measures to implement to improve the school. If schools choose to use their own model they must address a number of Turnaround principles including strong leadership, effective teachers and instruction, additional time for student learning, school instructional programs, a safe school environment, and family and community engagement.

Focus Schools

Focus Schools are ten percent of all Title I schools having the largest gap between the "all students" subgroup and the lowest performing subgroup or a Title I eligible high school with graduation rates 60% or lower. These schools are unique in that they do not require whole school reform measures, rather school interventions will focus on one or two subgroups that are low achieving and contribute to an increased achievement gap between other subgroups of students in the school. Maryland's focus schools will implement intervention plans mainly for students with disabilities or students who are second language learners with cultural barriers., Many of these students have unique challenges. Focus schools will be expected to collect and analyze data to identify problematic areas of instruction and learning. This will allow schools and LEAs to address the particular areas through professional development, parental involvement, instructional teams, and the development of other specialized strategies that they deem necessary.

Support for Priority Schools Not Receiving Title I 1003(g) SIG funds

MSDE expects the LEA to use all, or a portion of, the amount of Title I dollars that was previously required as a set aside for SES and Parent Choice (20% of its total allocation) to provide between \$50,000 and \$2 million per school per year for the next three years in order to implement a model or interventions sufficiently addresses the needs of its priority schools and students. [ESEA Flexibility Plan: Principle 2.D.iii] If LEAs with priority schools do not use the full 20% reservation for its priority schools, MSDE expects the LEA to use the remaining amount to support its Title I focus schools.

Support to Low Performing Title I Schools (priority, focus, and Title I schools that have not met all student progress targets (SPT)).

Local Discretion: An LEA with priority, focus or low performing Title I schools is highly encouraged to set aside district level Title I, Part A funds to support low performing 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]

Please be advised, MSDE will continue to provide guidance to LEAs as we begin the implementation of our new Flexibility Plan. If you have any questions, please contact Maria E. Lamb, Director, Program Improvement and Family Support Branch at mlamb@msde.state.md.us .

**ATTACHMENT 7 NARRATIVE: TITLE I, PART A – IMPROVING BASIC
PROGRAMS OPERATED BY LOCAL EDUCATIONAL
AGENCIES**

Local Educational Agency: <u>18-St. Mary's</u> Fiscal Year 2013
Title I Coordinator: <u>Kelly Hall</u>
Telephone: <u>301-475-5511 ext 136</u> E-mail: <u>kmhall@smcps.org</u>

I. TITLE I THEMES IN THE BRIDGE TO EXCELLENCE MASTER PLAN

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. HIGHLY QUALIFIED:

- 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 any 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 22, 2012.

- 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 is not highly qualified.

Parents of students who are taught for 4 or more consecutive weeks by a teacher who is not highly qualified are notified by letter from the Title I school's principal at the conclusion of the fourth week.

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

Kelly Hall, Executive Director of Elementary Schools and Title I

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

The Human Resources Office permits only Highly Qualified teachers candidates to interview for openings in any of the SMCPs schools including Title I schools. Both the Title I principals and Title I Director are provided with copies of the Highly Qualified certification status of all teachers assigned to Title I schools.

- e. Describe how the LEA ensure the Highly Qualified status of teachers assigned to Title I schools is maintained.

The principal of each school electronically submits the school Organizational Plan to the Executive Director of Elementary Schools and Title I a minimum of ten times throughout the school year. This report is cross referenced with the school system's electronic data base. The Organizational Plan report verifies staff assignment, 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 2012-2013. *Sample copies of the letters are attached (1a. and Attachment 2a). All Title I schools have access to TransAct Communications, 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 lunch forms, information, and immunization for school nurses, etc.*
3. Are all paraprofessionals in Title I schoolwide schools qualified?
_____ **x** _____ Yes _____ No _____ Not Applicable
4. Are all paraprofessionals paid with Title I funds in targeted assistance schools qualified? _____ Yes _____ No _____ **x** _____ Not Applicable

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. Describe how the system will assist schools in consolidating funds for schoolwide programs. 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 school wide plan are components of the SMCPs Bridge to Excellence Master Plan. Each School's Educator Effective Plan (revised School Improvement Plan) incorporates the alignment of federal, state, and local funds. By working with the Grants Accountant, and Title I 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 of Elementary Schools and Title I works collaboratively through the leadership within the Division of Instruction to braid and align programs and funding sources to maximize their effectiveness. Persons responsible: Kelly Hall, Executive Director of Elementary Schools and Title I and Leyla Mele, Grants Accountant.

- b. Describe the process to ensure that the 10 Components of a Schoolwide Program are part of the development, peer review, implementation, and monitoring of Schoolwide/School Improvement Plans.

All St. Mary's County schoolwide Title I schools use the newly revised Educator Effectiveness Plan template provided by MSDE. In addition, they submit an additional document that highlights the 10 components as an addendum and easily recognized as a significant portion of a Title I school's mandated Educator Effectiveness Plan. The 10 components are reviewed collaboratively by Title I school based staff during the peer review process. Monitoring of the 10 components is ongoing throughout the year by the Executive Director of Elementary Schools and Title I at Title I staff meetings and also at various school based meetings including the School Improvement Team.

- 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 peer review process includes identifying any missing or incomplete components. During follow up principal meetings with Title I principals and individual goal setting meetings in September, the areas of concern will be addressed, discussed, and resubmitted for posting to the school's website and internal data warehouse by the Executive Director of Elementary Schools and Title I. All plans are reviewed additionally by the Executive Director of Secondary Schools and Master Plan for completion.

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

The review and effectiveness of school wide programs is conducted quarterly by the Executive Director of Elementary Schools/Title I. Each site-based comprehensive Needs Assessment assures that instructional decisions are data driven. School wide Reform Strategies are consistent with SMCPs Master Plan and State standards. All Title I schools in St. Mary's County have 100% Highly Qualified teachers. High Quality & Ongoing Professional Development is closely monitored to align

with the needs assessment. Professional development activities are approved by the Executive Director of Teaching, Learning, and Professional Development and the Executive Director of Elementary Schools/Title I. Strategies to Attract High-Quality Teachers include maintaining low class sizes at all Title I school, as well as, providing additional funding for teacher supplies. 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 to three Title I schoolwide schools. At the fourth elementary school, the principal serves in the parent liaison capacity. The plans for assisting Children in Transition include the Kindergarten Roundup, fifth grade visits to the feeder pattern middle school, and the Fifth Grade Parent Information Night. All Title I schools have grade level Professional Learning Community (PLC) plans which align with the Educator Effectiveness 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 8:1.

- 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.

We have received the 21st Century Community Learning Center grant for the coming year that will support two title I elementary schools. Students from Lexington Park, and George Washington Carver Schools have 21st Century Community Learning Center after school programs in place. Park Hall Elementary School is scheduled to receive funding from the Local Management Board for an afterschool program. Green Holly Elementary School is planning their own after school intervention and enrichment program. All Title I Students were offered the opportunity to attend the summer Lunch and Learn Program at Lexington Park Elementary School and George Washington Carver Elementary School. After school tutoring for identified Homeless Students was provided at Lexington Park Elementary School during the 2011-2012 school year and will be expanded to include Lexington Park and George Washington Carver Elementary Schools during the coming school year. Persons Responsible: 21st Century Community Learning Center after school programs: Coordinator of Special Programs: Mark Smith. Supervisor of Food and Nutrition: Louis Jones, Judy Center Coordinator Wendy Binkley and Kelly Hall, Executive Director of Elementary Schools and Title I.

- f. In addition to the Title I Coordinator, identify other central office staff by name, title, and department responsible for monitoring the 10 components in schoolwide plans, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness.

In addition to the Executive Director of Elementary Schools/Title I, the following central office staff shares responsibility for monitoring the ten components, the effectiveness of school wide program implementation, fiduciary issues, and program effectiveness:

- *Components 1, Comprehensive Needs Assessment; Component 2, School wide Reform Strategies; Component 8, Teachers as Decision Makers; and Component 9, Timely Additional Assistance: Assistant Superintendent of Instruction: Linda Dudderar; Executive Director of Teaching, Learning, and Professional Development: Jeff Maher.*
- *Component 3, Highly Qualified Teachers; Component 5, Strategies to Attract Highly Qualified Teachers: Dale Farrell, Coordinating Supervisor of Human Resources.*
- *Component 4, High Quality Ongoing Professional Development: Executive Director of Teaching, Learning, and Professional Development: Jeff Maher.*
- *Component 7, Transitioning: Sharon Thorstensen: Supervisor of Early Childhood Programs.*
- *Component 6, Parent Involvement: Karyn Timmons, Sonya Mitchell-Bailey, Lisa McKay: Parent Liaisons*

Component 10, Coordination and integration of federal, state and local services: Leyla Mele: Grants Accountant. Title I School Principals: Wauchilue Adams, Kathy Norton, Annette Wood, Susan Fowler;

2. For LEAs with Priority Schools (which includes 1003g SIG funded schools) and/or Focus Schools:

Describe how the LEA will insure that the 10 components for schoolwide are integrated throughout the schools' models/plans.

As we receive the grant award with two identified Focus Schools (George Washington Carver and Park Hall Elementary) identified for the area of special education. Specific targeted interventions are planned, using the 10 Title I Components as guides, to develop and implement meaningful and actionable plans for improvement. These plans include targeted professional development, identified staff, and parent involvement personalized for the Focus schools and identified subgroup members. In addition, there will be monthly Technical Assistance Teams for the Focus schools, comprised of central office supervisors, content area experts and MSDE approved consultants, and representation from the Department of Teaching, Learning, and Professional Development and Special Education. The Focus plan and related progress as well as fidelity to the 10 Components will be monitored consistently through the Technical Assistance Team Process for GWCES and PHES when the Focus grant is awarded.

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 (with peer review), implementing, and monitoring targeted assistance requirements in targeted assistance school improvement plans.
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** the required components in targeted assistance plans, the effectiveness of the targeted assistance programs, and fiduciary issues. *N/A*
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 2012-2013 to a schoolwide program in 2013-2014, the LEA must submit a formal letter to Maria E. Lamb, Program Improvement and Family Support Director, informing MSDE of its intent.**

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

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: ____
_On or before June 15, 2012

- b. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan.

Each Title I school invites all parents to an annual meeting to seek input to revise and update the LSS Parent Involvement Plan and that school's Parent Involvement Plan. The review of the SMCPSS Title I Parent Involvement Plan took place on or before June 15, 2012 for the 2012-2013 school year which was the student's last day. Parent involvement surveys are also conducted at each Title I school. 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.

- 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 Executive Director of Elementary Schools/Title I for every Title I school family. They are distributed to students during the first week of the school year. The system-level Parent Involvement 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 SMCPSS Title I web site.

2. DOCUMENTATION: Attach a copy of the LEA's most current distributed Parent Involvement Policy/Plan. Discuss and explain any changes that have been made since the last Master Plan submission.

Attachment 3: St. Mary's County Public Schools Title I Parent Involvement Policy. The SMCPSS Parent Involvement Plan has been revised to become a more meaningful and coherent document based on the guidance and directives of MSDE. A parent involvement training session was conducted on May 24th and July 19th with Title I Staff related to Parent Involvement participating.

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 Policy with their Educator Effectiveness 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 Title I Executive Director has the responsibility of ensuring that the school Parent Involvement Policy is aligned with the system-level Parent Involvement Policy.

- 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 who assists with this process and conducts workshops for parents and facilitates the school level parent involvement plan. 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 of Elementary Schools/Title I 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.

All Title I school Parent Liaisons 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 Elementary Schools/Title I prior to the first day of school each year.

- 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 who assists with this process and conducts workshops for parents throughout the year to assist them with helping their children at home.

5. Monitoring Parent Involvement

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

Monthly Title I Principal Meetings provide an opportunity for regular review and monitoring of all NCLB requirements, including parent involvement. All Title I schools maintain a Parent Involvement Notebook which includes documentation (sign-ins, agendas, notes, and evaluations) of all parent involvement training sessions, School Improvement Team meeting, and Parent Student Teacher Association 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 Director of Elementary Schools/Title I, monitor parent involvement:

- *Karyn Timmons: Parent Liaison, Lexington Park Elementary School*
- *Lisa McCoy: Parent Liaison, G.W. Carver Elementary School*
- *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.

The required reservation of 1% of the SMCPs Title I, Part A grant is set aside for Parent Involvement. SMCPs determines the 95% required reservation which is then divided by the total number of children from low-income families in all Title I schools to determine the Parent Involvement per pupil allocation (PPA). The Parent Involvement allocation for each Title I school is then determined by multiplying the PPA by the total number of low-income students in each Title I school.

- 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 Team, community meetings, and Open House events and 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 each year. The proposed budget from each school was submitted to the Title I office on July 19, 2012. All documentation is maintained at each school in the Title I Program notebook which is reviewed during the annual Title I Program Review.

c. Does the LEA reserve more than 1% of its total allocation for parent involvement? x Yes No

d. If yes, describe *how* these additional funds are used.

All parent involvement reservations are distributed equitably in rank order to the Title I schools.

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 (Summer and Winter) hosted by St. Mary's County Public School System federal grant administrators. At the Winter 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 SMC private schools and are to be returned to the Title I office in late March/early April of each year indicating the private school's intent to participate in the Title I program for the following school year.

3. **DESCRIBE** the LEA's process of ongoing consultation with private school officials to provide equitable participation to students in private schools.

SMCPS Memorandum of Understanding describes in detail the following manner and extent of consultation with officials of private schools:

- *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.*

The consultation agreement was signed on in June 2012. In August, 2012, the Executive Director of Elementary Schools/Title I met with each participating private school principal to review services for the 2012-2013 school year. Additional quarterly meetings are scheduled for November, 2012; February, 2012; and May, 2012, with

The SMCPs Executive Director of Elementary Schools and Title I 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 of Elementary Schools/Title I conduct a formal observation of the highly qualified teacher providing tutoring services. At the end of each school year, the Executive Director of Elementary Schools/Title I 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 2012-2013 school years.”

Special Note: If an LEA is skipping schools, equitable services must still be calculated with Title I funds and reported on the Title I allocation worksheet.

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

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

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

PUBLIC SCHOOLS:

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

	A.	Free Lunch
X	B.	Free and Reduced Lunch
	C.	Temporary Assistance for Needy Families (TANF)
	D.	Census Poor (Children ages 5-17 based on 2000 Census Data)
	E.	Children eligible to receive medical assistance under the Medicaid program
	F.	A composite of any of the above measures (explain): _____ A weighted process has been used as follows: _____ An unduplicated count has been verified.

PRIVATE SCHOOLS:

A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. **According to Title I Guidance B-4, if available, an LEA should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data.**

CHECK (all that apply) the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)

	A.	Use FARMS to identify low-income students;
	B.	Use the same poverty data the LEA uses to count public school children;
X	C.	Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify;
	D.	Extrapolate data from the survey based on a representative sample if complete actual data are unavailable
	E.	Use comparable poverty data from a different source, such as scholarship applications;
	F.	Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area; (proportionality) or
	G.	Use an equated measure of low-income correlated with the measure of low-income used to count public school children.

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

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

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

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.
2. After schools have been ranked by poverty, the school system must serve 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.

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

☐

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. Complete Table 7-3.**

☒

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

☐

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%. **Complete Tables 7-3.**

☐

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

☐

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

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.

NOTE: 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. The SEA 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.)**

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, 2011 to complete this table along with the September 30, 2011 enrollment data.**

Beginning in SY 2007-2008 Pre-K should be included in these numbers.

5286 Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2011)	÷	17449 Total LEA Student Enrollment (September 30, 2011)	=	30.29% 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__)	3122	÷	8532	36.59%
Middle (__6-8__)	1016	÷	3697	27.48%
High (__9-12__)	1148	÷	5220	21.99%

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

2,325,811 Local Educational Agency Title I-A Allocation (Taken from Table 7-10) (Should match # on C-1-25)	÷	5,286+20=5,306 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.)	=	\$ 438.34 Per Pupil Amount
---	---	--	---	--------------------------------------

Per-Pupil Amount \$ 438.34 X 1.25 = Minimum Per Pupil Allocation \$ 547.925

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.

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

Table 7-6.1 CONTINUED ELIGIBILITY

Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year. **LIST** below any school(s) that the school system will grandfather for one additional year. **Schools must be served in rank order.**

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

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. The SEA 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.

Name of Priority High School	MSDE ID Number

Table 7-7 TITLE I SKIPPED SCHOOLS

LEA must have prior approval from the Title I Director to skip schools. Request must be in writing annually.

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 :

N/A

Note: The completed 2012-2013 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet **must** be submitted with the Attachment 7 submission.

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 bulleted, budget description that explains how the reserved Title I funds will be used to support each activity. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-8.**

Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION¹

Total Title I 2012-2013 Allocation		\$ <u>2,325,799</u> (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)
	1 District-wide Title I Instructional Program(s) Reservation, 34CFR Sec. 200.64, <i>and</i> District-wide Professional Development <i>(Not to include required PD for low performing schools)</i> 34 CFR Sec.200.60, Sec. 9101(34) of ESEA	0.00	
	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 expenditure)	23,262.34	
	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.	No Longer Applicable, due to NCLB Highly Qualified Deadline.	
	4 TOTAL reservations requiring equitable services. Lines1 & 2 (Present this number in Table 7-10 LINE 2.)	23,262.34	

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 2012 ESEA Flexibility Plan.**

Reservations Not Requiring Equitable Services	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.)	199,520.66	Indirect , Admin Salaries - .5fte Exec Dir, .5 fte Secretary, mileage, office supplies, conferences, overtime salaries, clerical salaries, assistant salaries, fixed charges for all salaries. See budget narrative detail for specific dollar amounts for each.
	6	Support for Priority Schools Not Receiving Title I 1003(g) SIG funds MSDE expects the LEA to use all, or a portion of, the amount of Title I dollars that was previously required as a set aside for SES and Parent Choice (20% of its total allocation) to provide between \$50,000 and \$2 million per school per year for the next three years in order to implement a model or interventions sufficiently addresses the needs of its priority schools and students. [ESEA Flexibility Plan: Principle 2.D.iii] If an LEA does not use the full 20% reservation for its priority schools, MSDE expects the LEA to use the remaining amount to support its Title I focus schools. Complete line item #7 of Table 7-8. [ESEA Flexibility Plan: Principle 2.E.iii]	0.00	20% of LEA allocation = _____ List the Amount Per Priority School
	7	Support for Focus Schools in LEAs Serving Priority Schools Note: This line item will only be completed by LEAs that meet the requirement of line item #6.	0.00	List the Amount Per Focus School Focus grant status pending

	8	Support to Low Performing Title I Schools (priority, focus, and Title I schools that have not met all AMOs) <p>a. Optional: An LEA with priority, focus or low performing Title I schools is highly encouraged to set aside district level Title I, Part A funds to support low performing 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>b. Optional: Continued Public School Choice transportation for students who are attending their choice receiving schools until the end of the grade span offered.</p>	0.00	Park Hall and George Washington Carver Elementary Schools have been identified as Focus Schools for the achievement gap in the area of special education. Both schools have, however, met their AMO's in each subgroup for the 2011-2012 school year. Although additional Part A funds are not being specified for the Focus schools; current school allocations are being redirected to further support and extend the academic initiatives in place at PHES and GWCES. This redirection is in combination with the Focus 1003 Grant funding.
	9	Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA Must reserve funds if N & D programs exist.	0.00	
	10	Services for Homeless Children (must) Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3. Note: Please include a description of how the funds and service plan is coordinated with the McKinney Vento Homeless Education Act funds.	33,385.43	1.4354% Homeless tutoring services at GWCES and LPES in collaboration with Three Oaks Shelter \$20,373.80. Clothing, shoes, school supplies, food, parent involvement \$13,011.63. Serving a fluctuating range of approximately 140-200 students.
	11	Total Reservations Not requiring Equitable Services, lines 5-11 (Use this number in Table 7-10 LINE 4.)	232,906.09	
	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.)	56,647.77	Total Non-Equitable LINE 11 \$ <u>232,906.09</u> Plus Equitable Reservations LINE 4 \$ <u>23,262.34</u> Equals \$ <u>256,168.43</u> Minus Administration – LINE 5 \$ <u>199,520.66</u> Equal: \$ <u>56,647.77</u>

B. BUDGET INFORMATION

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.

<u>District-wide Instructional Program(s) Reservation and District Professional Development</u>				
<u>20</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.)	÷	<u>(1,424+20)= 1,444</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 numbers reported in the Title I Allocation Worksheet.)	=	<u>.014</u> Proportion of reservation
<u>.014</u> Proportion of reservation	x	<u>0</u> reservation (Use # from Table 7-8, Line 1)	=	<u>0.00</u> Proportional monies available for equitable services to private school participants
<u>Parental Involvement Reservation</u>				
<u>20</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.)	÷	<u>1,444</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 numbers reported in the Title I Allocation Worksheet.)	=	<u>.014</u> Proportion of reservation
<u>.014</u> Proportion of reservation	x	<u>23,262.34</u> reservation (Use # from Table 7-8, Line 2)	=	<u>325.67</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 ADD to Table 7-10 LINE 3)				
			Total \$	<u>325.67</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)	-----	2,325,799.00
2	Total reservations requiring equitable services. (Present final figure in Table 7-8, LINE 4)	minus	23,262.34
3.	Equitable share Total reported in Table 7-9 (Present this number in Attachment 4-A Private School Equitable Share)	minus	325.67
4.	Total Reservations not requiring Equitable Services (Use number presented in Table 7-8 LINE 11.)	minus	232,906.09
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	2,069,304.90
6.	Total PPA Allocation (set aside for instructional services) for eligible private school children. This total comes from the Title I Allocation Worksheet.	----	31,896.80
7.	Total Nonpublic Cost equals line 6 plus line 3 (Present this number in Attachment 4-A Nonpublic Cost.)	----	32,222.47

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, 2011 - September 30, 2012). **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 2011-2012 allocation: \$ **2,348,658**

2. The estimated amount of Title I funds the school system will carryover:
\$269,442.22

3. **Explain why this Carryover may occur.**
This is based on entries to the accounting system as of 8-04-12, and does not include estimates for spending between now and 9/30/12. Business Support (Indirect) still needs to be calculated which will reduce the carry over figure. An amendment is also being planned to reallocate funds. Based on the timing of when the amendment is approved, it could impact the spending as of 9/30/12.

4. The estimated percentage of carryover Title I funds as of **September 30, 2012** 11.5% **(THIS IS A PROJECTION.)**

5. Within the past 3 years, has the system been granted a waiver? Yes **X** No Year

LEAs with more than 15% projected carryover must contact their MSDE point of contact for further instructions.

III. BUDGET INFORMATION- SUBMIT THIS INFORMATION AFTER SECTION II

PROPOSED BUDGET FORM AND NARRATIVE FOR SY 2012-2013

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 of this submission.

Title I Excel Worksheet
Title I Schools in SY 2011-2012 removed from Title I in SY 2012-2013
Highly Qualified Notifications
Parent Involvement
Targeted Assistance Selection Criteria
Equitable Services to Private School Documentation
Skipped Schools Addendum and Allocation Worksheet
Signed Assurance Page
Signed C-1-25
Detailed 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

Attachment 6A & B: Nonpublic School Information for ESEA Programs SY 2012-2013

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Allegany	Cash Valley ES	240003001338	A*		
	Flintstone ES	240003000014	A*		
Anne Arundel	Georgetown East ES	240006000073			F
	Marley ES	240006000093	A		
Baltimore City	Augusta Fells Savage Institute Of Visual Arts	240009001387		E	
	Baltimore Civitas	240009001666		C	
	Baltimore Freedom Academy	240009001560		C	
	Baltimore IT Academy	240009000174		E	
	Baltimore Rising Star Academy	240009001664		C	
	Booker T. Washington MS	240009000160		E	
	Calverton Elem/ MS	240009000164		E	
	Charles Carroll Barrister ES	240009000153	B		
	Cherry Hill ES/MS	240009000171		E	
	Coldstream Park ES	240009000178	B		
	Commodore John Rogers	240009000180		E	
	Dallas F. Nicholas Sr. Elementary				F
	Dr. Carter Godwin Woodson PreK	240009000167	B		
	Empowerment Academy	240009001558	A		
	Francis Scott Key ES/MS	240009000205			F
	Frederick Douglass High	240009000209		E	
	Garrison MS	240009000228		E	
	Glenmount ES/MS	240009000222			F
	Graceland Park/O'Donnel Heights ES	240009000224			F
	Hampstead Hill Academy	240009000234			F
	Hazelwood ES/MS	240009000241			F
	Highlandtown ES	240009000243			F

	#215				
	Inner Harbor East Academy	240009001528	B		
	Langston Hughes ES	240009000266			F
	Margaret Brent ES	240009000276			F
	Mary Ann Winterling ES At Bentalou	240009000158	A**		
	Benjamin Franklin High School @ Masonville Cove	240009000157		E	
	Moravia Park	240009000282			F
	Northeast MS	240009000289			F
	Patapsco ES/MS	240009000296		C	
	Robert W. Coleman	240009000303			F
	Southwest Baltimore Charter School	240009001527			F
	Steuart Hill Academic Academy	240009000319		C	
	The Crossroads School	240009001291	B		
	Westport Academy	240009000331	B		
	William C. March MS	240051001568		E	
Baltimore County	Berkshire ES	240012000349	A*		
	Chadwick ES	240012000357	A*		
	Deer Park ES	240012000371	A		
	Dogwood ES	240012002945	A**		
	Featherbed Lane ES	240012000385			F
	Powhatan ES	240012000455	A*		
	Randallstown ES	240012000457	A		
	Riverview Elementary	240012000464			F
	Sandy Plains ES	240012000470			F
	Sussex Elementary	240012000482	B		
	Winfield ES	240012000498			F
Carroll	Robert Moton ES	240021000544			F
Charles	C. Paul Barnhart ES	240027000380			F
	Dr. Samuel A. Mudd ES	240027000585			F
	Mt Hope/Nanjemoy ES	240027001492			F
Dorchester	Choptank ES	240030000841			F
Garrett	Crellin ES	240036000665	A*		

Harford	William Paca/Old Post Road ES	240039000716			F
Howard	Bryant Woods ES	240042000720			F
	Guilford ES	240042000733			F
	Laurel Woods ES	240042000761			F
	Swansfield ES	240042000755			F
Kent	Kent County MS	240045000766			F
Montgomery	Brookhaven ES	240048000789			F
	Kemp Mill ES	240048000858			F
Prince George's	Adelphi ES	240051000965	A**		
	Andrew Jackson Academy	240051001683			F
	Benjamin Stoddert MS	240051001464		E	
	Carrollton ES	240051001000			F
	Charles Carroll MS	240051001004			F
	Concord ES	240051001013	A**		
	Drew Freeman MS	240051001034		E	
	G. James Gholson MS	240051001211		E	
	Gaywood ES	240051001041			F
	Lewisdale ES	240051001093	A**		
	Oxon Hill MS	240051001471		E	
	Robert Frost ES	240051001142	A**		
	Robert R. Gray ES	240051001183	B		
	Seat Pleasant ES	240051001155	A**		
	Thomas Johnson MS	240051001175		E	
	Thurgood Marshall MS	240051001465		E	
	William Wirt MS	240051001186			F
Somerset	Greenwood ES	240057001373	A*		
St. Mary's	George Washington Carver ES	240060001483			F
	Park Hall ES	240060001234			F
Talbot	Easton ES	240063001244			F
Washington	Eastern ES	240066000418			F
Wicomico	Prince Street School	240069001314			F
	West Salisbury Elementary	240069001322	A*		
Worcester	Buckingham ES	240072001325	A*		
	Pocomoke ES	240072001328	A**		
	Snow Hill ES	240072001332	A*		

Total # of Reward Schools: 30
Total # of Priority Schools: 21
Total # of Title I schools in the State: 412
Total # of Title I-participating high schools in the State with graduation rates less than 60%: 0

Key

Reward School Criteria:

- A.** Highest-performing school (See definition below)
- B.** High-progress school (See definition below)

Highest Performing Title I Reward Schools- A (4)

1. Title I School making AYP or AMOs for the "all students" group and all subgroups
2. Highest absolute performance over 2 years for the "all students" group and for all subgroups
3. If applicable be among Title I high schools with graduation rates greater than 60%
4. Not have significant achievement gaps across subgroups that are not closing

Distinguished Highest Performing Title I Reward Schools - A*(10)

1. Title I School making AYP or AMOs for the "all students" group and all subgroups
2. Highest absolute performance over 2 years for the "all students" group and for all subgroups
3. If applicable be among Title I high schools with graduation rates greater than 60%
4. Not have significant achievement gaps across subgroups that are not closing
5. Be among the top ten percent of Title I schools in the State in improving the performance of the "all students" group over 5 years or be among the Title I high schools in the state making the most progress in increasing graduation rates.

Superlative Highest Performing Title I Reward Schools -A** (8)

1. Title I School making AYP or AMOs for the "all students" group and all subgroups
2. Highest absolute performance over 2 years for the "all students" group and for all subgroups
3. If applicable be among Title I high schools with graduation rates greater than 60%
4. Not have significant achievement gaps across subgroups that are not closing
5. Be among the top ten percent of Title I schools in the State in improving the performance of the "all students" group by at least 18 percentage points over 5 years or be among the Title I high schools in the state making the most progress in increasing graduation rates.
6. Have a FARMs rate of 50% or higher.

High Progress Title I Schools-B (8)

1. Title I school among the top 10% of Title I schools in the State in improving the performance of the "all students" group over 5 years.
 2. A Title I high school making the most progress in increasing graduation rates.
 3. No significant achievement gaps across subgroups that are not closing.
- Note: In Maryland, Increased gap closure by 18% points or more

Priority School Criteria:

- C.** Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group
- D-1.** Title I-participating high school with graduation rate less than 60% over a number of years
- D-2.** Title I-eligible high school with graduation rate less than 60% over a number of years
- E.** Tier I or Tier II SIG school implementing a school intervention model

Focus School Criteria:

- F.** Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate
- G.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate
- H.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

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

2012-2013

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Attachment 6: Private School Memorandum of Understanding

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DR. MICHAEL J. MARTIRANO
Superintendent of Schools

St. Mary's County Public Schools Division of Instruction

Mrs. Kelly M. Hall
**Executive Director of Elementary Schools
& Title I**
23160 Moakley Street
Leonardtown, Maryland 20650
Phone: 301-475-5511, ext. 136
Fax: 301-475-4254

Board of Education
Dr. Salvatore L. Raspa, Chairman
Mrs. Marilyn A. Crosby, Vice Chairman
Mrs. Cathy Allen
Mr. William Brooke Matthews
Mrs. Mary M. Washington
Ms. Shannon Demehri, Student Member
Dr. Michael J. Martirano, Secretary/Treasurer

Attachment 1

August 22, 2012

Dear Parent:

In compliance with the "*No Child Left Behind*" Act of 2001, 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,

Michael J. Martirano, Ed.D.
Superintendent of Schools

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 paraprofessional 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 paraprofessional 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 paraprofessional 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 paraprofessional 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 paraprofessional 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 paraprofessional 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 #	

(Date: School Year 12-13)

Dear Parent or Guardian:

The “*No Child Left Behind Act* of 2001,” requires 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 time, your child’s teacher, **(provide name of HQ teacher and reason for absence of HQ teacher)**. Your child is currently being instructed by **(provide name of non-HQ teacher 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 additional 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
Coordinating Supervisor of Human Resources
Executive Director of Elementary Schools/Title I

SpanishAnnual Parent Notice: Right to
Request Teacher Qualifications

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	

Attachment 3

St. Mary's County Public Schools
Title I
Parent Involvement Plan
2012-2013

General Expectations of Parent Involvement: The *No Child Left Behind Act* of 2002: Public Law 107-110, establishes requirements for parental notification and involvement in the development and implementation of their child's educational program to improve student academic achievement and school performance. The St. Mary's County Public Schools' Title I Parent Involvement Policy provides for compliance with all federal requirements and mandates, as defined by Public Law 107-110. The St. Mary's County Public School System Title I Parent Involvement Plan is aligned with the six goals of *Maryland's Plan for Family, School, and Community Involvement* as developed by the Division of Student and School Services of the Maryland State Department of Education, March 2003.

The St. Mary's County Public School's vision statement is "Charting a course to excellence," and the 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 at each Title I school site. School Improvement Team meetings provide quarterly 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 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 as appropriate. (Part II, #1)

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. (NCLB Requirement) (Part II, #5)

- Communication Methods – Parents will be informed of statewide, local, and school events through the SMCPS website, local news media, automated phone calls, and newsletters. Parents will also be notified, when appropriate, through a home visit of school or school system based staff. The Parent Liaison office/center at each Title I school provides parent and family resources. (Part II, #6f)
- 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 Home Access Center (HAC) to review student grades and progress at any time. Grades and information posted to HAC will be current and updated regularly. (Part II, #6a) (NCLB Requirement)

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. (NCLB Requirement)
- 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. (NCLB Requirement)
- 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. The certification status of school based staff is transparent and routinely shared by school administrators. (NCLB Requirement)
- 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. 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. (NCLB Requirement)
- 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.

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.
- Meet the Principal – 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. (Part II, #6b, 6f) 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 at the Lexington Park Public Library by the Parent Liaisons. (Part II, #6b) 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, and 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.
- Home Visits – Schools may schedule home visits as appropriate and will involve appropriate school staff.
- 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. (NCLB Requirement)

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, and The Center for Children, in addition to school based assessment and registration.

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. (NCLB Requirement)
- Parent Involvement Training for Staff – The Parent Liaison 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. (Part II #2, #6c)
- 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.

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. (NCLB Requirement)
- 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.

- Academic Nights – Schools may sponsor academic nights for students and parents that focus on the school’s curriculum.
- 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 – Families may encourage reading by establishing a daily reading time during which parents read to children or listen to children read.
- 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 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 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, and newsletters. (Part II, # 6 a)
- Building Capacity for Involvement – SMCPS shall provide assistance to parents in understanding such topics as Maryland School Assessment (MSA) testing, nationally normed standardized tests, the state's academic content standards, student academic achievement standards, the Common Core 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. (Part II, # 6 a)(NCLB Requirement)

School activities may include:

- School Improvement Team – Parents will be invited to participate in the regularly scheduled school improvement team meetings, including Title I school budget approval. (NCLB Requirement)
- 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) 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.

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 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:

- NCLB Compliance – SMCPS will facilitate dissemination of information and compliance with all requirements of the No Child Left Behind Act at annual Title I Information Meetings, at school based meetings, and on the SMCPS Title I system and school websites. (NCLB Requirement)
- 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 Team sponsored by the Local Management Board which are publicized in local newspapers, radio, and school flyers. (Part II, #6 d)
- 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.

St. Mary's County Public Schools

Division of Instruction



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

Mrs. Kelly M. Hall
**Executive Director of Elementary Schools
& Title I**
23160 Moakley Street
Leonardtown, Maryland 20650
Phone: 301-475-5511, ext. 136
Fax: 301-475-4254

Board of Education
Dr. Salvatore L. Raspa, Chairman
Mrs. Marilyn A. Crosby, Vice Chairman
Mrs. Cathy Allen
Mr. William Brooke Matthews
Mrs. Mary M. Washington
Ms. Shannon Demehri, Student Member
Dr. Michael J. Martirano, Secretary/Treasurer

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 2012-2013 Title I services will be collected for students who were enrolled in the non-public school on or before September 30, 2011.

Procedures for the 2012-2013 School Year

1. All non-public schools interested in participating in the Title I Program for the 2012-2013 school year should return the Title I Participation Option Form to Kelly Hall, Executive Director for Title I, by April 29, 2012.
2. Non-public schools that elect to participate should provide an enrollment list with 911 addresses of all students in grades preK-5 by April 29, 2012 (including students enrolled on or before September 30, 2011). 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 2012-2013 school year are: George Washington Carver Elementary School, Green Holly Elementary School, Lexington Park Elementary School, and Park Hall Elementary School.
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 1, 2012, 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 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 SMCPs Title I Executive Director, will review student results on the Terra Nova Assessment to identify eligible low performing students for services. The progress of all preK-5 students participating in the Title I tutoring program will be assessed quarterly using DIBELSNEXT and the SMCPs mathematics assessment approved by non-public officials. 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 2012; November, 2012; February, 2013, May, 2013.

St. Mary's County Public Schools
Timeline for Consultation with Private Schools
 2012-2013

Month	Activity	Completed
November(prior to next school year)	Obtain complete list of all private schools with students who reside in Title I attendance areas	11/2011
February	Initial contact meeting with private school representatives	2/2012
April	Title I Participation Form due to Title I office	4/2012
April	Match addresses of private school students from low income families to participating public school attendance areas.	4/2012
May	Complete public school ranking chart with per-pupil allocation to determine private school qualifying student allocation.	5/2012
May	Assess the current year Title I program in a meeting with private school representatives using student data.	5/2012
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; review and sign the Memorandum of Understanding; establish dates for regular consultation.	5/2012
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.	8/2012 8/2012
November	Schedule an observation of the Highly Qualified Teacher in each private school	TBD
January	Begin the process for the 2013-2014 school year with by scheduling an information meeting with all private school representatives	TBD
February	Schedule private school visits	TBD

St. Mary's County Public Schools

Title I Service to Private School Children

Memorandum of Understanding

The King's Christian Academy

2012-2013

Attachment 6

Section 1120(b) of the No Child Left Behind Act and §200.63 of Title I regulations require 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 supervisor 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 non-public administrator and the Title I supervisor.

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 quarterly using DIBELS and the 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:

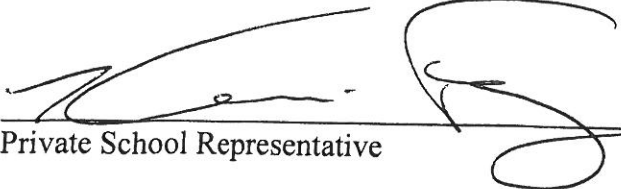
- Teachers of eligible Title I students will be invited to SMCPs professional development training activities.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.

Cooperation by the non-public school:

By choosing to participate in Title I, Part A of the NCLB Act, 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.

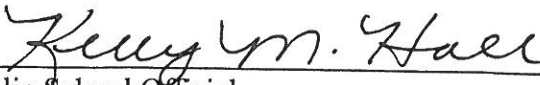
We agree that timely and meaningful consultation occurred before St. Mary's County Public Schools made any decision that affected the participation of eligible private school children in the Title I, Part A program.

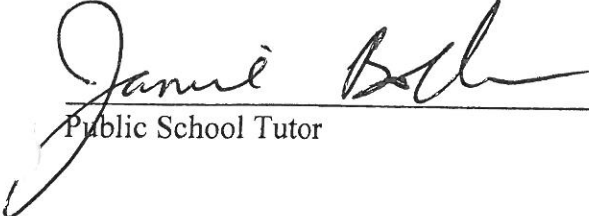
Signature of Authorized Private School Official

 6/11/2012
Private School Representative Date

The King's Christian Academy

Name of Private School Agency or School

 6/19/12
Public School Official Date

 6/11/2012
Public School Tutor Date

St. Mary's County Public Schools

Title I Service to Private School Children

Memorandum of Understanding

Little Flower School

2012-2013

Attachment 7

Section 1120(b) of the No Child Left Behind Act and §200.63 of Title I regulations require 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 supervisor 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 non-public administrator and the Title I supervisor.

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 quarterly using DIBELS and the 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:

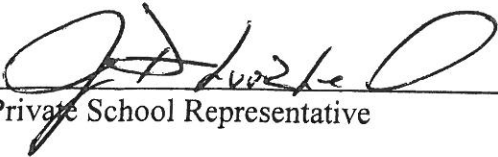
- Teachers of eligible Title I students will be invited to SMCPs professional development training activities.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.

Cooperation by the non-public school:

By choosing to participate in Title I, Part A of the NCLB Act, 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

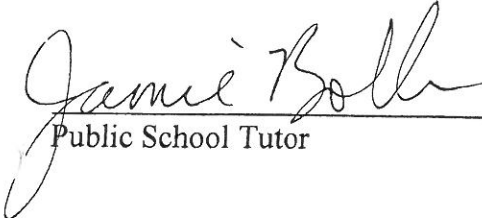
6/11/2012
Date

Little Flower School

Name of Private School Agency or School


Public School Official

6/19/2012
Date

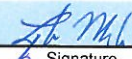

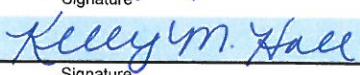

Public School Tutor

6/11/2012
Date

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

ORIGINAL GRANT BUDGET	2,325,799	AMENDED BUDGET #		REQUEST DATE	10/10/12
GRANT NAME	ESEA Title I, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	010-13		
REVENUE SOURCE	Title I Part A	RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2012	6/30/2014	
		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						51,623.00	51,623.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	108,392.04		1,000.89	5,888.00			115,280.93
203-205 Instruction Categories							
Prog. 01 Regular Prog.	1,027,479.89	320,086.75	188,332.62	13,700.00			1,549,599.26
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						32,222.47	32,222.47
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	47,736.00	52,600.00	5,550.00	6,100.00			111,986.00
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.	16,560.00		15,000.63				31,560.63
208 Student Health Services							0.00
209 Student Transportation				5,857.75			5,857.75
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				427,668.96			427,668.96
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	1,200,167.93	372,686.75	209,884.14	459,214.71	0.00	83,845.47	2,325,799.00


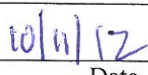
Finance Official Approval	Leyla Mele		10/10/2012	301-475-5511 X186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Michael Martirano		10/11/12	301-475-5511 X178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	Kelly M. Hall			
	Name	Signature	Date	Telephone #

Title I, Part A
ASSURANCES (revised August 2011)

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 Education Rights and Privacy Act at all times (20 U.S.C. §123g).
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 34 CFR Part 85, 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 34 CFR Parts 74 & 80 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 receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
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 based instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the 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	Date

Title I, Part A Budget Narrative
2013

Category / Object	Line Item	Calculation	Amount	In-Kind	Total	C-125	
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	3 Teachers x 49,019.08	147,057	0	147,057.25	01-01	
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	8 Instructional Resource Teachers	590,589	0	590,588.94	01-01	
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	6 Paraeducators	154,226	0	154,226.23	01-01	
Parent Liaison	Family Involvement Goal 1.21.1.3	3 Parent Liaisons x 34,227.16	102,681	0	102,681.47	01-01	
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Teacher extra pay/extra duty \$23/hr	23,066	0	23,066.00	01-01	
Community Services Salaries - Stipends	Family night expenses Goal 1.21.1.3	Stipends \$23/hr	500	0	500.00	01-01	
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Instruction Substitutes range \$60 - \$90/day	9,360	0	9,360.00	01-01	1,027,479.89
Regular Programs Contracted Services	Instructional School Staff Goal 1.21.1.1	Hourly Paras through temp agency - estimated \$14.85/hr	300,787	0	300,786.75	01-02	
Regular Programs Contracted Services	Contracted educational enrichment programs for students Goal 1.21.1.4	avg 3 schools x 3,967	11,900	0	11,900.00	01-02	
Community Services Contracted services	Family Programs 1.21.1.3	7400	7,400	0	7,400.00	01-02	320,086.75
Regular Programs Supplies and Materials - Software	Research based instructional materials Goal 1.21.1.4	3 schools x 4633	13,900	0	13,900.00	01-03	
Regular Programs Supplies and Materials - Hardware	Research based instructional materials Goal 1.21.1.4	2 schools x 9,750	19,500	0	19,500.00	01-03	

Title I, Part A Budget Narrative
2013

Regular Programs Supplies & Materials	Research based instructional materials Goal 1.21.1.4	34,529.75 MOI x 4 schools	138,119	0	138,119.34	01-03	
Community Services Supplies & Materials	Family Literacy Program materials Goal 1.21.1.3	4 schools x 4,203.25	16,813	0	16,813.28	01-03	188,332.62
Regular Program Other Charges	Student incentives Goal 1.21.8	4 schools x \$3,050	12,200	0	12,200.00	01-04	
Community Services Other Charges	Family night expenses Goal 1.21.1.3	4 x 2,897.5	1,500	0	1,500.00	01-04	13,700.00
Regular Program Non-Public Tutor wages	1 Non-Public Tutor 1.21.1.7	1 x 25,831	25,831	0	25,831.00	07-08	
Non-Public Fixed Charges	FICA & Worker's Comp	8%	2,066	0	2,065.80	07-08	
Non-Public Supplies & Materials	Non-Public materials	2 schools x 1,500	3,000	0	3,000.00	07-08	
Non-Public PD Training	Non-Public Professional Dev	2 schools x 500	1,000	0	1,000.00	07-08	
Required Reservation for Non-public parent involvement	Family involvement Non-public Goal 1.21.1.3	2 schools x 162.835	326	0	325.67	07-08	32,222.47
Instructional Staff Development Salaries & Wages	Prof. Dev. For research based programs Goal 1.21.1.2	Stipends for teacher \$23/hr x928.52 hrs	21,356	0	21,356.00	09-01	
Instructional Staff Development Salaries & Wages	Prof. Dev. For research based programs Goal 1.21.1.2	substitutes: range \$60-80 per day	26,380	0	26,380.00	09-01	47,736.00
Instructional Staff Development Contracted Services	Consultants to provide training in school imp., literacy, math Goal 1.21.1.2	based on a combination of consultants with varying rates per day	52,600	0	52,600.00	09-02	52,600.00

Title I, Part A Budget Narrative
2013

Instructional Staff Development Supplies & Materials	Prof. Dev. Supplies & Materials Goal 1.21.1.2	materials plus food - multiple PD sessions	5,550	0	5,550.00	09-03	5,550.00
Instructional Staff Development other charges	Conferences Goal 1.21.1.2	National Title I conference for 2 schools, plus MAEOP for 1 school	6,100	0	6,100.00	09-04	6,100.00
Instructional Administration & Supervision Salaries & Wages	Administrative Staff Goal 1.21.1.1	(.5) 64,166.78+ (.5) 25,896.2	90,063	0	90,062.98	16-01	
Instructional Administration & Supervision - Hourly	Administrative Staff Goal 1.21.1.1	Clerical & Admin Hourly Assistance including OT	18,329	0	18,329.06	16-01	108,392.04
Instructional Administration & Supervision Supplies & Materials	Administrative supplies and materials Goal 1.21.1.1	Postage, office and administrative supplies	1,001	0	1,000.89	16-03	1,000.89
Mid-level Travel	Administrative Staff Goal 1.21.1.1	Various Trips Per Month	1,500	0	1,500.00	16-04	
Instructional Central Staff Development other charges	Conferences Goal 1.21.1.2	various, including National Title I	4,388	0	4,388.00	16-04	5,888.00
Community Services (Homeless educational support) Tutoring	Educational Support to Homeless Students Goal 1.21.1.3	Tutoring Stipends \$23/hr	16,560.00	0	16,560.00	207-01	16,560.00
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	15,000.63	0	15,000.63	207-03	15,000.63
Regular Programs Field Trips	Research based instructional support Trips Goal 1.21.1.4	4 schools x 1,339.44	5,358	0	5,357.75	209-04	

Title I, Part A Budget Narrative
2013

Community Services (Homeless educational support) Tutoring	Educational Support to Homeless Students Goal 1.21.1 3	Transportation expenses related to after school tutoring	500.00	0	500.00	209-04	5,857.75
Fixed Charges for Administration	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	32,617	0	32,616.73	212-04	
Fixed Charges for Regular Instructional Program FTEs	FICA/Retirement/Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	387,274	0	387,274.47	212-04	
Fixed Charges Staff Development	FICA & Worker's Comp	8%	3,819	0	3,818.88	212-04	
Fixed Charges for Regular Instructional Program Hourly	FICA & Worker's Comp	8%	2,594	0	2,594.08	212-04	
Community Services Family Night Stipends	FICA & Worker's Comp	8%	40	0	40.00	212-04	
Community Services (Homeless educational support) Tutoring	Educational Support to Homeless Students Goal 1.21.1 3	Fixed Charges	1,324.80	0	1,324.80	212-04	427,668.96
Administration Business Support Services/Transfers	Indirect Costs	current indirect rate 2.27%	51,623	0	51,623.00	22-08	51,623.00
	TOTAL		2,325,799	0	2,325,799.00		2,325,799.00

St. Mary's County Public Schools FY13

Budget Narrative		Full Amount
Table 7-10 line 1	Award	2,325,799.00
Table 7-8 line 2, Table 7-10 line 2	Parent 1%	23,262.34
Table 7-8 line 10	Homeless 1.4%	33,385.43
Update	Indirect .0227	51,623.00
	Admin (see detail on right)	147,897.66
Table 7-8 line 5	Sum Indirect & Admin	199,520.66
Table 7-8 line 11, Table 7-10 line 4	Sum Homeless, Indirect, Admin	232,906.09
Table 7-8 line 12	Sum Parent and Homeless	56,647.77

line 12 gray box	Total non-equitable In 12	232,906.09
line 12 gray box	Equitable Reservations In 4	23,262.34
line 12 gray box	Equals	256,168.43
line 12 gray box	Minus Administration In 5	199,520.66
line 12 gray box	Equal	56,647.77

Part II

C-125 (sch narratives)	Total Award	2,325,799.00
	less parent (school narratives)	(23,262.34)
	less homeless	(33,385.43)
	less indirect	(51,623.00)
	less admin	(147,897.66)
Table 7-9		
C-125 N-Pub Trans 08	less Parent for Non-public	(325.67)
Table 7-10 line 5	allocate out (detail @ right)	2,069,304.90

C-125	Public - Lexington Park - see individual narrative	447,352.62
	Public - GW Carver - see individual narrative	624,379.86
	Public - Park Hall - see individual narrative	526,297.20
	Public - Green Holly - see individual narrative	439,378.42
	Non-Pub Trans 08	27,896.80
	Non-Pub Trans 08	1,000.00
	Non-Pub Trans 08	3,000.00
	Non-public total	31,896.80
	Total allocated out	2,069,304.90

C-125	Admin Salaries .5 FTE Exec Director, .5 FTE Secretary	90,062.98
A&S-01	Fixed Charges, Exec Director, Secretary	31,293.33
FIX-04	Admin Mileage	1,500.00
A&S-04	Admin Office Supplies	1,000.89
A&S-03	Admin Conferences	4,388.00
A&S-04	Admin Overtime Salaries	3,492.94
A&S-01	Fixed Charges, Overtime	252.20
FIX-04	Admin Clerical Salaries	11,523.20
A&S-01	Fixed Charges, Clerical	832.00
FIX-04	Admin Assistant Salaries	3,312.92
A&S-01	Fixed Charges, Assistant	239.20
	Total Admin	147,897.66

Homeless	Conference costs will be covered by Homeless Carry Over funds	
	Tutoring & Carver and LP	
	4 teachers total, 3 hours per session, 2 days per week, 30 weeks, \$23 per hr	
C-125		COST
ST PERS SVC -01	tutoring stipends	16,560.00
FIX-04	fixed charges	1,324.80
TRANS-04	tutoring buses when other sources aren't available	500.00
ST PERS SVC -03	tutoring snacks	989.00
ST PERS SVC -03	tutoring materials	1,000.00
ST PERS SVC -03	Homeless supplies (clothing, back packs, food, etc)	13,011.63
	Total Homeless Reservation (unsequestered)	33,385.43

Green Holly Elementary School Title I Budget FY13 (Non-Sequestered)

	Amount	Calculation & Description	Justification
Professional Development			
Stipends	11.03.300.0803.013.7169	200 hours @ \$23.00 per hr	Training for Technology and Book Studies
Substitutes	11.03.300.0803.013.7180	40 days @ \$85	Cover for teachers participating in ELA PD
FICA	11.12.300.7200.013.7830	.0765 x above labor cost	related fixed charges
Workers Comp	11.12.300.7200.013.7817	.0035 x above labor cost	related fixed charges
Contracted Consultants	11.05.300.0803.013.7212	Kathy Bungardner 1 day @ \$1800	Kathy Bungardner will provide PD for ELA; planning to have an additional 5 days funded from Title I carry over (C/O)
PD Food	11.04.300.0803.013.7332		to increase efficiency of time for staff during PD activities. Food will be modest in nature and eliminate the need for longer break spans for staff to obtain food.
PD Materials	11.04.300.0803.013.7325		Books and materials to prepare instructional materials based on PD with Kathy Bungardner
PD Travel / Conferences	11.05.300.0803.013.7407		National Title I Conference
Sub-Total	15,440.00		

Regular Instruction			
Stipends / Extra Pay Extra Duty (\$23/hr)	11.03.150.0803.013.7169		
Hourly Paras temp agency \$14.85 hr estimate FY13	11.05.150.0803.013.7282	35 hrs @ \$14.85 x 37 weeks = \$19,230.75 x 3 paras = \$7,692.25; 15 hrs @ \$14.85 x 36 weeks = \$8,019; 10 hrs @ \$14.85 x 36 weeks = \$5,346	3- full-time hourly instructional paras; 1 part-time para RC; 1 part-time para for Title I Compliance
FICA	11.03.150.0803.013.7180	0.00	related fixed charges
Workers Comp	11.12.150.7200.013.7830	0.00	related fixed charges
	11.12.150.7200.013.7817	0.00	related fixed charges
Contracted Programs - Students	11.05.150.0803.013.7299	7,200.00	Tony Keith will work with teachers and students regarding the writing and performance of Spoken Word Poetry, or other author / presenters.
Food & Snacks - Student Instruction	11.04.150.0803.013.7332	1,000.00	snack needs for PreK, K, and others.
Software - Student Instruction	11.04.150.0803.013.7355	2,000.00	Purchase of books and applications for Kindle fires
Computers / Hardware	11.04.150.0803.013.7356	13,000.00	Purchase 65 Kindle Fires to expand their use across grade levels
Materials of Instruction	11.04.150.0803.013.7399	18,911.98	Purchase supporting materials to be used to implement CCSS and allow teachers to replenish consumable supplies at mid-year, and other MOI.
Special Events- includes Field T. / no Buses	11.05.150.0803.013.7461	1,000.00	Multicultural Day; Farm Visits; St. Mary's City; Regional F. Museum and other activities. Will include support for students when families can't pay the fee.
Student Transportation - Buses	11.09.150.0803.013.7432	2,357.75	Student transportation to the Library of Congress and other field trips for instructional events.
Sub-Total		116,526.98	

Parent Involvement			
Contracted Programs for Parents	11.05.193.0803.013.7299	2,000.00	Author's Visit and other types of presenters
Food	11.04.193.0803.013.7332	750.00	Food to support events / meetings
Materials, books & other supplies	11.04.193.0803.013.7399	1,526.65	Books to enhance home libraries, agendas, magnetic calendars, other material needs for parent involvement.
Other Parent Involvement (cabs)	11.05.193.0803.013.7499	200.00	Transportation Support so that parents may attend events/meetings
Stipends to staff event (\$23/hr)	11.03.193.0803.013.7169	500.00	Hourly staff to monitor and supervise children during parent workshops.
FICA	11.12.193.0803.013.7830	38.25	related fixed charges
Workers Comp	11.12.193.0803.013.7817	1.75	related fixed charges
Sub-Total		5,016.65	

FTE - Salary & Fixed Charges	
Grand Total	307,411.44
	444,395.07

Allocation	
Required Parent Involvement Reservation	439,378.42
Variance: (exceeded allocations) under allocations	5,016.65
	0.00

Green Holly Elementary School Title I Budget FY13 (Non-Sequestered)

	Amount	Calculation & Description	Justification
FTE - Salary & Fixed Charges - detail			
REG-01		2 FTE (TEACHER / RESOURCE TEACHER)	
FIX-04	163,607.86	(TEACHER / RESOURCE TEACHER) SALARY	
REG-01	69,767.32	(PARENT LIAISON) FIXED	
FIX-04	0.00	(PARENT LIAISON) SALARY	
REG-01	0.00	(PARENT LIAISON) FIXED	
FIX-04	51,218.94	2 FTE (PARAEDUCATOR) SALARY	
	22,817.32	(PARAEDUCATOR) FIXED	
	307,411.44		
C-125 Summary			
REG-01	215,326.80		
REG-02	80,257.25		
REG-03	37,188.63		
REG-04	1,200.00		
SD-01	8,000.00		
SD-02	1,800.00		
SD-03	2,000.00		
SD-04	3,000.00		
TRANS-04	2,357.75		
FIX-04	93,264.64		
Total	444,395.07		

Lexington Park Elementary Title I Budget 2012-13 Unsequestered

Professional Development		Amount	Calculation & Description	Justification
Stipends	11.03.300.0804.014.7169	3,876.00	7169 - Stipends for Fraction Professional Development for Intermediate teachers. Two 1.5 hr meetings for 14 teachers = \$966. Two meetings for 3rd grade teachers = \$230. Two meetings for 4th/5th gr. teachers = \$506. Book Study - 10 teachers for one hour for 8 sessions = \$1840	The Common Core for math requires students to learn fractions in a much deeper way. Consequently, teachers need to have a deep understanding of fractions.
Substitutes	11.03.300.0804.014.7180	4,420.00	7180 Subs for Reading PD: Four subs for four days = \$1040 and 5 subs for four days = \$1300. Subs for Math PD : Four subs for 2 days = \$520, five subs for two days = \$650. 14 subs for peer coaching = \$910	Teachers need to have classroom coverage in order to participate in professional development during the day.
FICA	11.12.300.7200.014.7830	634.64	.0765 x above labor cost	related fixed charges
Workers Comp	11.12.300.7200.014.7817	29.04	.0035 x above labor cost	related fixed charges
Contracted Consultants	11.05.300.0804.014.7212	23,200.00	7212 Kathy Bumgardner (10 days) = \$18,000. Pat Turner (4 days) - \$5,000. Pat Turner one hour consultation \$200	Staff require training in order to implement the new curriculum.
PD Food	11.04.300.0804.014.7332	1,300.00	Staff meals during professional development - Two breakfasts = \$300, three lunches = \$1000	It is time effective to provide a meal on-site when teachers are participating in professional development for several hours.
PD Materials	11.04.300.0804.014.7325	800.00	Professional development material for staff: \$800	
PD Travel / Conferences	11.05.300.0804.014.7407			
Sub-Total		34,259.68		

Regular Instruction				
Stipends / Extra Pay Extra Duty (\$23/hr)	11.03.150.0804.014.7169	2,346.00	Two teachers/gr. level & two special education teachers to staff each Family Nights= 16 teachers x 1.5 hrs. = \$2,208. Two STEM teachers for two Family Nights = \$138. Two staff for Evening Computer Lab, 4 times = \$184	Teachers should be compensated for the services they provide.
Hourly Paras temp agency/(\$14.85 est. fy13)	11.05.150.0804.014.7282	98,752.50	One para for each first grade classroom. Two additional paras for grade level support.	Each first grade class will have 20+ students. A second adult is needed to support the instructional program in each of these classrooms. Two additional paras for grade level support will be used to provide reading and math support and interventions.
Instruction Substitutes	11.03.150.0804.014.7180			
FICA	11.12.150.7200.014.7830	179.47	.0765 x above labor cost	related fixed charges
Workers Comp	11.12.150.7200.014.7817	8.21	.0035 x above labor cost	related fixed charges
Contracted Programs - Students	11.05.150.0804.014.7299	1,500.00	These programs will be selected to reinforce the messages of positive character traits and the importance of reading.	Students need these messages reinforced regularly.
Food & Snacks - Student Instruction	11.04.150.0804.014.7332	500.00	Food to promote nutrition awareness and healthy food choices	
Software - Student Instruction	11.04.150.0804.014.7355			
Computers / Hardware	11.04.150.0804.014.7356			
Materials of Instruction	11.04.150.0804.014.7399	10,266.80	Fiction/non-fiction text, anchor charts, math manipulatives. \$100 per teacher to reimburse for instructional materials (\$4,000), \$900 for Study Island for Special Ed (10 3rd gr. (Rdg/Math), 15 4th gr. (Rdg/Math), 15 fifth gr. (Rdg/Math/Science)	Implementing a new curriculum requires the purchase of additional materials, and other MOI needs
Student Support Awards	11.05.190.0804.014.7468	500.00	Nominal expenditures to promote PBIS activities and other academic achievement. This averages less than \$1 per student.	
Travel	11.05.150.0804.014.7432	200.00	bus service, not individual automobiles	Teacher tour of neighborhoods to promote understanding and awareness of the school community.
Special Events- includes Field T. / no Buses	11.05.150.0804.014.7461	1,000.00	Pay for students to participate in curriculum enriching field trips with their classmates.	Many students are unable to pay for field trips.
Student Transportation - Buses	11.09.150.0804.014.7432			
Sub-Total		115,252.98		

Parent Involvement			Amount	Calculation & Description	Justification
Contracted Programs for Parents	11.05.193.0804.014.7299				

Lexington Park Elementary Title I Budget 2012-13 Unsequestered

	Amount	Calculation & Description	Justification
REG-03 2012 Annual Budget			
REG-03	2,000.00	11.04.193.0804.014.7332	Attendance at Family Nights is very poor unless we serve a meal. In partnership with SMCPS Food Service Nutrition Education (FSNE), and a Community Services grant targeting Obesity, nutritious and healthful meals will be served to promote nutritious food choices.
REG-04			
REG-01	2,807.70	11.04.193.0804.014.7399	Agenda Books to promote Home/School communication= \$1,500. Books to give to students to take home = \$707.70. Reading and materials for students/parents to use at home = \$600
FIX-04	300.00	11.05.193.0804.014.7499	Cab fare or other transportation= \$300
FIX-04		11.03.193.0804.014.7169	
FIX-04	0.00	11.12.193.7200.014.7830	related fixed charges
FIX-04	0.00	11.12.193.7200.014.7817	related fixed charges
	5,107.70		

FTE - Salary & Fixed Charges

Grand Total

297,839.96
452,460.32

Principal:

Date:

Director:

Allocation

Required Parent Involvement Reservation

Variance: (exceeded allocations) under allocations

447,352.62
5,107.70
0.00

FTE - Salary & Fixed Charges - detail

REG-01	3 FTE (TEACHER / RESOURCE TEACHER)	SALARY	193,011.39
FIX-04	(TEACHER / RESOURCE TEACHER)	FIXED	61,316.41
REG-01	1 FTE (PARENT LIAISON)	SALARY	35,848.79
FIX-04	(PARENT LIAISON)	FIXED	7,663.37
REG-01	(PARAEDUCATOR)	SALARY	0.00
FIX-04	(PARAEDUCATOR)	FIXED	0.00
			297,839.96

Summary

C-125	231,206.18
REG-01	100,252.50
REG-02	15,574.50
REG-03	2,000.00
REG-04	8,296.00
SD-01	23,200.00
SD-02	2,100.00
SD-03	0.00
SD-04	0.00
TRANS-04	0.00
FIX-04	69,831.14
Total	452,460.32

Park Hall Unsequestered Title I Budget FY13

Professional Development		Amount	Calculation & Description	Justification
SD-01	Stipends	11.03.300.0808.018.7169		
SD-01	Substitutes	11.03.300.0808.018.7180	Substitutes for in house Professional Development, data analysis and collaborative planning.	Carryover-\$1500
FIX-04	FICA	11.12.300.7200.018.7830	.0765 x above labor cost	related fixed charges
FIX-04	Workers Comp	11.12.300.7200.018.7817	7.00	related fixed charges
SD-02	Contracted Consultants	11.05.300.0808.018.7212	Pat Turner 4 days @ \$1250 ea/Kathy Bumgardner 2 days @ \$1800 each	
SD-03	PD food	11.04.300.0808.018.7332	modest food during staff development	
SD-03	PD Materials	11.04.300.0808.018.7325	Books, supplies, "make and take" materials to support professional development	
SD-04	PD Travel / Conferences	11.05.300.0808.018.7407		Carryover-\$458.56
	Sub-Total	12,710.00		

Regular Instruction		Amount	Calculation & Description	Justification
REG-01	Stipends / Extra Pay Extra Duty (\$23/hr)	11.03.150.0808.018.7169	Funds for additional teacher time outside normal work hours to analyze data, support instruction and provide additional collaboration and planning for student learning.	Carryover-\$3000
REG-02	Hourly Paras temp agency \$14.85 hr est. FY13	11.05.150.0808.018.7282	4 hourly paras for 9 months	
REG-01	Instruction Substitutes	11.03.150.0808.018.7180		
FIX-04	FICA	11.12.150.7200.018.7830	.0765 x above labor cost	related fixed charges
FIX-04	Workers Comp	11.12.150.7200.018.7817	21.00	related fixed charges
REG-02	Contracted Programs - Students	11.05.150.0808.018.7299		
REG-03	Food & Snacks - Student Instruction	11.04.150.0808.018.7332	Food and snacks for student leadership academy and related expenses	
REG-03	Software - Student Instruction	11.04.150.0808.018.7355	Brain Pop & Brain Pop Jr @ \$1340, IXL-\$2800 or other related software	Carryover-\$725
REG-03	Computers / Hardware	11.04.150.0808.018.7356		Carryover-\$1000
REG-03	Materials of Instruction	11.04.150.0808.018.7399	IPADS/IPODS for student learning, books, instructional materials, student equipment, classroom libraries, leveled readers,	Carryover-\$13,400
REG-04	Special Events- includes Field T. / no Buses	11.05.150.0808.018.7461	Cost of student tickets/entrance fees for those needing financial support	Carryover-\$400
TRANS-04	Student Transportation - Buses	11.09.150.0808.018.7432	School educational field trips for students	Carryover-\$615.63
	Sub-Total	147,666.26		

Parent Involvement		Amount	Calculation & Description	Justification
REG-02	Contracted Programs for Parents	11.05.193.0808.018.7299	Pat Turner Nights (2) @ \$600 each/Kathy Bumgardner 2 days=\$3600 for parent training in reading and math	
REG-03	Food	11.04.193.0808.018.7332		
REG-03	Materials and books for Parent Involvement	11.04.193.0808.018.7399	Parent nights , information & wellness events, nutrition education material needs	Carryover-\$1468.10
REG-04	Other Parent Involvement (event, cabs)	11.05.193.0808.018.7499	parent transportation - cabs, safety & security for events	
REG-01	Stipends to staff event (\$23/hr)	11.03.193.0808.018.7169		
FIX-04	FICA	11.12.193.7200.018.7830	.0765 x above labor cost	related fixed charges
FIX-04	Workers Comp	11.12.193.7200.018.7817	0.00	related fixed charges
	Sub-Total	9,000.00		

FTE - Salary & Fixed Charges - detail below
Grand Total

362,930.00
532,306.26

Allocation

Required Parent Involvement Reservation

526,297.20
6,009.06

Principal

Date

Park Hall Unsequestered Title I Budget FY13

Variance: (exceeded allocations) under allocations		Amount	Calculation & Description	Justification
		0.00		
FTE - Salary & Fixed Charges - detail				
2012 REG-01	3 FTE (TEACHER / RESOURCE TEACHER)	173,741.61	SALARY	
2012 Annual Update	FIX-04 (TEACHER / RESOURCE TEACHER)	69,690.41	FIXED	
2012 C-125	1 FTE (PARENT LIAISON)	33,897.96	SALARY	
2012 REG-01	FIX-04 (PARENT LIAISON)	7,246.36	FIXED	
2012 Annual Update	2 FTE (PARAEDUCATOR)	50,280.06	SALARY	
2012 C-125	FIX-04 (PARAEDUCATOR)	28,073.60	FIXED	
		362,930.00		
Summary				
C-125	REG-01	263,919.63		
	REG-02	79,644.00		
	REG-03	68,042.26		
	REG-04	1,500.00		
	SD-01	2,000.00		
	SD-02	9,600.00		
	SD-03	950.00		
	SD-04	0.00		
	TRANS-04	1,000.00		
	FIX-04	105,650.37		
	Total	532,306.26		

Carver Elementary School Title I Budget FY13 Unsequestered

C-125	Professional Development	Amount	Calculation & Description	Justification
SD-01	Stipends	11.03.300.0805.015.7169	12,880.00	8 days \$46 x 26 staff, 4 hr x \$23/hr x 36,
SD-01	Substitutes	11.03.300.0805.015.7180	16,560.00	16 days x 5 Subs x \$90, 4 days x 26 staff x \$90
FIX-04	FICA	11.12.300.7200.015.7830	2,252.16	.0765 x above labor cost
FIX-04	Workers Comp	11.12.300.7200.015.7817	103.04	.0035 x above labor cost
SD-02	Contracted Consultants	11.05.300.0805.015.7212	18,000.00	1250/day, 1800/day
SD-03	PD Materials	11.04.300.0805.015.7325	500.00	
SD-04	PD Travel / Conferences	11.05.300.0805.015.7407	3,100.00	3000 + 100
	Sub-Total		53,395.20	National Title I Conference, MAEOP

REG-01	Regular Instruction	11.03.150.0805.015.7169	14,720.00	7360 x 2 people
REG-02	Stipends / Extra Pay Extra Duty (\$23/hr)	11.05.150.0805.015.7282	56,133.00	18,711 x3
REG-01	Hourly Paras temp agency (\$14.85 est. fy13)	11.03.150.0805.015.7180	9,360.00	4 times x 26 staff x \$90
FIX-04	FICA	11.12.150.7200.015.7830	1,842.12	.0765 x above labor cost
FIX-04	Workers Comp	11.12.150.7200.015.7817	84.28	.0035 x above labor cost
REG-02	Contracted Programs - Students	11.05.150.0805.015.7299	3,200.00	
REG-03	Food & Snacks - Student Instruction	11.04.150.0805.015.7332	1,000.00	
REG-03	Software - Student Instruction	11.04.150.0805.015.7355	7,400.00	3000 + 500 + 1000 + 1700 + 1200
REG-03	Computers / Hardware	11.04.150.0805.015.7356	6,500.00	
REG-03	Materials of Instruction	11.04.150.0805.015.7399	46,598.30	
REG-04	Student Support Awards	11.05.190.0805.015.7468	1,500.00	
REG-04	Special Events- includes Field T. / no Buses	11.05.150.0805.015.7461	7,000.00	
TRANS-04	Student Transportation - Buses	11.09.150.0805.015.7432	2,000.00	
	Sub-Total		157,337.70	

REG-02	Parent Involvement	11.05.193.0805.015.7299	600.00	Pat Turner Night Program
REG-03	Food - Parent Involvement	11.04.193.0805.015.7332	1,500.00	Food for academic events in partnership with Food Service Nutrition Ed (FSNE), Community Transformation grant and Hospital Health Prevention Grant targeting obesity.
REG-03	Materials / Books for Parent Involvement	11.04.193.0805.015.7399	4,528.93	700+850+600+800
REG-04	Other Parent Inv. (events, cabs)	11.05.193.0805.015.7499	500.00	
REG-01	Stipends to staff event (\$23/hr)	11.03.193.0805.015.7169		Tuesday Folders, Agendas, Bear Binders, Compacts, books and materials for working with students at home
FIX-04	FICA	11.12.193.7200.015.7830	0.00	.0765 x above labor cost
FIX-04	Workers Comp	11.12.193.7200.015.7817	0.00	.0035 x above labor cost
	Sub-Total		7,128.93	

FTE - Salary & Fixed Charges - detail below
Grand Total with Parent Involvement

413,646.96
631,508.79

Allocation

Required Parent Involvement Reservation

Variance: (exceeded allocations) under allocations

624,379.86
7,128.93
 0.00

Principal:

Date:

Director:

Carver Elementary School Title I Budget FY13 Unsequestered

FTE - Salary & Fixed Charges - detail		
REG-01 3 FTE (TEACHER / RESOURCE TEACHER)		
FIX-04 (TEACHER / RESOURCE TEACHER)	SALARY	207,285.33
	FIXED	66,864.13
REG-01 1 FTE (PARENT LIAISON)	SALARY	32,934.72
FIX-04 (PARENT LIAISON)	FIXED	11,822.13
REG-01 2 FTE (PARAEDUCATOR)	SALARY	52,727.23
FIX-04 (PARAEDUCATOR)	FIXED	42,013.42
		<u>413,646.96</u>
C-125 Summary		
REG-01		317,027.28
REG-02		59,933.00
REG-03		67,527.23
REG-04		9,000.00
SD-01		29,440.00
SD-02		18,000.00
SD-03		500.00
SD-04		3,100.00
TRANS-04		2,000.00
FIX-04		124,981.28
Total		<u>631,508.79</u>

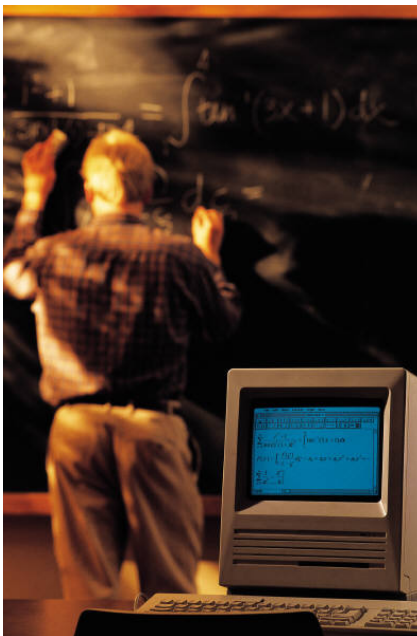
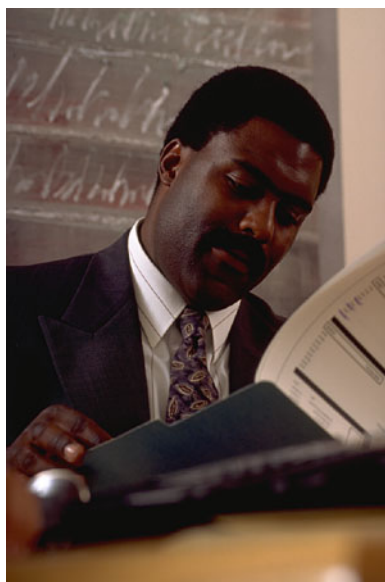
Title I FY 13 Allocation Worksheet School Year 2012-2013

St. Mary's County
Local School System

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

Notations:		D	E	F	G	H	I	J	K	L	M	unsequestered	
N or C or R or S	SW or TAS	MSDE Sch ID #	Public School Name (Must rank order by Percent of Poverty highest to lowest) Charter school(s) place * after school name	Specific Numeric Grade Span (public)	Percent of Poverty (I/H=G)	Public School Enrollment (as of 9/30/11)	Number of Low Income- Public School Children (as of 10/31/11)	FTE Low Income Public School Children (10/31/11)	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 (J x M =N)	Allocation for Private School Children (L x M =O)
1	SW	0805	G.W. Carver Elementary	pk-5	80.89%	539	436	391.5	3	3.0	\$1,439.34	624,379.86	4,784.52
2	SW	0803	Green Holly Elementary	pk-5	66.00%	503	332	275.5	1	1.0	\$1,439.34	439,378.42	1,594.84
3	SW	0804	Lexington Park Elementary	pk-5	60.39%	510	308	280.5	2	2.0	\$1,439.34	447,352.62	3,189.68
4	SW	0808	Park Hall Elementary	pk-5	56.13%	620	348	330.0	14	14.0	\$1,439.34	526,297.20	22,327.76
5					#DIV/0!							\$0.00	\$0.00
6					#DIV/0!							\$0.00	\$0.00
7					#DIV/0!							\$0.00	\$0.00
8					#DIV/0!							\$0.00	\$0.00
9					#DIV/0!							\$0.00	\$0.00
10					#DIV/0!							\$0.00	\$0.00
11					#DIV/0!							\$0.00	\$0.00
12					#DIV/0!							\$0.00	\$0.00
13					#DIV/0!							\$0.00	\$0.00
14					#DIV/0!							\$0.00	\$0.00
15					#DIV/0!							\$0.00	\$0.00
16					#DIV/0!							\$0.00	\$0.00
17					#DIV/0!							\$0.00	\$0.00
18					#DIV/0!							\$0.00	\$0.00
19					#DIV/0!							\$0.00	\$0.00
20					#DIV/0!							\$0.00	\$0.00
			Total				1424	1277.5	20	20.0		\$2,037,408.10	\$31,896.80
							Table 7-9		Table 7-9			Table 4 A & B	Table 4 A & B

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** 2013
Title II-A Coordinator: Dr. Jeffrey Maher
Telephone: 301.475.5511 ext 133 **E-mail:** jamaher@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.	Percentage of Classes Taught by Highly Qualified Teachers State Aggregate* 2002-2003 Baseline: 64.5 2003-2004 Target: 65 2004-2005 Target: 75 2005-2006 and thereafter Target: 100 Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools* 2002-2003 Baseline: 46.6 2003-2004 Target: 48 2004-2005 Target: 65 2005-2006 and thereafter Target: 100
	3.2 The percentage of teachers receiving "high-quality professional development" (as the term "professional development" is defined in section 9101(34)).	Percentage of Teachers Receiving High-Quality Professional Development* 2002-2003 Baseline: 33 2003-2004 Target: 40 2004-2005 Target: 65 2005-2006 Target: 90 2006-2007 and thereafter Target: 100
	3.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d)).	Percentage of Qualified Title I Paraprofessionals* 2002-2003 Baseline: 21 2003-2004 Target: 30 2004-2005 Target: 65 2005-2006 and thereafter Target: 100

***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 2013
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- 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)].			X
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)]. *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)].	Recruitment incentives and critical shortage stipends. To be paid by October 1, 2012 to all hired by September 1, 2012, and within 2 months of hiring any additional critical shortage hires throughout the school year.	13,500	
	Focus groups for educator evaluation pilot Goal 3.2.1.1	7,452	
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)].	Salaries for teachers to reduce class size. Four schools will receive an FTE to help with class size reduction (4 FTEs) Goal 3.2.7.1	300,348	

Local School System: St. Mary's County Public Schools	Fiscal Year 2013
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Methods 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>...ing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, professionals, in:</p> <p>Content knowledge. Providing training in one or more of the academic subjects that the teachers teach;</p> <p>Classroom practices. Providing training to improve instructional practices and student academic achievement through effective instructional strategies, methods, and skills; (b) the challenging State academic content standards and student academic achievement standards in preparing students for the assessments. [section 2123(a)(3)(A)].</p>	<p>Provide professional development activities in the areas of literacy, mathematics, and STEM to teachers and principals addressing the CCSS, strategies for implementation, designing and administering formative assessments, analyzing the data and redesigning instruction for rigor and relevance.</p> <p>On-going throughout 2012-13 school year</p> <p>Provide professional development to our Lead Teachers who coach the teachers and paraeducators at the elementary and middle schools.</p> <p>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>109,390 FY 13 funds 4,766 Rescission on Restoration funds Activity Total: 114,156 1,350</p>	<p>12,500</p> <p>500</p>
<p>... professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, professionals, regarding effective instructional practices that</p> <p>... 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;</p>	<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</p>	<p>84,456</p>	<p>10,000</p>

<ul style="list-style-type: none"> • 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>where students did not meet proficiency. On-going throughout 2012-13. Goal 3.5.1.5</p>		
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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	9,702	1,000
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	29,390	
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	3,558	
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	28,644	
TOTAL TITLE II-A FUNDING AMOUNTS		592,556 (13,995 indirect)	24,000

**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 2013

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 (95%), but realize there is still work to be done. The Department of Teaching, Learning, and Professional Development 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 Common Core State 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 asked to complete a needs assessment and send the results of the needs assessment to the St. Mary's County Public Schools Department of Teaching, Learning, and Professional Development. Per MSDE guidance, non-public schools are to provide for the Department of Professional and Organizational Development a summary of their needs assessment and the related plans for professional development. Since their data sources and outcomes would be different than the public schools, it is up to the individual non-public schools to define the outcome measure. When they submit a request for expenditure of Title II dollars, they include a description of how the activity connects to their needs assessment.

- 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 (25 new hires at \$500 + FICA = \$13,500). The stipends will be paid by October 1, 2012 to those hired prior to September 1, 2011. Teachers hired later than September 1, 2012, will receive the stipend within two months of hiring. This is addressed in our Master Plan, (Goal 3.2.1.1)

In addition, as one of the pilot school systems for the Maryland Teacher Evaluation framework, selected teachers will be part of regular focus groups to elicit feedback and to discuss implications for planning and implementation. Twenty-five (25) teachers will participate in quarterly meetings (i.e., four [4] meetings x 3 hrs. each x 25 teachers = \$6,900 + \$552 FICA)

(\$23,652 including FICA).

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Salaries and Wages (G)	Recruitment stipends for critical shortage areas				
Grant Title II, Part A	Allowable Activity 1.2	25 stipends x			\$
	Goal 3.2.1.1	\$500.00	\$12,500		12,500
Fixed Charges (H)		8% x			\$
Grant Title II, Part A	Fringes	\$15,000	\$1,000		1,000
Salaries and Wages (G)	Stipends for teachers for focus groups on teacher effectiveness ratings				
	Allowable Activity 1.2	25 teachers x \$23/hr x 3 hrs x 4 meetings	\$6,900		\$6,900
Fixed Charges (H)	Fringes	8% x			
		\$6,900	\$552		\$552
1.2	TOTAL		\$20,952		\$20,952

Allowable Activity 1.3

In order to bring down our class size, particularly in the early grades, we have included 4 FTE positions in the grant. These positions will benefit 4 schools for 2012-2013. This is addressed in our Master Plan, Goal 3. A list of schools and a salary/staffing costs are also provided below for your review. (Goal 3.2.8.1) (\$300,348 includes fringes)

Teacher (<i>Ridge Elementary</i>) 1 FTE	\$50,781
Teacher (<i>White Marsh Elementary</i>) 1 FTE	\$62,425
Teacher (<i>Greenview Knolls Elementary</i>) 1 FTE	\$50,781
Teacher (<i>Mechanicsville Elementary</i>) 1 FTE	\$50,317
SUBTOTAL	\$214,304
Fringe Benefits	\$86,044
TOTAL	\$300,348

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Regular Programs Salaries and Wages (A) Grant <u>Title II, Part A</u>	Highly Qualified Teachers to reduce class size Allowable Activity 1.3 Goal 3.2.8.1	4 FTE positions	\$214,304		\$214,304
Fixed Charges	Total fringe benefits		\$86,044		\$86,044
1.3	TOTAL		\$300,348		\$300,348

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

Allowable Activity 2.1

We have targeted a sizeable portion of our grant funding to providing professional development activities that improve the knowledge of teachers and principals in the content areas of literacy, math and STEM as well as the area of assessing students, analyzing data and implementing interventions to improve instruction across content areas. These professional development activities are designed to help teachers to enhance proficiencies related to student achievement, thereby improving teacher effectiveness. Activities in 2.1 will be ongoing throughout the 2012-2013 school year. Many, however, will take place in August, prior to the beginning of school, and in September in order to enhance the knowledge of teachers to use the information during this school year. In addition, end-of-year activities will take place to help guide teachers and staff to analyze assessment data to plan for the coming school year.

The focus for teachers will be in 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 academic subject areas.

Professional Development will have a continued focus on the implementation of the Common Core State 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. Consultant services will be employed to help guide lead teachers in providing high quality professional development to content-area teachers. 3 days @ \$1,500 is allotted for this cost (\$4,500).

Throughout the year, teachers will be paid to analyze the first quarter and mid-year assessment data and collaboratively redesign instruction. Professional development activities are scheduled on system-wide professional development days, as well as in the summer and for evening sessions. \$84,456, inclusive of salaries and fringes, in stipends to fund 4 hours for 850 participating teachers. There is \$15,000 in funding available to send 10 staff members to professional conferences to build their capacity to lead others in this training. Specifically, in preparation for the Common Core, teacher attendance at content conferences such as NCTM and NCTE 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 \$10,200 available for system-wide professional development to provide materials such as chart paper, professional texts, printing, etc., as well as a continental breakfast.

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 study group book related to the role of IRT as coach, and materials for professional development at \$30 each (total \$1,350).
(Goal1.1.1.1;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 \$118,506 with to provide professional development to teachers, principals, and paraeducators.

We have allotted \$13,000 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 Spalding School
- 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.

(Total \$131,506 for 2.1)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development Salaries and Wages Grant Title II, Part A	Stipends for Professional Development Activity 2.1 Goal 1.8.1.1	850 teachers x \$23 hr x 4 hrs	\$78,200 (\$73,434 FY13funds/ \$4,766 Rescission Restoration funds)		\$78,200
Fixed Charges Grant Title II, Part A	Fringes	8% x \$78,200	\$6,256		\$6,256
Instructional Staff Development Other Grant Title II, Part A	Conference Registration Fees and Travel Allowable Activity 2.1	10 teachers x \$1500	\$15,000		\$15,000
Instructional Staff Development Supplies and Materials Grant Title II, Part A	materials for Professional Days Continental breakfast Allowable Activity 2.1	\$10 x 850 teachers \$2 x 850 teachers	\$10,200		\$10,200
Instructional Staff Development Contracted Services Grant Title II, Part A	Consultant Fees for Professional Development Allowable Activity 2.1	3days x \$1,500	\$4,500		\$4,500
2.1	Enhance Content TOTAL		\$114,156	\$12,500	\$126,656
Supplies and Materials	materials for IRT Leadership Training	45 IRTS x \$30 in materials	\$1,350		\$1,350

Grant Title II, Part A	Allowable Activity 2.1				
2.1	Lead Teacher Dev TOTAL		\$1,350	\$500	\$1,850
	2.1 TOTAL		\$115,506	\$13,000	\$128,506

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 \$78,200 (\$4,766 used in 2012-13, Rescission Restoration Funds) inclusive of salaries and fringes, in stipends to fund 4 hours for 850 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, quarterly, that reflect data discussions and target instruction to identified student need. These assessments also are included as part of our pilot evaluation system including the evidence of student learning as a major component. As an in-kind cost, the master calendar for the school system now includes four (4) early release days specifically for staff collaborative planning. (Goal 3.5.1.5) (\$84,456, including fringes)

We have allotted \$10,000 to the non-public schools in this component

(Total \$93,456 for 2.2)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
A. Salaries and Wages	Collaborative Planning for TPAS	Collaborative funding 850 teachers x \$23 x 4 hrs			
Grant Title II, Part A	Allowable Activity 2.2		\$78,200		\$78,200
Fixed Charges		8% x			
Grant Title II, Part A	Fringes	\$78,200	\$6,256		\$6,256
2.2	Job Embedded TOTAL		\$84,456	\$10,000	\$94,456

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 \$9,702 (\$7,452 in stipends and fringes for teacher leaders, and \$2,250 in materials) to implement the Leadership Development Plan which includes training in looking at student work and analyzing data and making 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 \$1,000 in this component.

(Total \$10,702 for 2.3)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development	Stipends for Professional Development - Teacher Leaders				
Salaries and Wages		50 teachers x			
Grant Title II, Part A	Allowable Activity 2.3	\$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	90 administrators x			
Grant Title II, Part A	Allowable Activity 2.3	\$25.00 study group book	\$2,250		\$2,250
2.3	TOTAL		\$9,702	\$1,000	\$10,702

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 new 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 three 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. \$9,180 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; \$3,000 is allotted for leadership mentoring; and \$4,250 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)

(Total \$29,390 for 3.1)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development	Stipends for Professional Development	85 teachers x			
Salaries and Wages	New Teacher Seminars	2 session x \$50			
Grant Title II, Part A	Allowable activity 3.1		\$8,500		\$8,500

Fixed Charges		8% x \$8,500			
Grant Title II, Part A	Fringes		\$680		\$680
Instructional Staff Development	Stipends for Professional Development - Demo Teachers	20 teachers x \$600			
Salaries and Wages					
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
Contracted services	Leadership Mentoring	4 mentors x \$750			
	Allowable activity 3.1				
Grant Title II, Part A			\$3,000		\$3,000
Supplies and materials	Materials for PD	100 participants x \$20			
Grant Title II, Part A	Allowable activity		\$2,000		\$2,000
Materials	Evaluation	90 administrators x \$25			
	Allowable activity 3.1				
Grant Title II, Part A	Goal 3.4.2.1		\$2,250		\$2,250
3.1		TOTAL	\$29,390		\$29,390

Allowable Activity 3.2

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) (\$3,558)

(Total \$3,558 for 3.2)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Dev	PRAXIS and test Reimbursement	\$355.8 x 10 teachers			
Other	Allowable Activity		\$3,558.00		\$3,558.00

Grant Title II, Part A	3.2				
3.2		TOTAL	\$3,558		\$3,558

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 (\$15,552, including fringes) and materials and supplies (\$4,092) will be purchased to support the courses. In addition, \$9,000 in online professional development support will be provided. (Goal 3.5.11)

(Total \$28393 for 3.3)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Dev Supplies and Materials Grant Title II, Part A	Materials for PD -Coursework texts Allowable activity 3.3 Goal 3.5.1.3	60 participants x \$68.2	\$4,092		\$4,092
Instructional Staff Dev - Salaries and Wages Grant Title II, Part A	Stipends to teach Reading Courses for certification and HQ status Allowable activity 3.3	5 instructors x \$1,800	\$9,000		\$9,000
Fixed Charges Grant Title II, Part A	Fringes	8% x \$9,000	\$720		\$720
Instructional Staff Development Salaries and Wages Grant Title II, Part A	Stipends to teach other courses Allowable activity 3.3 Goal 3.3.3.2	3 instructors x \$1,800	\$5,400		\$5,400
Fixed Charges Grant Title II, Part A	Fringes	8% x \$5,400	\$432		\$432
Contracted services Grant Title II, Part A	Online course support Allowable activity 3.3	\$9,000 contracted services	\$9,000		\$9,000
3.3		TOTAL	\$28,644		\$28,644

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	592,556 (\$4,766 in FY13)
Indirect Cost	\$13,995
Non-public Cost	\$24,000
Total Grant	\$630,551
Grant Allowance	\$630,551

The total allotment for non-public schools is \$24,000.
The total Indirect Cost is \$13,995.

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

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	09/07/12
GRANT NAME	Improving Teacher Quality, Title II Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	119-13		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2012	6/30/2014	
		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						13,995.00	13,995.00
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.	214,304.00						214,304.00
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						24,000.00	24,000.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	217,600.00	16,500.00	22,142.00	18,558.00			274,800.00
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				103,452.00			103,452.00
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	431,904.00	16,500.00	22,142.00	122,010.00	0.00	37,995.00	630,551.00


Finance Official Approval	Leyla Mele		09/07/2012	301-475-5511 X186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Michael Martirano		9/13/12	
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

ASSURANCES

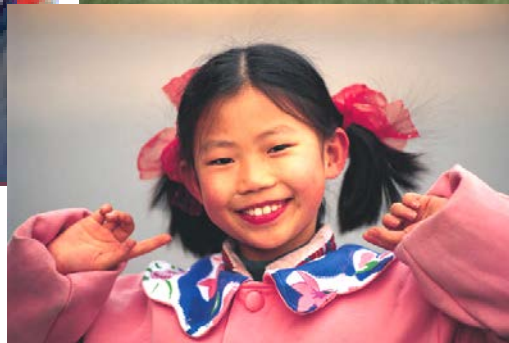
By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

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.
2. 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.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. 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.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. 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.
8. 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 extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution 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.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. 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.

	10/15/12
Superintendent of Schools/Head of Grantee Agency	Date

Attachment 10



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

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

Local School System: St. Mary's County Public Schools Fiscal Year 2013

SUPPLEMENT, NOT SUPPLANT [Section 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 limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

A. REQUIRED ACTIVITIES [Section 3115(c)]: For all required 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 2013 Bridge to Excellence Master Plan, (d) the amount of funding for services to nonpublic students and teachers. Use separate pages as necessary for descriptions.

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115(c)(1)]			
Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2013 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 instruction program for ELL children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	Purchase (supplemental) electronic translators and bilingual dictionaries for English Language Learners who can benefit from having this resource in mainstream classes and the resource is included in the student's accommodations – Timeline: on-going 2012 -2013. No change to BTE Plan. Activity description supports NCLB Goal	659	N/A
1.3 Providing intensified instruction for ELL children [section 3115(d)(3)(B)].			
1.4 Improving the English proficiency and academic achievement of ELL children [section 3115(d)(5)].	Two tutors provide additional instructional support for EL students who need extra help, and the students are identified as needing additional assistance in a pull - out model. Timeline: on-going 2012 – 2013. No change to BTE plan. Activity description supports NCLB Goal.	14456	770

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

Local School System: St. Mary's County Public Schools Fiscal Year 2013

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

2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. High quality professional development shall apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [section 3115(c)(2)(D)].	Please address each item (a-d) in your activity descriptions. a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2013 Master Plan. d) services to nonpublic schools		
2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].	Membership / registration fees for conferences relating to teaching ELLs. ELL teachers will be expected to share information with grade level/content teachers Timeline: on-going 2012 – 2013 No change to BTE plan. Activity description supports NCLB goal	1250	N/A
2.2 Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for ELL children [section 3115(c)(2)(B)].	Provide professional development for ESOL and mainstream teachers with a focus on planning instruction designed around the WIDA standards, and to acquire a deeper understanding of performance definitions. Provide professional development to ESOL teachers with a focus on using technology in the classroom. Timeline: on-going 2012 – 2013. No change to BTE plan. Activity description supports NCLB goal.	648	N/A
2.3 Providing for scientifically-based professional development to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)].			

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

Local School System: St. Mary's County Public Schools Fiscal Year 2013

SUPPLEMENT, NOT SUPPLANT [Section 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 limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

B. ALLOWABLE ACTIVITIES [Section 3115(d)]: An eligible entity receiving funds under section 3114(a) may use the funds to achieve one or more of the following activities:

3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]			
Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2013 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Costs
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].	Funds are used to pay face to face interpreters, CTS Language Link interpreting service, Schreiber Translation service, and to renew contract with TransACT online communication resources. These resources provide translation services to help schools support their EL students and families. Timeline: on-going 2012 – 2013. No change to BTE plan. Activity description supports NCLB goal	4506	N/A
3.2 Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].	ELL Parent Conference and International Night. Cost includes translated documents, interpreters, building fees, refreshments, etc. Opportunities provided for parent / teacher conferences and to meet with reps from various agencies that support family needs. Provide opportunities for Back to School Conferences with ESOL teachers. Timeline: on-going 2012 – 2013. No change to BTE plan. Activity description supports NCLB goal.	2011	N/A
4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(3)(4)(7)]			
4.1 Providing tutorials and academic and vocational education for ELL children [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 educational technology and electronic networks into curricula and programs [section 3115(d)(7)(C)].			
4.5 Developing and implementing elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services [section 3115(d)(4)].			
5. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>No Child Left Behind</i>. (Specify and describe below.) [section 3115(d)(8)]:			
5.1 Carrying out other activities that are consistent with the purposed of this section [section 3115(d)(8)].			

C. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may not use more than 2% 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)].	Allowable administrative costs not more than 2%	486	
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		24,786	

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

Local School System: St. Mary's County Public Schools Fiscal Year 2013

SUPPLEMENT, NOT SUPPLANT [Section 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 limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

D. IMMIGRANT ACTIVITIES [section 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)]			
Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2013 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Costs
1.1 Providing for family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children [section 3115(e)(1)(A)].	Provide lunch for ELL Parent Day in the schools. The purpose of this day is to increase ELL parent involvement in their child's school and to encourage EL parents to become parent volunteers in the schools. Timeline: ongoing 2012 – 2013. No change to BTE plan Activities support NCLB goal	490	N/A
1.2 Support personnel including teacher aides 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 and acquiring curricular materials, educational software, and technologies to be used carried out with these funds [section 3115(e)(1)(D)].	Purchase IPADS for ELL teachers for use in the classroom. ELL students will gain experience and exposure to using technology as a learning tool. Purchase consumables/ supplemental reading materials to support core language program with an increased focus on improving ELs academic language. Timeline: on-going 2012 – 2013. No change to BTE plan. Activities support NCLB goal	4656	N/A
1.5 Providing basic instructional services that are directly attributable to the presence in			

the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies, cost of transportation or such other costs [section 3115(e)(1)(E)].			
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 USA, such as programs of introduction to the educational system and civics education [section 3115(e)(1)(F)].			
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 of immigrant children and youth by offering comprehensive community services [section 3115(e)(1)(G)].			

E. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may not use more than 2% 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)].	Allowable administrative cost no more than 2%	102	
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT		5248	

B. 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 9 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;
 - b) The basis for determining the needs of private school children and teachers;
 - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and
 - 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.)
- 3 ATTACH WRITTEN AFFIRMATION (e.g., meeting dates, agenda, sign-in sheets, letters/forms, etc.) for the school year 2012 – 2013 signed by officials at each participating nonpublic school and/or their designee that **consultation regarding Title III services has occurred**. DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10.

C. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Title III-A 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 *Attachment 10*. 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 <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-9662>.
2. Provide a detailed budget narrative using the attached “Guidance for Completion of the Budget Narrative for Individual Grants” (pp. 10-13 of this guidance document). For Title III, use the sample narrative on page 13. An [Excel version](http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177) of this budget narrative is available at: <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177> 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.

A. ATTACHMENTS 4-A & B, 5-A & B, and 6-A & 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
Attachment 7: Affirmation of Consultation (with nonpublic schools) documentation

FY 2013 Title 111 Budget Narrative

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Activity 1.4 Instructional Tutors Salaries & Wages	Hourly Pay for hourly tutor (2)	\$23/ hour x 582 hrs	\$13386		\$13386
Fixed Charges	FICA	8% x \$13386	\$1070		\$ 1070
			Total:		\$14456
Activity 1.4 Non-public Instructional tutor Salaries & Wages	Hourly pay for hourly tutor	\$23 / hour x 31hrs /	\$713		\$ 713
Fixed Charges	FICA	8% x \$713	\$57		\$57
			Total:		\$770
Activity 1.2 Instructional Supplies and Materials	Purchase Bilingual dictionaries/ Electronic translators for ELs		\$659		\$659
			Total:		\$659
Activity 2.1 Instructional Other Charges	Membership / registration fees for conferences	5 ESOL teachers x \$250	1250		1250
			Total:		\$1250
Activity 2.2 Instructional Salaries and Wages	PD for ESOL and classroom teachers with a focus on instruction / best practices	5x \$60 x 2 days	\$ 600		\$600
Fixed Charges	FICA	8% x \$600	\$48		\$48
			Total:		\$648
Activity 3.2 Contractual Services Materials/Supplies	ELs Parent Conference and International Night (Cost: translated documents, interpreters, building fees, refreshments)		\$2011		\$2011
			Total:		\$2011
Activity 3.1 Community Services	Interpreter and Translation Services		Total:		\$4506
Administration			\$486		\$486
			Grand Total		\$24786

Grand Total
D. Immigrant Activities

FY 2013 Title 111 Budget Narrative

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Activity 1.1 Parent outreach	Increase parent involvement in schools by sponsoring ELL Parent Day. Provide opportunity for parent to have lunch with their child / children.	140 EL Parents x \$ 3.50 per lunch	\$490		\$490
Activity 1.4 Instruction Supplies & Materials	Purchase 5 IPADS for instructional purposes. Purchase supplemental materials and consumables for instructional purposes	5 IPADS @ \$600	\$4656		\$ 4656
Activity 2.1 Administrative expenses	Allowable expenses at no more than 2%		\$102		\$102
			Total:		\$5248

FY 2013 Title 111 Budget Narrative

D. Immigrant Activities

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Activity 1.1 Parent outreach	Increase parent involvement in schools by sponsoring ELL Parent Day. Provide opportunity for parent to have lunch with their child / children.	140 EL Parents x \$ 3.50 per lunch	\$490		\$490
Activity 1.4 Educational software and technologies Curricular materials	Purchase 5 IPADs for instructional purposes. Purchase supplemental materials		\$4653		\$ 4653
Activity 2.1 Administrative expenses	Allowable expenses at no more than 2%		\$105		\$105
			Total:		\$5248

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

ORIGINAL GRANT BUDGET	24,786.00	AMENDED BUDGET #		REQUEST DATE	07/25/12
GRANT NAME	Title III, English Language Acquisition	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	043-13		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2012	6/30/2014	
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						486.00	486.00
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.	13,386.00		659.00				14,045.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						770.00	770.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	600.00			1,250.00			1,850.00
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				1,118.00			1,118.00
214 Community Services		4,506.00	2,011.00				6,517.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	13,986.00	4,506.00	2,670.00	2,368.00	0.00	1,256.00	24,786.00

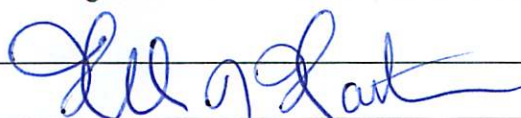
Finance Official Approval	Rhonda Meleen		10/15/2012	301-475-5511 X186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Michael Martirano		10/15/2012	301-475-5511 X178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

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.
2. 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.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. 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.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. 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.
8. 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 extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution 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.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. 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.

	10/15/12
Superintendent of Schools/Head of Grantee Agency	Date

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).

Activity #2: 2005-2006: Provide fine arts resource staff position to supplement the completion of nonsupervisory tasks. 2009-2013: Provide hourly fine arts assistance to supplement nonsupervisory tasks.

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).

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: Institute a series of theatre safety units taught by highly qualified theatre teachers and purchase construction tools to accommodate the safety units.

Activity #11: 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).

- 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.
- 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.

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 2011-2012 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

During the 2011-2012 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 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, additional General Funding, and several small grants. 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.

There were several program strides that were approved by The Board of Education of St. Mary's County during the 2011-2012 cycle. The most significant stride was the continuation of the Professional Learning Community (PLC). Since the fine arts staff is spread over twenty-eight (28) schools, it is very difficult to have a PLC of four visual arts teachers within one building. Through the countywide PLCs the music, theatre, and visual arts staff was divided into nine PLCs: two elementary school music, one elementary school visual arts, one middle school music, one middle school visual arts, two high school music, one high school theatre, and one high school visual arts. Each PLC set their own norms and followed the county's guidelines for a PLC. The overall goal of the fine arts PLC was to complete the task of assessing the item writing of the countywide assessments and collaborating to create shared lesson plans. Each group had to refine the item bank which was based on the Maryland State Curriculum or the Essential Learner Outcomes (ELOs). With the completion of the third year of the PLC, music and visual arts in grades 3-12 and theatre in grades 9-12 were given pilot assessments in all courses.

The second major stride for this year was the use of SharePoint and Performance Matters (data warehouse) by all staff members. Each staff member was inserviced in September in the use of SharePoint and Performance Matters and how each member of the individual PLC would use it, when they could not meet outside their building. Throughout the school year teachers posted their items and were able to review,

edit, and discuss their work. SharePoint and Performance Matters were invaluable resources to the success of the countywide fine arts PLC.

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

During the 2011-2012 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 reallocated to accommodate student needs and growth.

Adequate funding for all categories for fine arts was maintained in the 2011-2012 budget cycle. Several small grants were written to supplement the growing enrichment programs.

(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:

No additional staffing for the fine arts programs was added.

At the elementary school level, music positions were shifted to accommodate the growth of several school populations and the increase in instrumental music. At the middle school level, a general music position that was shared by three schools was reallocated to a middle school visual arts position to accommodate student growth in the program.

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. This will be paid from the General Fund in 2011-2012.

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, 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.

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 140 campers at the elementary and middle school levels. 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.

Goal #1, Objective #13, Strategy #2, Activity #15:

The textbook adoption cycle was completed in 2007-2008. In 2009-2012, 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 2011-2012 programs in Fine Arts goals. Additional grants (St. Mary's Arts Council, Mattingly Memorial Grant, and North End Gallery) were written to enhance activities and strategies. 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 collaborating time to develop the item banks in each fine arts area necessary to develop countywide assessments; and adjustments have been made in the 2012-2013 master calendar to include an additional professional development day, as well as the PLC collaborative planning days. An additional challenge in a small county is the amount of administrative work, which keeps the supervisor from going into the classroom.

4. Describe the goals, objectives, and strategies that will be implemented during 2012-2013 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.

An additional professional development day has been added to the 2012-2013 school year calendar in April, which will help keep the motivation level of our teachers high to the conclusion of the school year. In August, teachers will be inserviced on the HAC/TAC, which is the Home Access Center and Teacher Access Center; Performance Matters; and the course syllabi. Teachers will also be inserviced regarding the implementation of "Domain 5", the last component of our teacher evaluation system. On September 21, teachers will be in-serviced on the uses of SharePoint and how the fine arts department will be using it as a tool for teachers to communicate lesson and unit plans, for committee meetings, and for a communicating tool for the Professional Learning Community, as well as sharing methods and strategies for student learning. Established PLCs will review the collaborative lessons, assessments, and set the meeting agendas. An additional part-time hourly administrative assistant will be a considerable asset in helping with the increased paperwork one day a week. This will allow the supervisor to be in classrooms assisting teachers on a regular basis.

A. BUDGET INFORMATION AND NARRATIVE


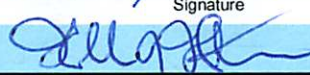
1. Provide a detailed budget on the *MSDE Proposed Fine Arts Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence 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.**

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Fine Arts Part-Time Hourly: Staff	17 hours per week x nine months	\$12.50 x 17 hours x 49 weeks	\$ 10,413		\$ 10,413
Fixed Charges	Fringe Benefits: SS	.08% x \$10,413	\$ 833		\$ 833
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #1, 2, and 3	5 participants x \$23 per hour x 11 hours	\$ 1,265		\$ 1,265
Fixed Charges	Fringe Benefits: SS	.08 % x \$1,265	\$ 102		\$ 102
Instructional Staff Development Contracted Services	Consultants to provide professional development training Strategy #2 and 3	9 days x \$200	\$ 1,800		\$ 1,800
Instructional Staff Development Supplies	Strategy #1, 2, 3, and 4	Miscellaneous paper supplies	\$ 209		\$ 209
Other Charges	Conference Fees Strategy 2, Marching Band Fees, Strategy 2	3 bands x \$375.00	\$ 1,125		\$1,125
Administration Business Support Services/Transfers	Indirect Costs	2% x direct costs	\$ 321		\$ 321
	TOTAL		\$16,068		\$16,068

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

ORIGINAL GRANT BUDGET	\$ 16,068.00	AMENDED BUDGET #		REQUEST DATE	10/15/12
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	047-13		
REVENUE SOURCE	State	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	1-Jan-12	30-Jun-13	
		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						321.00	321.00
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.	10,413.00						10,413.00
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.	1,265.00	1,800.00	209.00	1,125.00			4,399.00
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				935.00			935.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	11,678.00	1,800.00	209.00	2,060.00	0.00	321.00	16,068.00


Finance Official Approval	Rhonda K. Meleen		October 15, 2012	301-475-5511 x183
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Michael J. Martirano		10/15/2012	301-475-5511 x178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

ASSURANCES

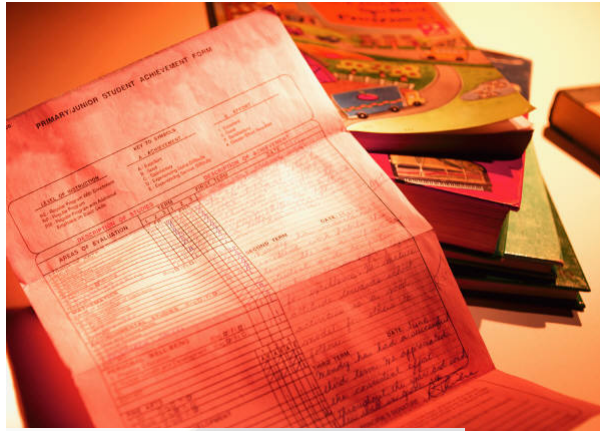
By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

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.
2. 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.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. 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.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. 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.
8. 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 extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution 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.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. 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.

	16/15/12
Superintendent of Schools/Head of Grantee Agency	Date

Additional Federal and State Reporting Requirements



Victims of Violent Criminal Offenses (VVCOs) in Schools - SY 2011-12

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

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

Telephone: 301-475-5511, ext. 198

E-mail: 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.

Guidance for Completion of the SY 2011-12 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.

State Fiscal Stabilization Fund Program Requirements – Phase II Achieving Equity in Teacher Distribution

Summary

To enable State officials, parents, the Department of Education, local educators and other key stakeholders to measure States' progress towards improving teacher effectiveness and achieving equity in the distribution of teachers and principals, States will need to collect, publish, and analyze basic information about how districts evaluate teacher and principal effectiveness and distribute their highly qualified and effective teachers among schools. The objective is to highlight inequities that result in low-income and minority students being taught by inexperienced, unqualified, out-of-field or ineffective teachers at higher rates than other students. Similarly, because principals play a critical role in teaching and learning, it is important to highlight inequities that result in low-income and minority students being taught in schools overseen by ineffective principals at higher rates than other students.

General Instructions:

- **Please update your school system web site to report required information.**
- **For this reporting year, use 2011-2012 data to update system web site.**

PART I: Teacher and Principal Evaluation Systems

Directions:

Include, **and update**, the following information **for descriptors (a)(1), (a)(2), and indicators (a)(4), (a)(5), (a)(7)** on the local school system's designated website

Please provide your school system link on the line below:

URL: http://www.smcps.org/files/HR/ARRA_Evaluations_Reporting.pdf

Citation	Description	Rationale
Descriptor (a)(1)	Describe, for each local education agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.	Teacher evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective teachers.
Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.	Principal evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective principals.

Citation	Description	Rationale
Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.	Ratings from teacher evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective teachers across districts.
Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.	To the extent information on the distribution of teacher performance ratings is readily accessible by school, State officials, parents and other key stakeholders can identify and address inequities in the distribution of effective teachers on an ongoing basis.
Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.	Ratings from principal evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective principals across districts.

PART II: Achievement Outcomes and Evaluation Systems

Directions:

- ✓ Check the appropriate response for questions 1 and 2 to report information for indicators **(a)(3)** and **(a)(6)**.

Citation	Description	Rationale
Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

1. Do your evaluation systems include student achievement outcomes or student growth? (Mark "Yes" or "No")
 - a. _____ Yes, the systems used to evaluate the performance of **teachers** include student achievement outcomes or student growth as an evaluation criterion.

b. If Yes, please respond (check one):

_____ Student achievement outcomes are included as an evaluation criterion.

_____ Student growth is included as an evaluation criterion.

c. ☒ No, the systems used to evaluate the performance of teachers do not include student achievement outcomes or student growth as an evaluation criterion.

Citation	Description	Rationale
Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

2. Do the systems used to evaluate the performance of **principals** include student achievement outcomes or student growth as an evaluation criterion? (**Mark "Yes" or "No"**)

a. _____ Yes, the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion.

b. If Yes, please respond (check one):

_____ Student achievement outcomes are included as an evaluation criterion.

_____ Student growth is included as an evaluation criterion.

c. ☒ No, the systems used to evaluate the performance of principals do not include student achievement outcomes or student growth as an evaluation criterion.

TRANSFER OF EDUCATIONAL RECORDS
CHILDREN IN STATE-SUPERVISED CARE
CERTIFICATION STATEMENT
2012 MASTER PLAN UPDATE

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

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

Address: 23160 Moakley Street, Leonardtown, Maryland 20650

Telephone: 301-475-5511, ext. 198

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.



10/15/12

Signature - Local Superintendent of Schools/Chief Executive Officer

Date

Please complete certification statement and submit as part of your 2012 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@msdc.state.md.us

**REVIEW AND UPDATING STUDENT RECORDS
VERIFICATION STATEMENT
2012 Master Plan Update**

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

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

Address: 23160 Moakley Street, Leonardtown, Maryland 20650

Telephone: 301-475-5511, ext. 198

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:

X 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

10/15/12
Date

Please complete certification statement and submit as part of your **2012 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: jmcginnis@msde.state.md.us