

St. Mary's County Public Schools

Bridge to Excellence Master Plan 2011 Annual Update

Part II: Attachments

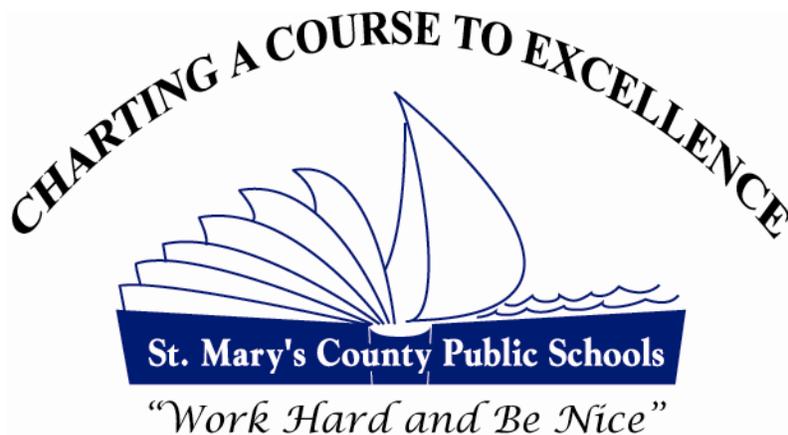


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**Bridge to Excellence Master Plan
2011 Annual Update**

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

Part 2: Attachments—Due: November 22, 2011

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, Chief Academic Officer

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 2011 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)

11/17/11

Date

Signature (Local Point of Contact)

11/17/11

Date

**ATTACHMENT 4-A and B
SCHOOL LEVEL BUDGET SUMMARY
Fiscal Year 2012**

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	79.51%	660,440.00						
Green Holly Elem. (SW)	0803	70.11%	453,096.00						
Lexington Park Elem. (SW)	0804	58.80%	482,052.00						
Park Hall Elem.(W)	0808	53.31%	481,774.00						
Spring Break Middle	0101	41.97%							
Ridge Elem.	0104	41.18%							
Greenview Knolls Elem.	0810	37.11%							
Dynard Elem.	0702	34.86%							

Great Mills High School	0801	33.74%							
Town Creek Elem.	0806	30.67%							
Hollywood Elem.	0604	26.65%							
Oakville Elem.	0602	25.90%							
White Marsh Elem.	0503	25.61%							
Piney Point Elem.	0201	25.00%							
Esperanza Middle	0807	24.72%							
Lettie Marshall Dent Elem.	0501	24.43%							
Benjamin Banneker Elem.	0302	23.91%							
Mechanicsville Elem.	0504	22.78%							
Margaret Brent Middle	0404	21.85%							
Leonardtown Elem.	0301	21.25%							
Leonardtown Middle	0305	17.59%							
Evergreen Elem.	0606	17.22%							
Chopticon High	0303	15.25%							
Leonardtown High	0306	13.78%							

Chesapeake Public Charter (K-8)	0813	11.56%							
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column N.)			2,077,362						
School System Administration (For Title I, Use Table 7-8 LINE 5)			140,754						
System-wide Programs and School System Support to Schools (For Title I, Use Table 7-8 LINE 13)			59,498.54						
Nonpublic Costs (For Title I, Use Table 7-10 LINE 7)			33,320						
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			2,310,935						

**ATTACHMENT 5-A
TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]
Fiscal Year 2012**

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

St. Mary’s County Public Schools does not use this option

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 50 percent of the funds allocated to it by formula under four major ESEA programs to any one of the programs, or to Title I (Up to 30 percent if the school system is in school improvement)¹. 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 2012 Allocation	\$ Amount to be transferred <u>out of each program</u>	\$ Amount to be transferred into each of the following programs			
			Title I-A	Title II-A	Title II-D	Title IV-A
Title II-A Teacher Quality						
Title II-D Ed Tech						
Title IV-A Safe and Drug Free Schools & Communities						

¹ A school system that is in school improvement may only use funds for school improvement activities under sections 1003 and 1116 (c) of ESEA.

**ATTACHMENT 5-B
 CONSOLIDATION OF ESEA FUNDS FOR LOCAL
 ADMINISTRATION [Section 9203]
 Fiscal Year 2012**

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

St. Mary’s County Public Schools does not use this option

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)
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ATTACHMENT 6-A

**NONPUBLIC SCHOOL INFORMATION
FOR ESEA PROGRAMS
Fiscal Year 2012**

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	14	14	14			
	Public School						
	Neutral Site						
Little Flower School 20410 Point Lookout Rd. Great Mills, MD 20634	Private School	5	5	5			Students taught by Highly Qualified Title I Teacher: Jamie Bollen at KCA.
	Public School						
	Neutral Site						
	Private School						
	Public School						
	Neutral Site						

Attachment 7



Title I, Part A Improving Basic Programs LEA: 18-Saint Mary's

SY 2011-2012

Reviewed and Approved by COP: May 6, 2010

Final 08/05/11
Revised Nov 2011

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

<p>Local Educational Agency: 18-Saint Mary’s Fiscal Year 2012</p> <p>Title I Coordinator: Kelly Hall</p> <p>Telephone: 301-475-5511 Ext. 136 E-mail: kmhall@smcps.org</p>
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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. SCHOOLS IN IMPROVEMENT:

1. DESCRIPTION of the process the school and/or LEA follows to inform parents of each student enrolled in a Title I school IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS. Complete letters a-c. Sec. 1116 (b)(6)(A-E)

- a. Based on the 2011 administration of the Maryland School Assessment, does the LEA have any Title I schools IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS?
 Yes No

If “No”, proceed to Highly Qualified.

- b. Describe the methods used to inform parents about the status of their child’s school if it is in THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS. Include in this description the timeline and the names/positions/departments/schools responsible.

- c. Describe how parents who enroll their child/children later in the school year are notified.

2. DOCUMENTATION: Include sample copies of letters that will be used for school year 2011-2012 documentation to support that items a-f below have been included in the parent notification letter(s).

- a. what the identification means;

- b. the reasons for the identification;
- c. what the school is doing to address the problem of low achievement;
- d. how the LEA and MSDE are helping the school address the achievement problem;
- e. how parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and,
- f. how the school compares to others.

3. DESCRIPTION of the process including specific timelines/dates that the Local Educational Agency will use to inform parents of students attending a Title I school IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS about student transfer (Choice) and Supplemental Educational Services (SES) options. Sec. 1116 (b)(6)(F)

- a. What date(s) were parents notified about their School Choice options?

- b. Will the LEA be offering SES this year? ____Yes ____No
- c. What date(s) were parents notified about the SES option? _____
- d. Describe how the LEA informs parents about the SES program and their choices of Providers.
- e. What is the projected start-up date for these services? _____
- f. Will the LEA provide a summer SES program? ____Yes ____No

If yes, what is the projected start-up date _____ **and** what is the projected duration of the program? _____
- g. Describe how parents who enroll their child/children later in the school year are notified of their **School Choice** and **SES options**.

4. DOCUMENTATION: Include sample copies of English and translated notification letters and their attachments for School Choice and Supplemental Educational Services options the Local Educational Agency will use for the 2011-2012 school year. Attachments should include supporting information for parents, i.e. current profiles of test scores for the home school and the receiving schools, provider profiles, etc.

5. DESCRIBE the process to ensure that the 10 Requirements for School Improvement are part of the development, implementation, and monitoring of School Improvement Plans.

6. If any of the 10 Requirements for school improvement are not adequately addressed, **describe** steps the LEA will take to ensure that revisions to the school improvement plans occur in a timely manner.

B. 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 24, 2011. Principals were given the signed letters with copies prepared for their schools on Wednesday, August 3, 2011.

Attachment 1: Parent letter concerning right to request teacher and paraeducator qualifications.
Attachment 1a: Translated letter sample.

- 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.

Attachment 2: Parent letter concerning non-HQ teacher for more than 4 consecutive weeks.
Attachment 2a: Translated letter sample.

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

Kelly Hall, Director of Elementary Education/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 teacher candidates to interview for openings in Title I schools. Both the Title I school principal and the 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 Chief Academic Officer a minimum of six times throughout the school year. This report verifies staff assignment and student enrollment in each class. Class Level Membership, which determines and verifies HQ status, is captured by the Human Resources Office in December of each year and is submitted to MSDE.

- 2. DOCUMENTATION: Include** sample copies of English and translated letters that will be used to meet the requirements (for **a.** and **b.**) in school year 2011-2012.

Sample copies of the letters are attached (Attachment 1a. and Attachment 2a). All Title I schools have access to TransAct Communications, which is an on-line 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 on immunizations for school nurses, etc.

- 3.** Are all paraprofessionals in Title I schoolwide schools qualified?

Yes No Not Applicable

- 4.** Are all paraprofessionals paid with Title I funds in targeted assistance schools qualified? Yes No Not Applicable

C. SCHOOLWIDE PROGRAMS:

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

- 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 School Improvement Plan incorporates the alignment of federal, state, and local funds. By working with the Grants Accountant, Title I Director, and Director of Teaching, Learning, and Professional Development, Title I school principals and school stakeholders collaborate to align all available funding sources to best serve the students and school community. Persons responsible: Grants Accountant: Leyla Mele; Director of Elementary Schools/Title I: Kelly Hall; Director of Teaching, Learning, and Professional Development: Jeff Maher.

- 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 either use the SMCPS school improvement plan template provided by MSDE which includes documentation of the 10 component or a similar version of the School Improvement Plan with the 10 components attached. The 10 components are reviewed for each school during the school improvement review process. Monitoring of the 10 components is ongoing throughout the year by the Director of Elementary Schools/Title I and the School Improvement Team at each school which includes central administration representation.

- 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 the location of the 10 components, by page number in the plan. Any school's plan that does not include evidence of the 10 components is required to be revised. All plans are reviewed by the Director of Elementary Schools/Title I, content based supervisory staff, as well as the Director of Secondary Schools and then forwarded to the Chief Academic Officer for approval.

- 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 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 Director of Teaching, Learning, and Professional Development and the 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 School Improvement 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 benchmark 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 three title I elementary schools. Students from Lexington Park, George Washington

Carver, and Park Hall Elementary Schools have 21st Century Community Learning Center after school programs in place. 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. 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, 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 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: Chief Academic Officer: Linda Dudderar; Director of Teaching, Learning, and Professional Development: Jeff Maher.*
- *Component 3, Highly Qualified Teachers; Component 5, Strategies to Attract Highly Qualified Teachers: Dale Farrell, Supervisor of Human Resources.*
- *Component 4, High Quality Ongoing Professional Development: 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; Director of Elementary Schools/Title I: Kelly Hall*

2. **For LEAs with 1003g SIG Funds:** Describe how the LEA will insure that the 10 components for schoolwide are intergraded throughout the schools' models.

D. 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.
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. Identify the school(s) by name and assigned MSDE ID number that are implementing a targeted assistance program in 2011-2012 and are planning to become Schoolwide for the 2012-2013 school year.

E. 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:

June 14, 2011

- 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 SMCPS Title I Parent Involvement Plan took place on June 14, 2011 for the 2011-2012 school year. 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 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 SMCPS 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. No changes were made since the last Master Plan submission.

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 School Improvement 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 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 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 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.

- c. 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 meetings. 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 June 24, 2011. 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? 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.

F. 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 January) hosted by St. Mary's County Public School System federal grant administrators. At the January 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 mid-March 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 May 26, 2011. In late July, 2011, the Director of Elementary Schools/Title I met with each participating private school principal to review services for the 2011-12 school year. Additional quarterly meetings are scheduled for November, 2011; February, 2012; and May, 2012, with each principal. The Director of Elementary Schools/Title I meets with each principal at the end of the school year to review/evaluate the program.

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

*All private school principals, or their designees, are invited to the Non-Public Federal Grants Information Meeting in January of each year to review options for participation in Title I and all federal programs. At that time, the private schools indicate their intent to participate. **Timeline:** On February 10, 2011, the SMCPS Non-Public Schools Informational Meeting for Federal Grants was held. Intent to participate for the 2011-12 school year was reviewed. Intent forms were due to the Title I Office by April 29, 2011. The consultation agreement was reviewed and signed on May 26, 2011 at each of the two participating schools. In July, 2011, the Director of Elementary Schools/Title I met with each participating private school principal to review services for the 2011-12 school years. Additional quarterly meetings are scheduled for November, 2011; February, 2012; and May, 2012, with each principal. The Director of Elementary Schools/Title I has a meeting with each principal at the end of the school year to review/evaluate the program.*

5. **DELIVERY OF SERVICES**

- a. Will LEA staff be providing the services directly to the eligible private school students? Yes No
If yes, when will services begin? August 24, 2011
- b. Will the LEA enter into a formal agreement with other LEA(s) to provide services to private school students? Yes No
If yes, identify the LEA(s) involved and the date the services will begin.

- c. Will the LEA enter into a third party contract to provide services to eligible private school students? Yes No
If yes, when will services begin? _____

6. DOCUMENTATION: Attach copies of written affirmation(s) and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63]

- ATTACHMENT 4: SMCPS NON-PUBLIC PROCEDURES 2011-2012**
- ATTACHMENT 5: TIMELINE FOR CONSULTATION WITH PRIVATE SCHOOLS**
- ATTACHMENT 6: MEMORANDUM OF UNDERSTANDING – KINGS CHRISTIAN ACADEMY**
- ATTACHMENT 7: MEMORANDUM OF UNDERSTANDING – LITTLE FLOWER SCHOOL**

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

The SMCPS 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 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 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 2011-2012 school years.”

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:	
<ul style="list-style-type: none"> 1. Identifying eligible Title I schools. 2. Determining the ranking of each school. 3. Determining the Title I allocation for each school. 	
PUBLIC SCHOOLS:	

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:	
<ol style="list-style-type: none"> 1. The school system must first rank all of its schools by poverty based on the percentage of low-income children. 2. After schools have been ranked by poverty, the school system must serve in rank order of poverty, schools 	

above 75% poverty, including middle and high schools.

3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to (a) continue on with the district-wide ranking or (b) rank remaining schools by grade span groupings.
4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings.

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-A funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**
- Grade span grouping/district-wide percentage** -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 4.**
- 35% rule** -- all schools *at or above 35%* are eligible for services. Schools must be served in rank order of poverty. Title I –A funds may run out before serving all schools above 35%. **Complete Tables 7-3.**
- Grade-span grouping/35% rule** -- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**
- Special Rule:** Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. **Complete Tables 7-3 and 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.

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, 2010 to complete this table along with the September 30, 2010 enrollment data.**

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

4,970	÷	17,150	=	28.98%
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Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2010)		Total LEA Student Enrollment (September 30, 2010)		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)	2,918	÷	8,213	35.52%
Middle (6-8)	986	÷	3,760	26.22%
High (9-12)	1,066	÷	5,177	20.59%

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

\$2,310,935.00 Local Educational Agency Title I-A Allocation (Taken from Table 7-10) (Should match # on C-1-25)	÷	4,989 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.)	=	\$463.21 Per Pupil Amount
--	---	---	---	-------------------------------------

Per-Pupil Amount \$ 463.21 X 1.25 = Minimum Per Pupil Allocation \$ 579.01
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 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
N/A		

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.		
<p>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:</p> <ol style="list-style-type: none"> 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 to 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 Skipped School Allocation Worksheet must be submitted with the Attachment 7 submission.
Source of Compensatory Funds: (Attach documentation in which Compensatory Funding Source was approved in the LEA.)	N/A	

B. BUDGET INFORMATION

TABLE 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION	
<p>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.</p> <p>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.</p>	

Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION¹

Total Title I 2011-2012 Allocation		\$ 2,310,935.00 (Taken from the C-1-25)		
Reservations Requiring Equitable Services for Non-Public Schools Use these numbers in Table 7-9.	ACTIVITY	RESERVATION	DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)	
	1	District-wide Title I Instructional Program(s) Reservation 34CFR Sec. 200.64, and District-wide Professional Development (Not to include required PD for low performing schools) 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)	23,940.00	
	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. Lines 1 & 2 (Present this number in Table 7-10 LINE 2.)	23,940.00	

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. Question 5, Pages 9-11.

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.)	140,754.00	- \$88,732: Administrative Salaries - \$33,670 Administrative Fringe Benefits - \$11,852.00 Indirect Cost - \$3,000 Mileage - \$500 Office Supplies - \$2,500 Professional Development Conference Fees - \$500 Professional Development Materials
	6	School Improvement Initiatives under NCLB (not less than 20%- of which 5% is for Choice and 5% for SES) Sec. 1116 (b)(10)(A) and Sec. 1116 (e)(6) of ESEA	0.00	No Title I schools in St. Mary's County have been identified for school improvement
	7	Support to Low Performing Title I Schools Sec. 1116 (b)(4) A-C of ESEA Local discretion. This reference describes required technical assistance .	0.00	
	8.	Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA Must reserve funds if N & D programs exist.	0.00	
	9.	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.	35,558.54	- \$35,558.54: Clothing/shoes/school supplies. 140 Students x 253.99 per student, including: -\$3,000.00: For homeless student tutoring through the Three Oaks Shelter
	10.	Professional Development for an LEA identified as a System in Improvement (not less than 10%) (must) Sec. 1116 (c) (7)(A)(iii) of ESEA Note: 1. If there are no Title I schools identified for improvement in a system identified for improvement, the LEA must still set aside 10% for professional development for any Title I school to help them remain out of improvement status. Please provide an explanation. 2. School level PD funds can be included when factoring the 10%.	0.00	
	11.	Incentives for Title I Teachers (Local Discretion) (not more than 5%) for schools in improvement, corrective action, and restructuring. Sec. 1113(c)4 of ESEA	0.00	
	12.	Total Reservations Not requiring Equitable Services, lines 5-11(Use this number in Table 7-10 LINE 4.)	176,312.54	
	13.	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.)	59,498.54	Total Non-Equitable LINE 12 \$ 176,312.54 Plus Equitable Reservations LINE 4 \$ 23,940 Equals \$ 200,252.54 Minus Administration – LINE 5 \$ 140,754.00 Equal: \$ 59,498.54

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>				
19	÷	1,216	=	.0156 Proportion of reservation
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.)		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.)		
.0156 Proportion of reservation	x	0.00 reservation (Use # from Table 7-8, Line 1)	=	0.00 Proportional monies available for equitable services to private school participants
<u>Parental Involvement Reservation</u>				
19	÷	1,216	=	.0156 Proportion of reservation
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.)		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.)		
.0156 Proportion of reservation	x	23,940 reservation (Use # from Table 7-8, Line 2)	=	373.46 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 \$ 373.46	

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)	----	2,310,935.00
2.	Total reservations requiring equitable services. (Present final figure in Table 7-8, LINE 4)	minus	23,940.00
3.	Equitable share Total reported in Table 7-9 (Present this number in Attachment 4-A Private School Equitable Share)	minus	373.46
4.	Total Reservations not requiring Equitable Services (Use number presented in Table 7-8 LINE 12.)	minus	176,312.54
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	2,110,309.00
6.	Total PPA Allocation (set aside for instructional services) for eligible private school children. This total comes from the Title I Allocation Worksheet. (Present this number in Attachment 4-A Nonpublic Cost.)	----	32,947.00
7.	Total Nonpublic Cost equals line 6 plus line 3,	----	33,320.46

The Title I allocation worksheet must be submitted to MSDE as part of Attachment 7 in the LEA Master Plan Update.

The following documents can be found on the Title I web page. Please go to www.marylandpublicschools.org. Click on Programs>Title I.

- Attachment 7**
- Title I Excel Allocation Worksheet**
- Skipped Schools Excel Allocation Worksheet**
- Sample Excel Budget Worksheet**
- Title I, Part A Assurance Page**
- Final Carryover Report**
- Carryover Excel Worksheet**

C. CARRYOVER INFORMATION

Table 7-11	<u>ESTIMATE</u> OF TITLE I CARRYOVER (Annually as of September 30)
<p>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, 2010 - September 30, 2011). 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.)</p>	
1.	Total amount of Title I 2010-2011 allocation: \$ 2,152,110.00
2.	The estimated amount of Title I funds the school system will carryover: \$ 115,408.62
3.	Explain why this Carryover may occur. The 5.4% carryover occurred primarily in the categories of salaries/wages/fringe benefits projections due to staff resignations/retirements/reassignments
4.	The estimated percentage of carryover Title I funds as of September 30, 2011 5.4% (THIS IS A PROJECTION.)
5.	Within the past 3 years, has the system been granted a waiver? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Year

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

Note:

The Title I Final Carryover Report must be submitted in hard copy with original signature on the cover page to Maria E. Lamb, Director, Program Improvement and Family Support on or before November 22, 2011. Also submit the report electronically to Maria E. Lamb via her Management Associate Sharon Williamson. If applicable, the carryover budget, any amendments and revised narrative should be submitted with the Final Carryover Report.

III. BUDGET INFORMATION- SUBMIT THIS INFORMATION AFTER SECTION II

PROPOSED BUDGET FORM AND NARRATIVE FOR SY 2011-2012

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.

MASTER PLAN UPDATE ATTACHMENTS 4-A & B, 5-A & B, and 6-A & B

**The following information will stay embedded in Part I of the Master Plan Update.
Be certain to complete all appropriate templates in Part I:**

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 2011-2012

Title I, Part A Budget Narrative
2012

Category / Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Administration & Supervision Salaries & Wages	Administrative Staff Goal 1.21.1.1	(.5) 63,218+ (.5) 25,514	88,732	0	88,732
Fixed Charges for Administration	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	33,670	0	33,670
Instructional Administration & Supervision Supplies & Materials	Administrative supplies and materials Goal 1.21.1.1	Postage, office and administrative supplies	500	0	500
Mid-level Travel	Administrative Staff Goal 1.21.1.1	Various Trips Per Month	3,000	0	3,000
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	4 Teachers x 48,008.5	192,034	0	192,034
Fixed Charges for Regular Instructional Program FTEs	FICA/Retirement/Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	65,699	0	65,699
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	8 Instructional Resource Teachers	581,861	0	581,861
Fixed Charges for Regular Instructional Program FTEs	FICA/Retirement/Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	244,777	0	244,777
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	11 Paraeducators	250,209	0	250,209
Fixed Charges for Regular Instructional Program FTEs	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	153,397	0	153,397
Parent Liaison	Family Involvement Goal 1.21.1.3	3 Parent Liaisons x 33,721	101,164	0	101,164
Fixed Charges for Parent Liaison	FICA/Retirement/Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	23,753	0	23,753
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Temp.para. 12.50/hr	167,484	0	167,484

Title I, Part A Budget Narrative
2012

Fixed Charges for Regular Instructional Program Hourly	FICA & Worker's Comp	8%	13,396	0	13,396
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Teacher extra pay/extra duty \$23/hr	9,565	0	9,565
Fixed Charges for Regular Instructional Program Hourly	FICA & Worker's Comp	8%	765	0	765
Regular Programs Field Trips	Research based instructional support Trips Goal 1.21.1.4	3 schools x 1,500	4,500	0	4,500
Regular Programs Supplies and Materials - Software	Research based instructional materials Goal 1.21.1.4	3 schools x 2,682	8,046	0	8,046
Regular Programs Supplies and Materials - Hardware	Research based instructional materials Goal 1.21.1.4	3 schools x 5,666.66	17,000	0	17,000
Regular Programs Supplies & Materials	Research based instructional materials Goal 1.21.1.4	26,822 MOI x 4 schools	107,288	0	107,288
Regular Programs Contracted Services	Contracted educational enrichment programs for students Goal 1.21.1.4	2 schools x 1,500	3,000	0	3,000
Regular Program Non-Public Tutor wages	1 Non-Public Tutor 1.21.1.7	1 x 21,689	21,689	0	21,689
Non-Public Fixed Charges	FICA & Worker's Comp	8%	1,735	0	1,735
Non-Public Supplies & Materials	Non-Public materials	2 schools x 3,799.5	7,523	0	7,523
Instructional Staff Development Salaries & Wages	Prof. Dev. For research based programs Goal 1.21.1.2	Stipends for teacher \$23/hr x 520 hrs	11,960	0	11,960
Fixed charges for stipends	FICA & Worker's Comp	8%	956	0	956
Instructional Staff Development Salaries & Wages	Prof. Dev. For research based programs Goal 1.21.1.2	Stipends for Paras \$12.50/hr x 48 hrs	600	0	600
Fixed charges for stipends	FICA & Worker's Comp	8%	48	0	48

02b Budget Narrative Title I Revised Nov 2011

11/21/11

Title I, Part A Budget Narrative
2012

Instructional Staff Development Salaries & Wages	Prof. Dev. For research based programs Goal 1.21.1.2	Substitutes \$60/day x 464.43	27,866	0	27,866
Fixed charges for subs	FICA & Worker's Comp	8%	2,229	0	2,229
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	65,235	0	65,235
Instructional Staff Development Supplies & Materials	Prof. Dev. Supplies & Materials Goal 1.21.1.2	295 x 20 sessions	5,900	0	5,900
Central Title I Instructional Staff Development Supplies & Materials	Prof. Dev. Supplies & Materials Goal 1.21.1.2	\$50 x 10 sessions	500	0	500
Instructional Staff Development other charges	Conferences Goal 1.21.1.2	50 teachers x 166.5/ conference	8,325	0	8,325
Instructional Central Staff Development other charges	Conferences Goal 1.21.1.2	10 attendees x \$250	2,500	0	2,500
Regular Program Other Charges	Student incentives Goal 1.21.8	4 schools x 2450	9,800	0	9,800
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; Parent Involvement for homeless students, tutoring support to homeless students at Three Oaks Shelter	35,559.00	0	35,559.00
Community Services Contracted services	Family Programs 1.21.1.3	2000	2,000	0	2,000
Community Services Contracted services	Family Programs 1.21.1.3	.5 day Family Math Night additional allocation by school on top of required reservation	505	0	505

Title I, Part A Budget Narrative
2012

Community Services Supplies & Materials	Family Literacy Program materials Goal 1.21.1.3	4 schools x 2,587.5	10,350	0	10,350
Community Services Other Charges	Family night expenses Goal 1.21.1.3	4 x 2,897.5	11,590	0	11,590
Required Reservation for Non-public parent involvement	Family involvement Non-public Goal 1.21.1.3	2 schools x 186.5	373	0	373
Community Services Non-Public	Family Involv. Non-Public Goal 1/21/1/3	2 schools x 1,000	2,000	0	2,000
Administration Business Support Services/Transfers	Indirect Costs	2.43% could have been budgeted, but Indirect was reduced to absorb the Award reduction to avoid directly impacting Title I schools	11,852	0	11,852
TOTAL			2,310,935	0	2,310,935

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

ORIGINAL GRANT BUDGET	2354951	AMENDED BUDGET #		REQUEST DATE	08/11/11
GRANT NAME	ESEA Title I, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	010-12		
REVENUE SOURCE	Title I Part A	RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2011	TO	6/30/2013

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						11,852.00	11,852.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	88,732.00		1,000.00	5,500.00			95,232.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	1,302,317.00	5,505.00	142,684.00	21,390.00			1,471,896.00
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						33,282.16	33,282.16
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	40,426.00	65,235.00	5,900.00	8,325.00			119,886.00
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.	3,000.00		32,596.84				35,596.84
208 Student Health Services							0.00
209 Student Transportation				4,500.00			4,500.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				538,690.00			538,690.00
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	1,434,475.00	70,740.00	182,180.84	578,405.00	0.00	45,134.16	2,310,935.00

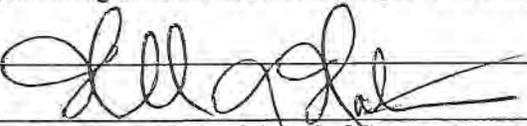
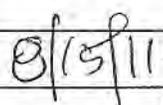
Finance Official Approval	Leyla Mele		11/15/2011	301-475-5511 X186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Michael Martirano		11/15/11	301-475-5511 X1
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

ASSURANCES

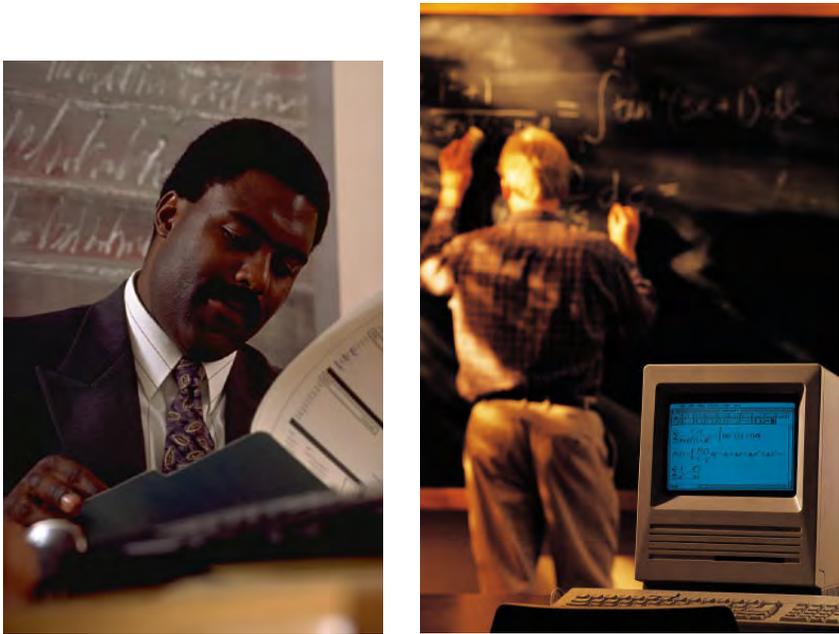
By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

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.

	
Superintendent of Schools/Head of Grantee Agency	Date

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: <u>St. Mary's County Public Schools</u> Fiscal Year <u>2012</u> Title II-A Coordinator: <u>Jeffrey Maher</u> Telephone: <u>301-475-5511 x133</u> E-mail: <u>jamaher@smcps.org</u>

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. 3.2 The percentage of teachers receiving "high-quality professional development" (as the term "professional development" is defined in section 9101(34)). 3.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d)).	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 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 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 2012
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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, 2011 to all hired by September 1, 2011, and within 2 months of hiring any additional critical shortage hires throughout the school year. Focus groups with teachers to improve the teacher performance evaluation system Goal 3.2.1.1	\$10,800 \$6,900	

<p>1.3 Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].</p>	<p>Salaries for teachers to reduce class size. Eight schools will receive an FTE to help with class size reduction (4 FTEs)</p> <p>Goal 3.2.7.1</p>	<p>\$322,914</p>	
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**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 2012
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B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in: <ul style="list-style-type: none"> (a) Content knowledge. Providing training in one or more of the core academic subjects that the teachers teach; (b) Classroom practices. Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [section 2123(a)(3)(A)]. 	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. On-going throughout 2011-2012 school year Provide professional development to our Lead Teachers who coach the teachers and paraeducators at the elementary and middle schools. Monthly training sessions throughout the 2011-2012 school year 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	\$108,156	\$11,500
2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that – <ul style="list-style-type: none"> • Involve collaborative groups of teachers and administrators; 	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	\$84,456	\$9,000

<ul style="list-style-type: none"> • Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency; • Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs; • Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and • Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)]. 	<p>based on that work and the analysis of the formative assessments. Particular attention will be focused on students in the subgroups and in the content areas where students did not meet proficiency. On-going throughout 2009-2010 Goal 3.5.1.5</p>		
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**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 2012
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B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
2.3 Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders [section 2123(a)(6)].	Provide professional development for aspiring leaders, current assistant principals and principals as well as supervisors, coordinators and directors. Implement the Leadership Development Plan. Goal 3.4.1.1; Goal 3.6.1.2; Goal 3.6.1.1	\$5,976	\$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	\$22,395	X
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	\$28,393	

TOTAL TITLE II-A FUNDING AMOUNTS	\$592,809 +\$15,004 (indirect)	\$22,000
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**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 2012

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 (92.9%), 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 (20 new hires at \$500 + FICA = \$10,800). The stipends will be paid by October 1, 2011 to those hired prior to September 1, 2011. Teachers hired later than September 1, 2011, 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) (\$18,252 including FICA).

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Salaries and Wages (G)	Recruitment stipends for critical shortage areas				
Grant <u>Title II, Part A</u>	Allowable Activity 1.2				
	Goal 3.2.1.1	20 stipends x \$500.00	\$10,000		\$10,000
Fixed Charges (H)		8% x			
Grant <u>Title II, Part A</u>	Fringes	\$10,000	\$800		\$800
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		\$18,252		\$18,252

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 2011-2012. 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) (\$322,914 includes fringes)

Teacher (<i>Ridge Elementary</i>) 1 FTE	\$69,569
Teacher (<i>White Marsh Elementary</i>) 1 FTE	\$61,502
Teacher (<i>Greeview Knolls Elementary</i>) 1 FTE	\$48,141
Teacher (<i>Mechanicsville Elementary</i>) 1 FTE	\$50,031
SUBTOTAL	\$229,243
Fringe Benefits	\$93,671
TOTAL	\$322,914

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 (calculations above)	\$229,243		\$229,243
Fixed Charges	Total fringe benefits		\$93,671		\$93,671
1.3	TOTAL		\$322,914		\$322,914

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 2011-2012 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 \$9,000 in funding available to send 6 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). (Goal 1.1.1.1; G1.1.3.6; G1.1.4.1; G1.6.1.1; G1.6.1.5; G1.8.1.2; G3.7.1.3; G3.7.1.1; G1.11.2.3; G1.4.1.3; G1.4.1.4)

The total allotment for allowable activity 2.1 for St. Mary's County Public Schools is \$109,506 with to provide professional development to teachers, principals, and paraeducators.

We have allotted \$12,000 for our non-public schools in this category. 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 \$121,506 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		\$78,200
Fixed Charges	Fringes	8% x	\$6,256		\$6,256

Grant Title II, Part A		\$78,200			
Instructional Staff Development Other	Conference Registration Fees and Travel Allowable Activity 2.1				
Grant Title II, Part A		6 teachers x \$1500	\$9,000		\$9,000
Instructional Staff Development Supplies and Materials	materials for Professional Days Continental breakfast Allowable Activity 2.1	\$10 x 850 teachers \$2 x 850 teachers			
Grant Title II, Part A			\$10,200		\$10,200
Instructional Staff Development Contracted Services	Consultant Fees for Professional Development Allowable Activity 2.1	3days x \$1,500			
Grant Title II, Part A			\$4,500		\$4,500
2.1	Enhance Content TOTAL		\$108,156	\$11,500	\$119,656
Supplies and Materials	materials for IRT Leadership Training Allowable Activity 2.1				
Grant Title II, Part A		45 IRTS x \$30 in materials	\$1,350		\$1,350
2.1	Lead Teacher Dev TOTAL		\$1,350	\$500	\$1,850
	2.1 TOTAL		\$109,506	\$12,000	\$121,506

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, 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. 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 \$9,000 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 Grant <u>Title II, Part A</u>	Collaborative Planning for TPAS Allowable Activity 2.2	Collaborative funding 850 teachers x \$23 x 4 hrs	\$78,200		\$78,200
Fixed Charges Grant <u>Title II, Part A</u>	Fringes	8% x \$78,200	\$6,256		\$6,256
2.2	Job Embedded TOTAL		\$84,456	\$9,000	\$93,456

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 \$5,976 (\$3,726 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 \$6,976 for 2.3)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development Salaries and Wages Grant <u>Title II, Part A</u>	Stipends for Professional Development - Teacher Leaders Allowable Activity 2.3	25 teachers x \$23/hr x 6 hrs	\$3,450		\$3,450
Fixed Charges Grant <u>Title II, Part A</u>	Fringes	8% x \$3,450	\$276		\$276
Supplies and Materials Grant <u>Title II, Part A</u>	Leadership Development Allowable Activity 2.3	90 administrators x \$25.00 study group book	\$2,250		\$2,250
2.3	TOTAL		\$5,976	\$1,000	\$6,976

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. \$4,320 is provided (inclusive of stipends and fringes) to pay teachers for attending professional development seminars; an additional \$10,800 (salaries and fringes) is included for demonstration classrooms; \$3,000 is allotted for leadership mentoring; and \$4,275 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 \$22,295 for 3.1)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development Salaries and Wages Grant <u>Title II, Part A</u>	Stipends for Professional Development New Teacher Seminars Allowable activity 3.1	40 teachers x 2 session x \$50	\$4,000		\$4,000
Fixed Charges Grant <u>Title II, Part A</u>	Fringes	8% x \$4,000	\$320		\$320
Instructional Staff Development Salaries and Wages Grant <u>Title II, Part A</u>	Stipends for Professional Development - Demo Teachers Allowable activity 3.1	20 teachers x \$500	\$10,000		\$10,000
Fixed Charges Grant <u>Title II, Part A</u>	Fringes	8% x \$10,000	\$800		\$800
Contracted services Grant <u>Title II, Part A</u>	Leadership Mentoring Allowable activity 3.1	4 mentors x \$750	\$3,000		\$3,000
Supplies and materials Grant <u>Title II, Part A</u>	Materials for PD Allowable activity	120 participants x \$20	\$2,400		\$2,400

Materials	Evaluation				
Grant Title II, Part A	Allowable activity 3.1	75 administrators x \$25	\$1,875		\$1,875
	Goal 3.4.2.1				
3.1		TOTAL	\$22,395		\$22,395

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 Other Grant Title II, Part A	PRAXIS and test Reimbursement Allowable Activity	\$355.8 x 10 teachers	\$3,558.00		\$3,558.00
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 (\$3,841) will be purchased to support the courses. In addition, \$9,000 in online professional development support will be provided. (Goal 3.5.11)

(Total \$25,752 for 3.3)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Dev Supplies and Materials Grant <u>Title II, Part A</u>	Materials for PD -Coursework texts Allowable activity 3.3 Goal 3.5.1.3	60 participants x \$64.02	\$3,841		\$3,841
Instructional Staff Dev - Salaries and Wages Grant <u>Title II, Part A</u>	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 <u>Title II, Part A</u>	Fringes	8% x \$9,000	\$720		\$720
Instructional Staff Development Salaries and Wages Grant <u>Title II, Part A</u>	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 <u>Title II, Part A</u>	Fringes	8% x \$5,400	\$432		\$432
Contracted services Grant <u>Title II, Part A</u>	Online course support Allowable activity 3.3	\$9,000 contracted services	\$9,000		\$9,000
3.3		TOTAL	\$28,393		\$28,393

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	\$595,450
Indirect Cost	\$15,004
Non-public Cost	\$22,000
Total Grant	\$632,454

Grant Allowance **\$632,454**

The total allotment for non-public schools is \$22,000.

The total Indirect Cost is \$15,004.



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

St. Mary's County Public Schools

Department of Teaching, Learning, and Professional Development

Jeffrey A. Maher
Director
23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650
Phone: 301-475-5511, ext. 133
Fax: 301-475-4229

Board of Education
Mr. Bill Mattingly, Chairman
Mrs. Cathy Allen, Vice Chairman
Mrs. Marilyn A. Crosby
Dr. Salvatore L. Raspa
Mrs. Mary M. Washington
Ms. Aditi Simlote, Student Member
Dr. Michael J. Martirano, Secretary/Treasurer

To: **Principal**
«School»

From: Jeff Maher
Director of Teaching, Learning, and Professional Development

Date: August 5, 2010

Re: ***Title II, Part A Allotments***

Our Title II, Part A, funding has been allocated to the various components of the program for the 2009-2010 school year. This year, there are \$199,938 dollars available for professional development for the public and nonpublic schools, of which \$22,000 is specifically allocated to non-public schools. The public and nonpublic schools share these dollars based on a per pupil allocation.

The amount available to your school for this school year is \$**«FY11 Amount»** (The amount for FY 10 was \$«FY10_Amount»). This FY'11 money needs to be spent by April 30, 2011, so that we can clear our grants and assure that all bills are paid during the grant period. **The State of Maryland has imposed more strict guidelines for the disbursement of these grant funds. All payments must be made directly from St. Mary's County Public Schools, and reimbursement to the non-public schools is not an option.** Therefore, **all requests for expenditures should be sent to St. Mary's County Public Schools**, to my attention and will be processed by Ann Davis (amdavis@smcps.org). Should you have questions, you may reach Ms. Davis at 301-475-5511, ext. 133. I can be reached at the same extension.

Under the Uniform Provisions legislation, which governs Title II, Part A, funding, consultation regarding the disbursement and use of these funds must occur. Therefore, the Maryland State Department of Education (MSDE), who regulates this funding, has requested that we provide the focus area for these professional development dollars at each of the sites. According to the legislation, non-public schools accessing these funds **must conduct a needs assessment** to articulate for what purpose and focus the professional development funds will be used. Please email me the results of your needs assessment and general topic/focus area toward which these funds will be targeted. **You can email your needs assessment to me at jamaher@smcps.org by September 18, 2010. Your request for payment, purchases, or disbursement of funds must align with this needs assessment.**

As in years past, we will keep you informed of professional development opportunities that you can attend that are sponsored by St. Mary's County Public Schools. You can also access professional development resources at www.smcps.org/offices/pd.

I look forward to working with you to assure that the capacity of every teacher in St. Mary's County is enhanced through professional development dollars made available through the Title II, Part A, Grant.

c: Carol Poe, Leyla Mele



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

St. Mary's County Public Schools

Department of Teaching, Learning, and Professional Development

Jeffrey A. Maher
Director
23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650
Phone: 301-475-5511, ext. 133
Fax: 301-475-4229

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. Aditi Simlote, Student Member
Dr. Michael J. Martirano, Secretary/Treasurer

To: Principal/Director
«School»

From: Jeff Maher
Director of Professional and Organizational Development

Date: March 15, 2011

“Reminder”

Re: *Title II, Part A Allotments*

Our Title II, Part A, funding has been allocated to the various components of the program for the 2009-2010 school year. This year, there are \$94,130 dollars available for professional development for the public and nonpublic schools, of which \$15,632 is specifically allocated to all non-public schools. The public and nonpublic schools share these dollars based on a per pupil allocation.

The amount available to your school for this school year is **\$«FY11 Amount»**. According to our records, to date your expenses total **\$«FY11 Expenses Mar 15»**, leaving a balance of **\$«Balance Mar 15»** available for professional development during this school year.

These funds need to be spent by **April 30, 2011**, so that we can clear our grants and assure that all bills are paid during the grant period. Please follow the process that you have used in previous years as you request reimbursement for the use of these funds. All reimbursement requests should be sent to my attention and will be processed by Ann Davis (amdavis@smcps.org). Should you have questions, you may reach Ms. Davis at 301-475-5511, ext. 133. I can be reached at the same extension.

As in years past, we will keep you informed of professional development opportunities that you can attend that are sponsored by St. Mary's County Public Schools. You can also access professional development resources at www.smcps.org/offices/pd.

I look forward to working with you to assure that the capacity of every teacher in St. Mary's County is enhanced through professional development dollars made available through the Title II, Part A, Grant.

c: Carol Poe, Leyla Mele

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

ORIGINAL GRANT BUDGET	632454	AMENDED BUDGET #		REQUEST DATE	08/11/11
GRANT NAME	Improving Teacher Quality, Title II Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	119-12		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2011	6/30/2013	

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						15,004.00	15,004.00
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.	239,243.00						239,243.00
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						22,000.00	22,000.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	195,150.00	16,500.00	21,916.00	12,558.00			246,124.00
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				110,083.00			110,083.00
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	434,393.00	16,500.00	21,916.00	122,641.00	0.00	37,004.00	632,454.00

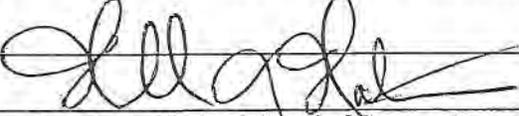
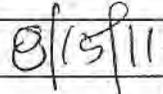
Finance Official Approval	<u>Leyla Mele</u>	<u>08/11/2011</u>	<u>301-475-5511 X186</u>
	Name	Signature	Telephone #
Supt./Agency Head Approval	<u>Dr. Michael Martirano</u>	<u>08/11/2011</u>	<u>301-475-5511 X186</u>
	Name	Signature	Telephone #
MSDE Grant Manager Approval	_____	_____	_____
	Name	Signature	Telephone #

ASSURANCES

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

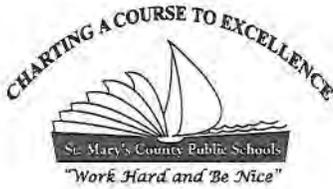
1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, 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.

	
Superintendent of Schools/Head of Grantee Agency	Date

Title I Non-Public Documentation

February 2010 – June 2010



St. Mary's County Public Schools

Department of Academic Support
P.O. Box 641
23160 Moakley Street
Leonardtown, Maryland 20650
301-475-5511, ext.136
301-475-4238 fax

Theo L. Cramer
Director

DR. MICHAEL J. MARTIRANO
Superintendent of Schools

TITLE I, PARTICIPATION OPTION FORM

February 5, 2010

Dear Non-Public Principal:

To improve teaching and learning for our Title I students who are most at risk of failing to meet academic standards, Title I services will be made available to eligible students in participating non-public schools. Please indicate below whether or not you would like your eligible students to participate in this program.

Sincerely,

Carol Poe
Supervisor of Instruction/Title I

Please check one:

- My school is interested in participating in the 2010 – 2011 school year Title I Program.
- My school does not choose to participate in the 2010 – 2011 school year Title I Program.

Name of School: Little Flower School

Signature of Principal: Marsha Leigh Stewart

Name of Principal: Marsha Leigh Stewart

RETURN TO: Carol Poe
Supervisor of Instruction/Title I
St. Mary's County Public Schools
P. O. 641
23160 Moakley Street
Leonardtown, MD 20650

RETURN TO CAROL POE AT THE ABOVE ADDRESS BY March 4, 2010.



St. Mary's County Public Schools

Department of Academic Support
P.O. Box 641
23160 Moakley Street
Leonardtown, Maryland 20650
301-475-5511, ext.136
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Theo L. Cramer
Director

DR. MICHAEL J. MARTIRANO
Superintendent of Schools

TITLE I, PARTICIPATION OPTION FORM

February 5, 2010

Dear Non-Public Principal:

To improve teaching and learning for our Title I students who are most at risk of failing to meet academic standards, Title I services will be made available to eligible students in participating non-public schools. Please indicate below whether or not you would like your eligible students to participate in this program.

Sincerely,

Carol Poe
Supervisor of Instruction/Title I

Please check one:

- My school is interested in participating in the 2010 – 2011 school year Title I Program.
- My school does not choose to participate in the 2010 – 2011 school year Title I Program.

Name of School: The King's Christian Academy

Signature of Principal: [Handwritten Signature]

Name of Principal: Kevin Fry

RETURN TO: Carol Poe
Supervisor of Instruction/Title I
St. Mary's County Public Schools
P. O. 641
23160 Moakley Street
Leonardtown, MD 20650

RETURN TO CAROL POE AT THE ABOVE ADDRESS BY March 4, 2010.



St. Mary's County Public Schools

Department of Academic Support
P.O. Box 641
23160 Moakley Street
Leonardtown, Maryland 20650
301-475-5511, ext.136
301-475-4238 fax

Theo L. Cramer
Director

DR. MICHAEL J. MARTIRANO
Superintendent of Schools

Mid-Year Planning Meeting for Federally Funded Programs

February 18, 2010
9:30 a.m. – 11:00 a.m.
23160 Moakley Street
Leonardtown, MD 20650
Administrative Conference Room, 1st Floor

Agenda

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

- | | | |
|---|---|---------|
| • Welcome and Introductions | Carol Poe
Supervisor of Instruction/Title I | Ext 140 |
| • Special Education | Melissa Charbonnet, Director of
Special Education | Ext 220 |
| • Title I, Part A | Carol Poe
Supervisor of Instruction/Title I | Ext 140 |
| • Title II, Part A | Jeff Maher, Director
Department of Professional &
Organizational Development | Ext 141 |
| • Title II, Part D/Title V | Regina Greely,
Supervisor of Instructional
Technology and Library Media | Ext 113 |
| • Title III/LEP | Linda Lymas, Supervisor of
Instruction: Eng/Foreign Lang/
ESOL | Ext 118 |
| • Title IV, Safe & Drug-Free
Schools | Trish Wince, Supervisor of
Health/Home Hospital Teaching
Department of Pupil Services | Ext 205 |
| • 21 st Century Learning Centers | Mark Smith, Coordinator of
Special Programs | Ext 137 |

St. Mary's County Public Schools

Title I Service to Private School Children Memorandum of Understanding The King's Christian Academy 2010-2011

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:

- Proportionality 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:

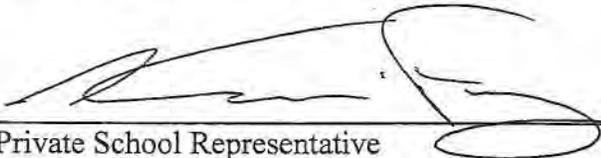
- Teachers of eligible Title I students will be invited to SMCPS professional development training activities.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.

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.

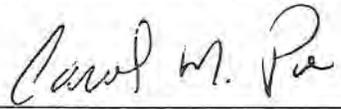
We agree that timely and meaningful consultation occurred before St. Mary's County Public Schools made any decision that affected the participation of eligible private school children in the Title I, Part A program.

Signature of Authorized Private School Official

 _____ Date 6/04/10

The King's Christian Academy

Name of Private School Agency or School

 _____ Date 06-04-10

Public School Official

Date

St. Mary's County Public Schools

Title I Service to Private School Children Memorandum of Understanding Little Flower School 2010-2011

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:

- Proportionality 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

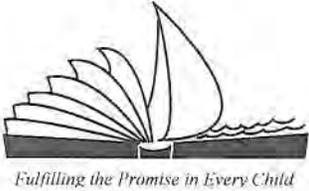
Marsha Leigh Stewart 6/04/10
Private School Representative Date

Little Flower School

Name of Private School Agency or School

Carol H. Poe 06-04-2010
Public School Official Date

St. Mary's County Public Schools



Dr. Michael J. Martirano
Superintendent of Schools

Department of Academic Support
P.O. Box 641
23160 Moakley Street
Leonardtown, Maryland 20650
301-475-5511, ext. 134
301-475-4238 - fax

To: Non-public School Principals
From: Carol Poe, Supervisor of Instruction/Title I
Date: July 8, 2010
Re: **Planning Meeting for Federally Funded Grants**

You are invited to attend the 2010-2011 school year planning meeting to discuss your school's eligibility and interest in participating in federal *Elementary and Secondary Act (ESEA)* programs, reauthorized by the *No Child Left Behind Act of 2001 (NCLB)*. This annual federally funded grants planning meeting for the St. Mary's County Public Schools has been scheduled for:

August 5, 2010
9:30 a.m. – 10:30 a.m. – Federal Grants Overview
10:30 a.m. – 11:30 a.m. – Non-Public Special Education Update

Administrative Conference Room
St. Mary's County Public Schools
23160 Moakley Street
Leonardtown, Maryland 20650

Information will be provided about the various federal programs (Title IA, IIA, IID, III, IV, V, Special Education, 21st Century Learning Center Grant) available to support the needs of your students for the 2010-2011 school year.

As requested by non-public principals, the Department of Special Education will provide an overview and update of the IEP process as it relates to non-public schools from 10:30 a.m. to 11:30 a.m.

If you have any questions or if you are unable to attend but would like to submit input concerning the grants, please call Carol Poe at 301-475-5511, extension 140, or send your comments to Carol Poe at the Department of Curriculum and Instruction by July 31, 2010.

Thank you.

Attachment

cc: Dr. Martirano
Ms. Dudderar
DOI Directors
Mr. Mark Smith
Ms. Wince



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

St. Mary's County Public Schools

Department of Academic Support
P.O. Box 641
23160 Moakley Street
Leonardtown, Maryland 20650
301-475-5511, ext.136
301-475-4238 fax

Theo L. Cramer
Director

Annual Planning Meeting for Federally Funded Programs

August 5, 2010

9:30 a.m. – 10:30 a.m. – Federal Grants Overview
10:30a.m. -11:30 a.m. – Non-Public Special Education Update
23160 Moakley Street
Leonardtown, Maryland 20650
Building 2, Administrative Conference Room

Agenda

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

- | | | |
|--|--|---------|
| • Welcome and Introductions | Carol Poe
Supervisor of Instruction/Title | Ext 140 |
| • Title I, Part A | Carol Poe
Supervisor of Instruction/Title I | Ext 140 |
| • Title II, Part A | Jeffrey Maher, Director
of Professional and Organizational
Development | Ext 141 |
| • Title II, Part D/Title V | Regina Greely, Supervisor of
Instruction, Instructional
Technology and Library Media | Ext 113 |
| • Title III/LEP | Linda Lymas, Supervisor of
English, Foreign Language and
ESOL | Ext 118 |
| • Title IV, Safe & Drug-Free
Schools | Trish Wince, Supervisor of Health
Services | Ext 205 |
| • 21 st Century Community
Learning Centers | Mark Smith, Coordinator of Special
Programs | Ext 137 |
| • Special Education | Melissa Charbonnet, Executive
Director of Pupil Services | Ext 220 |

Title I, Part A – Support to Non-Public Schools

Non-Public Principal/SMCPS Non-Public Tutor

Agenda

September 3, 2010

- Proposed Tutoring Schedule
Each site's schedule will be based upon the number of eligible students.
- School Contact Person
Little Flower School – Principal: Mrs. Marsha Stewart
Tutor: Ms. Jamie Bollen
King's Christian Academy – Principal: Mr. Kevin Fry
Tutor: Ms. Jamie Bollen
- Attendance Area Eligible Students
- Student Assessment Information – How are eligible students identified as “low achieving”?
- Use of DIBELS and Grade Level Mathematics Assessments
- Student Progress Reports to Parents/Quarterly
- Tutoring Location
- Tutoring Expectations – Individual/Small Group - Reading/Language Arts and/or Mathematics
- Title I Program Materials/Purchases
- Parent Permission/Notification
- Parent Involvement
- Payroll
- Review of Complaint Procedures

Please provide the Non-public tutor with the following:

- Name/Phone number of a school contact person
- School Daily Schedule and Yearly Calendar
- Current PreK-5 student list with parent names and 911 addresses to update Title I eligible students (students who reside in attendance areas of George Washington Carver, Green Holly, Lexington Park, or Park Hall Elementary Schools)
- Access to eligible student academic records to determine need for services/
Work with private school staff to determine student academic need.

Non-Public School Official



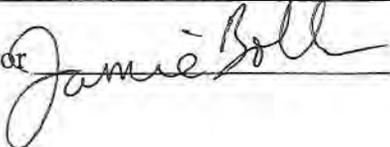
Date _____

SMCPS Title I Supervisor



Date 09-03-2010

Title I Highly Qualified Teacher/Tutor



Date 9-3-2010

Title I, Part A – Support to Non-Public Schools

Non-Public Principal/SMCPS Non-Public Tutor

Agenda

September 3, 2010

- Proposed Tutoring Schedule
Each site's schedule will be based upon the number of eligible students.
- School Contact Person
Little Flower School – Principal: Mrs. Marsha Stewart
Tutor: Ms. Jamie Bollen
King's Christian Academy – Principal: Mr. Kevin Fry
Tutor: Ms. Jamie Bollen
- Attendance Area Eligible Students
- Student Assessment Information – How are eligible students identified as “low achieving”?
- Use of DIBELS and Grade Level Mathematics Assessments
- Student Progress Reports to Parents/Quarterly
- Tutoring Location
- Tutoring Expectations – Individual/Small Group - Reading/Language Arts and/or Mathematics
- Title I Program Materials/Purchases
- Parent Permission/Notification
- Parent Involvement
- Payroll
- Review of Complaint Procedures

Please provide the Non-public tutor with the following:

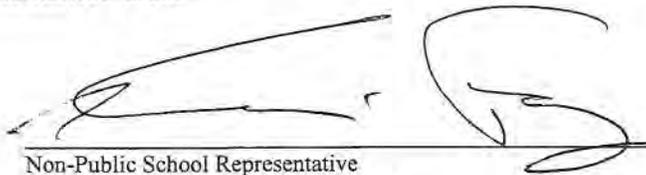
- Name/Phone number of a school contact person
- School Daily Schedule and Yearly Calendar
- Current PreK-5 student list with parent names and 911 addresses to update Title I eligible students (students who reside in attendance areas of George Washington Carver, Green Holly, Lexington Park, or Park Hall Elementary Schools)
- Access to eligible student academic records to determine need for services/
Work with private school staff to determine student academic need.

Non-Public School Official Marsha Leigh Stewart Date 9/03/10
SMCPS Title I Supervisor Carol P. Foe Date 09-03-2010
Title I Highly Qualified Teacher/Tutor Jamie Bollen Date 9-03-2010

AGENDA
NON-PUBLIC PRINCIPALS
June 4, 2010

- Review of Title I Program Evaluation
- Student Assessment Information/Student Growth
- Tutoring Expectations – Individual/Small Group
- Program Materials/Purchases
- Parent Satisfaction/Involvement
- Review of Title I Complaint Procedures
- Consultation Review for 2010-2011
- Additions

St. Mary's County Public School System has satisfied its equitable service requirements for the 2009-2010 school year. Ms. Jamie Bollen, highly qualified teacher employed by SMCPS, provided tutoring services to eligible students who reside in designated Title I attendance areas.



Non-Public School Representative

06/4/2010

Date



SMCPS Title I Supervisor

06-04-2010

Date

Title I Non-Public Documentation

January 2011 - Present



St. Mary's County Public Schools

Department of Academic Support
P.O. Box 641
23160 Moakley Street
Leonardtown, Maryland 20650
301-475-5511, ext.136
301-475-4238 fax

Theo L. Cramer
Director

DR. MICHAEL J. MARTIRANO
Superintendent of Schools

To: Non-public School Principals
From: Carol Poe, Supervisor of Instruction/Title I
Date: January 6, 2011
Re: **Mid-Year Planning Meeting for Federally Funded Grants**

You are invited to attend the mid-year discussion and 2011-2012 school year planning meeting to discuss your school's eligibility and interest in participating in federal *Elementary and Secondary Act (ESEA)* programs, reauthorized by the *No Child Left Behind Act of 2001 (NCLB)*. This annual federally funded grants planning meeting for the St. Mary's County Public Schools has been scheduled for:

**February 10, 2011
9:30 a.m– 11:00 a.m.**

**Administrative Conference Room
St. Mary's County Public Schools
23160 Moakley Street
Leonardtown, MD 20650**

Information will be provided about the various federal programs (Title IA, IIA, III, Special Education, 21st Century Learning Center Grant) available to support the needs of your students for the 2011-2012 school year.

If you have any questions or if you are unable to attend but would like to submit input concerning the grants, please call Carol Poe at 301-475-5511, extension 140, or send your comments to Carol Poe, cmpoe@smcps.org, at the Department of Curriculum and Instruction by February 7, 2011.

Thank you.

Attachment

cc: Dr. Martirano
Ms. Dudderar
Mr. Mark Smith
DOI Directors
Ms. Lymas



St. Mary's County Public Schools
Department of Teaching, Learning, and Professional Development

Jeffrey A. Maher
Director
23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650
Phone: 301-475-5511, ext. 133
Fax: 301-475-4229

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. Aditi Simlote, Student Member
Dr. Michael J. Martirano, Secretary/Treasurer

DR. MICHAEL J. MARTIRANO
Superintendent of Schools

TITLE I, PARTICIPATION OPTION FORM

April 5, 2011

Dear Non-Public Principal:

To improve teaching and learning for Title I students who are most at risk of failing to meet academic standards, Title I services will be made available to eligible students in participating non-public schools. Please indicate below whether or not you would like your eligible students to be offered the opportunity to participate in this program.

Sincerely,

Carol Poe
Supervisor of Instruction/Title I

Please check one:

- My school *is interested in participating* in the 2011 – 2012 school year Title I Program.
- My school *does not choose to participate* in the 2011 – 2012 school year Title I Program.

Name of School:

King's Christian

Signature of Principal:

[Handwritten Signature]

Name of Principal:

Kevin Fry

RETURN TO: Carol Poe
Supervisor of Instruction/Title I
St. Mary's County Public Schools
P. O. 641
23160 Moakley Street
Leonardtown, MD 20650

RETURN TO CAROL POE AT THE ABOVE ADDRESS BY April 29, 2011.

APR 15 2011



St. Mary's County Public Schools
Department of Teaching, Learning, and Professional Development

Jeffrey A. Maher
Director
23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650
Phone: 301-475-5511, ext. 133
Fax: 301-475-4229

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. Aditi Simlote, Student Member
Dr. Michael J. Martirano, Secretary/Treasurer

DR. MICHAEL J. MARTIRANO
Superintendent of Schools

TITLE I, PARTICIPATION OPTION FORM

April 5, 2011

Dear Non-Public Principal:

To improve teaching and learning for Title I students who are most at risk of failing to meet academic standards, Title I services will be made available to eligible students in participating non-public schools. Please indicate below whether or not you would like your eligible students to be offered the opportunity to participate in this program.

Sincerely,

Carol Poe
Supervisor of Instruction/Title I

Please check one:

- My school *is interested in participating* in the **2011 – 2012** school year Title I Program.
- My school *does not choose to participate* in the **2011 – 2012** school year Title I Program.

Name of School: Little Flower School

Signature of Principal: Marsha Leigh Stewart

Name of Principal: Marsha Leigh Stewart

RETURN TO: Carol Poe
Supervisor of Instruction/Title I
St. Mary's County Public Schools
P. O. 641
23160 Moakley Street
Leonardtown, MD 20650

RETURN TO CAROL POE AT THE ABOVE ADDRESS BY April 29, 2011.

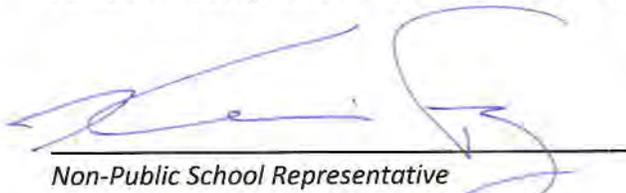
APR 18 2011

**St. Mary's County Public Schools' Title I Program
Non-Public School Consultation
AGENDA**

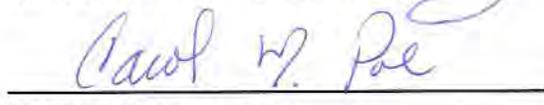
May 26, 2011

- Review of Title I Program Evaluation
- Student Assessment Information/Student Growth
- Tutoring Expectation – Individual/Small Group
- Program Materials/Purchases
- Parent Satisfaction/Involvement
- Review of Title I Complaint Procedures
- Consultation Review for 2011 – 2012
- Additions

St. Mary's County Public School System (SMCPS) has satisfied its equitable service requirements for the 2010-2011 school year. Ms. Jamie Bollen, highly qualified teacher employed by SMCPS, provided tutoring services to eligible students who reside in designated Title I attendance areas.



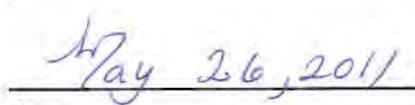
Non-Public School Representative



SMCPS Title I Supervisor



Date



Date

St. Mary's County Public Schools

Attachment 6

Title I Service to Private School Children Memorandum of Understanding The King's Christian Academy 2011-2012

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:

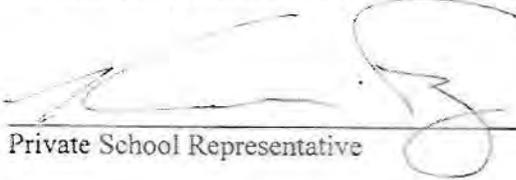
- Teachers of eligible Title I students will be invited to SMCPs professional development training activities.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.

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

5/26/2011

Date

The King's Christian Academy

Name of Private School Agency or School



Public School Official

May 26, 2011

Date

**St. Mary's County Public Schools' Title I Program
Non-Public School Consultation
AGENDA**

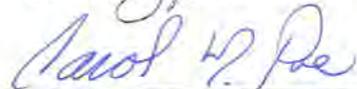
May 26, 2011

- Review of Title I Program Evaluation
- Student Assessment Information/Student Growth
- Tutoring Expectation – Individual/Small Group
- Program Materials/Purchases
- Parent Satisfaction/Involvement
- Review of Title I Complaint Procedures
- Consultation Review for 2011 – 2012
- Additions

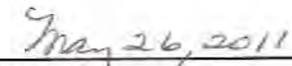
St. Mary's County Public School System (SMCPS) has satisfied its equitable service requirements for the 2010-2011 school year. Ms. Jamie Bollen, highly qualified teacher employed by SMCPS, provided tutoring services to eligible students who reside in designated Title I attendance areas.



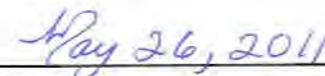
Non-Public School Representative



SMCPS Title I Supervisor



Date



Date

St. Mary's County Public Schools

Attachment 7

Title I Service to Private School Children Memorandum of Understanding Little Flower School 2011-2012

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

Francis Joseph Stewart _____ May 26, 2011
Private School Representative Date

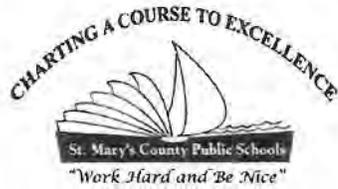
Little Flower School

Name of Private School Agency or School

David W. Pe _____ May 26, 2011
Public School Official Date

St. Mary's County Public Schools

Division of Instruction



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

Mrs. Kelly M. Hall
Director of Elementary Schools & Title I
23160 Moakley Street, 1st Floor
Leonardtown, Maryland 20650
Phone: 301-475-5511, ext. 136
Fax: 301-475-4229

Board of Education
Dr. Salvatore L. Raspa, Chairman
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Ms. Shannon Demehri, Student Member
Dr. Michael J. Martirano, Secretary/Treasurer

To: Non-public School Principals and Staff
From: Kelly M. Hall, Director of Elementary Schools and Title I
Date: August 1, 2011
Re: **Planning Meeting for Federally Funded Grants**

You are invited to attend the 2011-2012 school year planning meeting to discuss your school's eligibility and interest in participating in federal *Elementary and Secondary Act (ESEA)* programs, reauthorized by the *No Child Left Behind Act of 2001 (NCLB)*. This annual federally funded grants planning meeting for the St. Mary's County Public Schools has been scheduled for:

Friday, August 12, 2011
2:00-3:00 p.m. – Federal Grants Overview and the
Non-Public Special Education Update

Administrative Conference Room
St. Mary's County Public Schools
23160 Moakley Street
Leonardtown, Maryland 20650

Information will be provided about the various federal programs (Title IA, IIA, III, the 21st Century Community Learning Centers, and Special Education) available to support the needs of your students for the 2011-2012 school year.

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

If you have any questions or if you are unable to attend but would like to ask a question concerning the grants, please call Kelly Hall at 301-475-5511, extension 136 or email at kmhall@smcps.org. Please RSVP on or before Wednesday, August 11, 2011 to Martina Green at 301-475-5511, extension 136 or email at mlgreen@smcps.org.

Thank you. We look forward to meeting with you.

Attachment

cc: Dr. Martirano
Mrs. Dudderar
Mr. Maher
Mr. Mark Smith
Dr. Lymas
Mrs. Charbonnet
Ms. Green

Bay Montessori School
20525 Willows Road
Lexington Park, MD 20653
Attn: Principal

Hollywood United Methodist
Church Christian Preschool
24422 Mervell Dean Road
Hollywood, MD 20636
Attn: Principal

Little Sonbeams Trinity Lutheran
Preschool
46707 Shangri-La Drive
Lexington Park, MD 20653

Ryceville Amish School
2960 Thompsons Corner Road
Mechanicsville, MD 20659

Ms. Leveeta Hutchins
Supervisor of Grants
Calvert County Public Schools
1305 Dares Beach Road
Prince Frederick, MD 20678

Ms. Rhayda Barnes-Thomas
Title I Coordinator
Charles County Public Schools
P. O. Box 2770
La Plata, Maryland 20646

Dr. Patricia Weitzel-Oneill
Superintendent of Catholic Schools
Archdiocesan Pastoral Center
5001 Eastern Avenue
Hyattsville, MD 20782-3447

St. Michael's School
P.O. Box 259
Ridge, MD 20680

The King's Christian Academy
20738 Point Lookout Road
Callaway, MD 20620
Attn: Principal

Starmaker Learning Center
23443 Cottonwood Parkway
California, MD 20619

Clover Hill Mennonite School
28445 Point Lookout Road
Leonardtown, MD 20650
Attn: Principal

Lexington Park Baptist Church
Preschool
46855 South Shangri-La Drive
Lexington Park, MD 20653

Jennifer Daniels
Director of Government Relations
Catholic Schools Office
PO Box 29260
Washington, DC 20017

St. Paul's Lutheran Preschool
37707 New Market Turner Road
Mechanicsville, MD 20659

Woodburn Hill Amish School
2960 Thompsons Corner Road
Mechanicsville, MD 20659

St. John's School
43900 St. John's Road
Hollywood, MD 20636
Attn: Mr. JB Watters

Father Andrew White School
P.O. Box 1756
Leonardtown, MD 20650
Attn: Principal

St. Mary's Ryken
22600 Camp Calvert Road
Leonardtown, MD 20650
Attn: Principal

The Creative Beginnings School
10115 Three Notch Road
California, MD 20619
Attn: Principal

Ms. Doreen C. Engel, M.A.
Director of Special Education
Archdiocese of Washington
P.O. Box 29260
Washington, DC 20017-0260

Ms. Kelly Branaman
Asst. Superintendent/Elem. Schools
Archdiocesan Pastoral Center
5001 Eastern Avenue
Hyattsville, MD 20782-3447

Honey MacCallum Christian
Preschool
23421 Kingston Creek Road
California, MD 20619

Loveville Mennonite School
40725 Parsons Mill Road
Leonardtown, MD 20650

Victory Baptist Academy
P.O. Box 98
Charlotte Hall, MD 20622

Rays of Light Christian Preschool
20850 Langley Road
Lexington Park, MD 20653

Mother Catherine Spalding School
38833 Chaptico Road
Helen, MD 20635
Attn: Jessica Bowles, Interim Principal

Little Flower School
P.O. Box 257
Great Mills, MD 20634
Attn: Principal

Leonard Hall Junior Naval Academy
41740 Baldrige Street
Leonardtown, MD 20650
Attn: Principal

Prep & Play
24442 Mervell Dean Road
Hollywood, MD 20636
Attn: Principal

Cathy Spencer, Asst. Superintendent
Curriculum & Instruction
Archdiocese of Washington
P.O. Box 29260
Washington, DC 20017-0260

Jennifer Daniels
Director of Government Relations
Archdiocese of Washington
P.O. Box 29260
Washington, DC 20017-0260

Wendy Anderson
Director, Professional Development
Archdiocese of Washington
P.O. Box 29260
Washington, DC 20017-0260

Dr. Bert L'Homme
Superintendent
Archdiocese of Washington
P.O. Box 29260
Washington, DC 20017-0260

Ken Gaughan
Director of Counseling
Archdiocese of Washington
P.O. Box 29260
Washington, DC 20017-0260



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

St. Mary's County Public Schools

Division of Instruction

Mrs. Kelly M. Hall
Director of Elementary Schools, & Title I
23160 Moakley Street, 1st Floor
Leonardtown, Maryland 20650
Phone: 301-475-5511, ext. 136
Fax: 301-475-4229

Board of Education
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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

Annual Planning Meeting for Federally Funded Programs

Friday, August 12, 2011
2:00 – 3:00 p.m.

Administrative Conference Room
St. Mary's County Public Schools
23160 Moakley Street
Leonardtown, Maryland 20650

Agenda

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

- Welcome and Introductions Kelly Hall, *Director of Elementary Schools & Title I*
kmhall@smcps.org Ext. 136
- Title I, Part A Kelly Hall, *Director of Elementary Schools & Title I*
kmhall@smcps.org Ext. 136
- Title II, Part A Jeffrey Maher, (or Designee) *Director of Professional and Organizational Development*
jamaher@smcps.org Ext. 133
- Title III/LEP Linda Lyman, *Supervisor of World Languages and ESOL*
lwlyman@smcps.org Ext. 101
- 21st Century Community Mark Smith, *Coordinator of Special Programs*
mgsmith@smcps.org Ext. 137
- Special Education Melissa Charbonnet, *Executive Director of Special Education/Student Services*
mbcharbonnet@smcps.org Ext. 220



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

St. Mary's County Public Schools

Department of Teaching, Learning, and Professional Development

Jeffrey A. Maher
Director
23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650
Phone: 301-475-5511, ext. 133
Fax: 301-475-4229

Board of Education
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Ms. Shannon Demehri, Student Member
Dr. Michael J. Martirano, Secretary/Treasurer

To: **Principal**
Little Flower School

From: Jeff Maher 
Director of Teaching, Learning, and Professional Development

Date: August 10, 2011

Re: ***Title II, Part A Allotments***

Our Title II, Part A, funding has been allocated to the various components of the program for the 2011-2012 school year. This year, there are \$221,938 dollars available for professional development for the public and nonpublic schools, of which \$22,000 is specifically allocated to non-public schools. The public and nonpublic schools share these dollars based on a per pupil allocation.

The amount available to your school for this school year is **\$2108.64**. FY'12 money needs to be spent by April 30, 2012, so that we can clear our grants and assure that all bills are paid during the grant period. **The State of Maryland has imposed more strict guidelines for the disbursement of these grant funds. All payments must be made directly from St. Mary's County Public Schools, and reimbursement to the non-public schools is not an option.** Therefore, **all requests for expenditures should be sent to St. Mary's County Public Schools**, to my attention and will be processed by Ann Davis (amdavis@smcps.org). Should you have questions, you may reach Ms. Davis at 301-475-5511, ext. 133. I can be reached at the same extension.

Under the Uniform Provisions legislation, which governs Title II, Part A, funding, consultation regarding the disbursement and use of these funds must occur. Therefore, the Maryland State Department of Education (MSDE), who regulates this funding, has requested that we provide the focus area for these professional development dollars at each of the sites. According to the legislation, non-public schools accessing these funds **must conduct a needs assessment** to articulate for what purpose and focus the professional development funds will be used. Please email me the results of your needs assessment and general topic/focus area toward which these funds will be targeted. **You can email your needs assessment to me at jamaher@smcps.org by September 16, 2011. Your request for payment, purchases, or disbursement of funds must align with this needs assessment.**

As in years past, we will keep you informed of professional development opportunities that you can attend that are sponsored by St. Mary's County Public Schools. You can also access professional development resources at www.smcps.org/offices/pd.

I look forward to working with you to assure that the capacity of every teacher in St. Mary's County is enhanced through professional development dollars made available through the Title II, Part A, Grant.

c: **Kelly Hall**
Leyla Mele



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

St. Mary's County Public Schools

Department of Teaching, Learning, and Professional Development

Jeffrey A. Maher
Director
23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650
Phone: 301-475-5511, ext. 133
Fax: 301-475-4229

Board of Education
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Mrs. Mary M. Washington
Ms. Shannon Demehri, Student Member
Dr. Michael J. Martirano, Secretary/Treasurer

To: **Principal**
The King's Christian Academy

From: Jeff Maher 
Director of Teaching, Learning, and Professional Development

Date: August 10, 2011

Re: ***Title II, Part A Allotments***

Our Title II, Part A, funding has been allocated to the various components of the program for the 2011-2012 school year. This year, there are \$221,938 dollars available for professional development for the public and nonpublic schools, of which \$22,000 is specifically allocated to non-public schools. The public and nonpublic schools share these dollars based on a per pupil allocation.

The amount available to your school for this school year is **\$2771.04**. FY'12 money needs to be spent by April 30, 2012, so that we can clear our grants and assure that all bills are paid during the grant period. **The State of Maryland has imposed more strict guidelines for the disbursement of these grant funds. All payments must be made directly from St. Mary's County Public Schools, and reimbursement to the non-public schools is not an option.** Therefore, **all requests for expenditures should be sent to St. Mary's County Public Schools**, to my attention and will be processed by Ann Davis (amdavis@smcps.org). Should you have questions, you may reach Ms. Davis at 301-475-5511, ext. 133. I can be reached at the same extension.

Under the Uniform Provisions legislation, which governs Title II, Part A, funding, consultation regarding the disbursement and use of these funds must occur. Therefore, the Maryland State Department of Education (MSDE), who regulates this funding, has requested that we provide the focus area for these professional development dollars at each of the sites. According to the legislation, non-public schools accessing these funds **must conduct a needs assessment** to articulate for what purpose and focus the professional development funds will be used. Please email me the results of your needs assessment and general topic/focus area toward which these funds will be targeted. **You can email your needs assessment to me at jamaher@smcps.org by September 16, 2011. Your request for payment, purchases, or disbursement of funds must align with this needs assessment.**

As in years past, we will keep you informed of professional development opportunities that you can attend that are sponsored by St. Mary's County Public Schools. You can also access professional development resources at www.smcps.org/offices/pd.

I look forward to working with you to assure that the capacity of every teacher in St. Mary's County is enhanced through professional development dollars made available through the Title II, Part A, Grant.

c: **Kelly Hall**
Leyla Mele

St. Mary's County Public Schools

Division of Instruction

Mrs. Kelly M. Hall

Director of Elementary Schools & Title I

23160 Moakley Street, 1st Floor

Leonardtown, Maryland 20650

Phone: 301-475-5511, ext. 136

Fax: 301-475-4229

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Dr. Michael J. Martirano, Secretary/Treasurer



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

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 2011-2012 Title I services will be collected for students who were enrolled in the non-public school on or before September 30, 2010.

Procedures for the 2011-2012 School Year

1. All non-public schools interested in participating in the Title I Program for the 2011-2012 school year should return the Title I Participation Option Form to Carol Poe, Supervisor of Instruction for Title I, by April 29, 2011.*
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, 2011 (including students enrolled on or before September 30, 2010). The SMCPS Title I Supervisor 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 2011-2012 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, 2011, between the SMCPS Title I Supervisor 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 Supervisor. 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 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 DIBELS 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, 2011; November, 2011; February, 2012, May, 2012.

*Note: Kelly Hall, Director of Elementary Schools/Title I, replaced Carol Poe, Supervisor of Instruction for Title I, effective July 1, 2011.

St. Mary's County Public Schools
21st Century Community Learning Center
After School Programs
2011-2012

Purpose: This program supports the creation of after school programs that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Sites in St. Mary's County: Lexington Park Elementary School, George Washington Carver Elementary School, Spring Ridge Middle School, and the Carver Recreation Center. All programs operate five days per week except the Carver Recreation Center which operates Monday through Thursday.

Primary Population Served: Students who are below grade level in reading or math or both, plus students with high needs for supervision after school.

Services for Parents—Tutor Corp: Parents of students in the program are hired and trained to use the Learning Together reading system. These parents work four days per week for one hour tutoring a child in the program (not their own child) in reading. After a semester of work, the parents have gained skills that they can use at home to help their own children. The methods used in the Learning Together system are highly compatible with methods used in St. Mary's County Public Schools.

Service to Students from Non Public Schools: Students who live in the attendance area of the schools with 21st Century programs are eligible to apply. The program is appropriate for students who are below grade level in reading or math. Transportation to the program would need to be provided by parents.

For more information, contact:

Mark Smith
Coordinator of Special Programs
301-475-5511 x137
mgsmith@smcps.org

St. Mary's County Public Schools
Timeline for Consultation with Private Schools
 2011-2012

Month	Activity	Date Completed
November(prior to next school year)	Obtain complete list of all private schools with students who reside in Title I attendance areas	11-12-10
February	Initial contact meeting with private school representatives	02-10-11
April	Title I Participation Form due to Title I office	04-29-11
April	Match addresses of private school students from low income families to participating public school attendance areas.	April
May	Complete public school ranking chart with per-pupil allocation to determine private school qualifying student allocation.	May
May	Assess the current year Title I program in a meeting with private school representatives using student data.	05-26-11
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 SMCPSS 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.	05-26-11
August	Schedule meetings at each participating private school with the private school representative and the SMCPSS Highly Qualified teacher who provides tutoring to review expectations.	07-25-11 07-28-11
November	Schedule an observation of the Highly Qualified Teacher in each private school	TBD
January	Begin the process for the 2012-2013 school year with by scheduling an information meeting with all private school representatives	TBD
February	Schedule private school visits	TBD

Title I Non-Public Meeting with King's Christian principal, Kevin Fry

The screenshot displays the Microsoft Outlook calendar interface for Kelly M. Hall on Monday, July 25, 2011. The main calendar area shows a list of events for the day, including several 'on Leave' entries and a meeting titled 'Title I Meeting with King's Christian Principal (Kevin Fry)' at King's Christian Academy from 2:00 PM to 4:00 PM. Below the event list is a detailed view of the day's schedule from 10:00 AM to 5:00 PM, showing a 'Lunch and Learn/LPES' event, a meeting with Mary Washington, and a meeting with Stacey. The left-hand navigation pane shows 'My Calendars' and 'People's Calendars' sections, with Kelly M. Hall's calendar selected. The bottom of the screen shows the Windows taskbar with the Start button and several open applications, including 'Document2 - Microsoft...', 'ePlus Center - Windows...', 'eFinancePlus - ST MARY...', 'Kelly M. Hall - Calend...', and 'Document3 - Microsoft...'. The system clock shows 9:18 AM.

Title I Non-Public Meeting with Little Flower principal, James Moorhead

Calendar | Day | Week | Month | July 28, 2011

July 2011: S M T W T F S
 26 27 28 29 30 1 2
 3 4 5 6 7 8 9
 10 11 12 13 14 15 16
 17 18 19 20 21 22 23
 24 25 26 27 28 29 30
 31

All Calendar Items

My Calendars

- Calendar
- Calendar in Archive Folders
- Calendar in Archive Folders

People's Calendars

- Theo L. Cramer
- Anthony J. Marcino
- Carol M. Poe
- Deanna S. Mingo
- Mark G. Smith
- Melinda S. Brown
- Sarah R. Tyson
- Jeffrey A. Maher
- James S. Smith
- Mark G. Smith
- Kelly M. Hall
- Joan C. Titus
- Deborah L. Samblanet
- Rhonda L. Harris
- Linda J. Musial
- boeresources - DOIConference
- boeresources - StudentServicesCont
- boeresources - CAOConference
- Janis R. Taylor
- boeresources - AdministrativeConfe

Calendar Items for July 28, 2011:

- From Jul 25 [redacted] on Leave 7/25/11 - 7/28/11
- From Jul 25 [redacted] on Leave 7/25/11-7/28/11
- From Jul 25 [redacted] on Leave 7/25/11-7/28/11
- [redacted] on Leave
- 10 am Meeting with Kourtney Wood (Graduated from Frostburg State) | Title I: Schedule the bi-annual (February and August) Non-Public Meeting
- 11:00 Lunch and Learn/LPES | Title I: Send letter of invitation to non-public principals and Arch
- 12 pm MOU to Support Homelessness Meeting w Kelly's Office Kelly M. Hall | Get op's from prin., electronically
- 1:00 high leverage goal for supt. due to Dr. M and Beverly
- 2:00 Title I Meeting with Mr. Moorhead, Principal Little Flower School
- 3:00 Deb Samblanet/demographic report/due Aug. 19th. | Finalize supply list on web | Mileage for July | Title I: Communicate with Char
- 4:00 call Title I contacts in Charles and Calvert | narrative for supplemental title I/due from principals | OP's to Linda via email

23 Items | All folders are up to date. Connected to Microsoft Exchange

Taskbar: Start | Document2 - Microsoft ... | ePlus Center - Windows ... | eFinancePlus - ST MARY... | Kelly M. Hall - Calend... | Document3 - Microsoft ... | 9:20 AM



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

St. Mary's County Public Schools Division of Instruction

Mrs. Kelly M. Hall
Director of Elementary Schools & Title I
23160 Moakley Street, 1st Floor
Leonardtown, Maryland 20650
Phone: 301-475-5511, ext. 136
Fax: 301-475-4229

Board of Education
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Mr. William Brooke Matthews
Mrs. Mary M. Washington
Ms. Shannon Demehri, Student Member
Dr. Michael J. Martirano, Secretary/Treasurer

August 17, 2011

Ms. Laveeta Hutchins
Title I Supervisor
Calvert County Public Schools
1305 Dares Beach Road
Prince Frederick, MD 20678

Dear Ms. Hutchins:

As you continue your Title I Equitable Services consultations, we would like to request your assistance. When meeting with your non-public schools, we would appreciate your help determining if there are any students who live in the St. Mary's County Public Schools' district and attend Calvert County non-public schools who may be eligible for Title I services.

If you identify St. Mary's students, please contact Kelly Hall at 301-475-5511, extension 136 or at kmhall@smcps.org with the addresses of students who may be eligible to receive Title I funds. Currently our Title I schools are George Washington Carver Elementary, Green Holly Elementary, Lexington Park Elementary, and Park Hall Elementary.

In order to document that communication has occurred between our two school districts, please complete the attached form. As we continue our consultation, we will extend our collaboration by contacting you when we find students from your county attending our participating non-public schools. Thank you in advance for your support and collaboration.

Sincerely,

Kelly M. Hall
Director of Elementary Schools
& Title I

KMH/mlg



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

St. Mary's County Public Schools Division of Instruction

Mrs. Kelly M. Hall
Director of Elementary Schools & Title I
23160 Moakley Street, 1st Floor
Leonardtown, Maryland 20650
Phone: 301-475-5511, ext. 136
Fax: 301-475-4229

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

August 17, 2011

Mr. Daryl Williams
Charles County Public Schools
P.O. Box 2770
5980 Radio Station Road
La Plata, MD 20646

Dear Mr. Williams:

As you continue your Title I Equitable Services consultations, we would like to request your assistance. When meeting with your non-public schools, we would appreciate your help determining if there are any students who live in the St. Mary's County Public Schools' district and attend Charles County non-public schools who may be eligible for Title I services.

If you identify St. Mary's students, please contact Kelly Hall at 301-475-5511, extension 136 or at kmhall@smcps.org with the addresses of students who may be eligible to receive Title I funds. Currently our Title I schools are George Washington Carver Elementary, Green Holly Elementary, Lexington Park Elementary, and Park Hall Elementary.

In order to document that communication has occurred between our two school districts, please complete the attached form. As we continue our consultation, we will extend our collaboration by contacting you when we find students from your county attending our participating non-public schools. Thank you in advance for your support and collaboration.

Sincerely,

Kelly M. Hall
Director of Elementary Schools
& Title I

KMH/mlg



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

St. Mary's County Public Schools

Department of Teaching, Learning, and Professional Development

Jeffrey A. Maher
Director
23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650
Phone: 301-475-5511, ext. 133
Fax: 301-475-4229

Board of Education
Mr. Bill Mattingly, Chairman
Mrs. Cathy Allen, Vice Chairman
Mrs. Marilyn A. Crosby
Dr. Salvatore L. Raspa
Mrs. Mary M. Washington
Ms. Aditi Simlote, Student Member
Dr. Michael J. Martirano, Secretary/Treasurer

To: **Principal**
«School»

From: Jeff Maher
Director of Teaching, Learning, and Professional Development

Date: August 5, 2010

Re: ***Title II, Part A Allotments***

Our Title II, Part A, funding has been allocated to the various components of the program for the 2009-2010 school year. This year, there are \$199,938 dollars available for professional development for the public and nonpublic schools, of which \$22,000 is specifically allocated to non-public schools. The public and nonpublic schools share these dollars based on a per pupil allocation.

The amount available to your school for this school year is \$**«FY11 Amount»** (The amount for FY 10 was \$«FY10_Amount»). This FY'11 money needs to be spent by April 30, 2011, so that we can clear our grants and assure that all bills are paid during the grant period. **The State of Maryland has imposed more strict guidelines for the disbursement of these grant funds. All payments must be made directly from St. Mary's County Public Schools, and reimbursement to the non-public schools is not an option.** Therefore, **all requests for expenditures should be sent to St. Mary's County Public Schools**, to my attention and will be processed by Ann Davis (amdavis@smcps.org). Should you have questions, you may reach Ms. Davis at 301-475-5511, ext. 133. I can be reached at the same extension.

Under the Uniform Provisions legislation, which governs Title II, Part A, funding, consultation regarding the disbursement and use of these funds must occur. Therefore, the Maryland State Department of Education (MSDE), who regulates this funding, has requested that we provide the focus area for these professional development dollars at each of the sites. According to the legislation, non-public schools accessing these funds **must conduct a needs assessment** to articulate for what purpose and focus the professional development funds will be used. Please email me the results of your needs assessment and general topic/focus area toward which these funds will be targeted. **You can email your needs assessment to me at jamaher@smcps.org by September 18, 2010. Your request for payment, purchases, or disbursement of funds must align with this needs assessment.**

As in years past, we will keep you informed of professional development opportunities that you can attend that are sponsored by St. Mary's County Public Schools. You can also access professional development resources at www.smcps.org/offices/pd.

I look forward to working with you to assure that the capacity of every teacher in St. Mary's County is enhanced through professional development dollars made available through the Title II, Part A, Grant.

c: Carol Poe, Leyla Mele



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

St. Mary's County Public Schools

Department of Teaching, Learning, and Professional Development

Jeffrey A. Maher
Director
23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650
Phone: 301-475-5511, ext. 133
Fax: 301-475-4229

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. Aditi Simlote, Student Member
Dr. Michael J. Martirano, Secretary/Treasurer

To: Principal/Director
«School»

From: Jeff Maher
Director of Professional and Organizational Development

Date: March 15, 2011

“Reminder”

Re: *Title II, Part A Allotments*

Our Title II, Part A, funding has been allocated to the various components of the program for the 2009-2010 school year. This year, there are \$94,130 dollars available for professional development for the public and nonpublic schools, of which \$15,632 is specifically allocated to all non-public schools. The public and nonpublic schools share these dollars based on a per pupil allocation.

The amount available to your school for this school year is **\$«FY11 Amount»**. According to our records, to date your expenses total **\$«FY11 Expenses Mar 15»**, leaving a balance of **\$«Balance Mar 15»** available for professional development during this school year.

These funds need to be spent by **April 30, 2011**, so that we can clear our grants and assure that all bills are paid during the grant period. Please follow the process that you have used in previous years as you request reimbursement for the use of these funds. All reimbursement requests should be sent to my attention and will be processed by Ann Davis (amdavis@smcps.org). Should you have questions, you may reach Ms. Davis at 301-475-5511, ext. 133. I can be reached at the same extension.

As in years past, we will keep you informed of professional development opportunities that you can attend that are sponsored by St. Mary's County Public Schools. You can also access professional development resources at www.smcps.org/offices/pd.

I look forward to working with you to assure that the capacity of every teacher in St. Mary's County is enhanced through professional development dollars made available through the Title II, Part A, Grant.

c: Carol Poe, Leyla Mele

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 2012

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 5-year comprehensive Bridge to Excellence Master Plan, (d) the amount of funding for services to public and nonpublic students and teachers, and (e) any revision to the plan as part of this annual update (including page numbers). *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 a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers)	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 <i>Scope, News for You, and Action</i> magazines to help ELs, primarily at the secondary level, increase vocabulary, and improve comprehension and fluency in English. Writing assignments are included to help students enhance their writing for different purposes. Purchase supplemental resources, <i>Do the Math Work Spaces</i> , for English Learners who are identified as needing intervention in Math. Purchase Bilingual dictionaries for students who can benefit from having this resource in mainstream classes and the resource is included in the student's accommodations - Timeline: on-going 2011-2012 No change to BTE plan Activity description supports NCLB Goal	1100	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 instructional support for EL students who are low beginners, and they are identified as needing additional assistance in a pull out model - Timeline: on-going 2011-2012. 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 2012
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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
<p>Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. Also, 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)].</p>	<p>a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers)</p>		
<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].</p>			
<p>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)].</p>	<p>Provide professional development for ESOL and mainstream teachers with a focus on preparing instruction designed around the WIDA standards and assessments, and to acquire a deeper understanding of performance definitions. Funds are also used for consultant fees Time line: Quarterly No change to BTE plan Activity description supports NCLB goal</p>	2299	N/A
<p>2.3 Providing for professional development to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)].</p>			

**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 2012
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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 a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers)	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 interpreters, establish a contract with Language Line, and to renew existing contract with TransAct. These resources provide interpreting services for schools to support their EL students and families. Timeline: on-going 2011- 2012 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)].	ELLs Parent Conference Night and Back to School Expo (translated documents, building fees, refreshments). Opportunities provided for parent / teacher conferences and to meet with reps from various agencies that can support family needs. Timeline: Completed by 12/2011 No change to BTE plan Activity description supports NCLB goal	2396	N/A
4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(2)(3)]			
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)].		Public School Costs	Nonpublic Costs

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%	511	N/A
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		26038	

**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 2012

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 (e)(1)]			
Authorized Activities	Descriptions	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)].	a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers)		
1.2 Supporting 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)].			
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)].			

<p>1.6 Providing other instructional 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)].</p>			
<p>1.7 Providing activities, coordinated with community based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services [section 3115(e) (1) (G)].</p>			
<p>TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT</p>			

E. 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:

The names of the participating private schools for 2011- 2012 are not yet available. Non-public principals will receive a letter requesting the names of ELL students in their respective schools who will need ESOL services. We are requesting a response by Friday, September 2, 2011.

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;

Three meetings are held each year with representatives from private schools to share information and guidelines or any changes relating to federally funded programs. This is an opportunity to review Title III services with private school officials. The first meeting for the 2011 – 2012 school year is scheduled to take place on August 12, 2011.

- b) The basis for determining the needs of private school children and teachers;

The basis for determining the need for services in private schools is the same as for students in public schools. Private school principals are asked to submit names of students who may qualify for ESOL services. Placement testing is completed in the private schools for the students who meet the qualifications for testing and should be considered for ESOL services.

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

A recommendation, based on need, as to how services will be delivered and the location of the services is presented at the meetings. A final decision is made based on feedback from principals or their designee who are interested in having services. A public school staff is assigned to provide the services.

- 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.)

The ELL population in private schools is significantly smaller than in the public schools. Therefore, services for private school students are provided in one central location, which is the only difference in which the services are provided.

3. ATTACH WRITTEN AFFIRMATION (meeting dates, agenda, sign-in sheets, letters/ forms,) for the school year 2011-2012 signed by officials at each participating non-public 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.

**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 2012

F. 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 *Part C, Allowable Activities*. 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 attached "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 Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

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

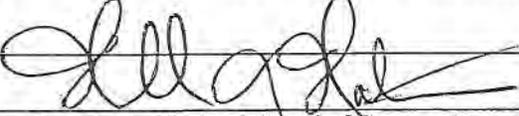
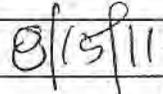
Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Instructional Tutors Salaries & Wages	Hourly Pay for hourly tutor (2) Strategy # 1.1.4	\$23/ hour x 582 hrs	\$13386		\$13386
Fixed Charges	FICA	8% x \$13386	\$1070		\$ 1070
Non-public Instructional tutor	Hourly pay for hourly tutor Strategy # 1.1.4	\$23 / hour x 31hrs /	\$713		\$ 713
Fixed Charges	FICA	8% x \$713	\$57		\$57
Instructional Supplies and Materials	Scope, News for You, and Action subscriptions, Do the Math Workspaces Bilingual dictionaries/ Translators Strategy # 1.1.2		\$1100		\$1100
Professional Development	PD for ESOL and classroom teachers with a focus on preparing instruction to support WIDA standards and assessments. Funds are to pay substitutes Strategy #2.2.2	14.9hrs @ \$65.00/hr Est.	\$972		\$972
Fixed Charges	FICA	8% x \$972	\$78		\$78
Professional Development	Consultant fee to assist with preparation and implementation of PD #2.2.2	16.65 hrs x \$75/hour Est.	\$ 1249		\$1249
Community Services	ELs Parent Conference Family Night and Back School #3.3.2		\$2396		\$2396
Community Services	Interpreters/Language Line Contract #3.3.1	1670.7 est. min. @ \$1.50/min.	\$2506		\$2506
Community Services	TransAct online renewal #3.3.1		\$2000		\$2000
Administration Business Support			\$511		\$511
	TOTAL		\$26038		\$26038

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.

	
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).

Activity #2: 2005-2006: Provide fine arts resource staff position to supplement the completion of nonsupervisory tasks. 2009-2012: Provide hourly fine arts assistance to supplement non-supervisory tasks.

Activity #3: Provide additional course offerings that meet the Maryland fine arts credit requirement for graduation (2004-2005: Chamber Orchestra and Recreational Arts).

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).

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, 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 George Craggs Hopkins, Jr. Arts Endowment, Inc.; 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).

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 2010-2011 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

During the 2010-2011 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 for St. Mary's County during the 2010-2011 cycle. The most significant stride was the continuation of the Professional Learning Community (PLCs). Since the fine arts staff is spread over twenty-eight (28) schools, it is very difficult to have a PLC of four visual art 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 assessment in all courses.

The second major stride for this year was the use of the Electronic Learning Community (ELC) by all staff members. Each staff member was inserviced in September in the use of the ELC 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. The ELC was an invaluable resource 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 2010-2011 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 2010-2011 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 2010-2011.

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 300 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 2009-2011, 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 2010-2011 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 2011-2012 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 2011-2012 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 2011-2012 school year calendar in August, which will help get the year off to a great start. The spring professional development day has been used as a furlough day, but it is much better to have the professional development day in the fall. Teachers will be inserviced on the HAC/TAC, which is the Home Access Center and Teacher Access Center; the course syllabi; and the implementation of the quarterly fine arts assessment tools in music, theatre, and visual arts. Grades from the quarterly assessments will automatically go into the electronic grade reporting system and teachers will not need to hand grade the test. On September 23, teachers will be in-serviced on the uses of "CTEs Electronic Learning Community (ELC)" 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. Established PLCs will review the collaborative lessons, assessment, 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.**

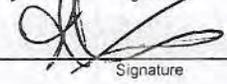
Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Fine Arts Part-Time Hourly: Staff	17 hours per week x nine months	\$12.50 x 17 hours x 4 weeks x 10 months	\$ 8,500		\$ 8,500
Fine Arts Part-Time Hourly	7 hours per week x 3 months	\$12.50 x 7 hours x 4 weeks x 3 months	\$1,050		\$1,050
Fixed Charges	Fringe Benefits: SS	.08% x \$9,550.00	\$ 764		\$ 764
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #1, 2, and 3	12 participants x \$23 per hour x 10 hours	\$ 2,760		\$ 2,760
Fixed Charges	Fringe Benefits: SS	.08 % x \$2,760	\$ 221		\$ 221
Instructional Staff Development Contracted Services	Consultants to provide professional development training Strategy #2 and 3	10days x \$200	\$ 2,000		\$ 2,000
Instructional Staff Development Supplies	Strategy #1, 2, 3, and 4	Miscellaneous paper supplies	\$ 12		\$ 12
Other Charges	Conference Fees Strategy 2, Marching Band Fees, Strategy 2	3 bands x \$425.00	\$ 1,275		\$1,275
Administration Business Support Services/Transfers	Indirect Costs	2% x direct costs	\$ 332		\$ 332
	TOTAL		\$16,914		\$16,914

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

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	10/03/11
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	047-12		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	S	GRANT PERIOD	07/01/11	06/30/12	
		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						332.00	332.00
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.	9,550.00			1,275.00			10,825.00
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.	2,760.00	2,000.00	12.00				4,772.00
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				985			985.00
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	12,310.00	2,000.00	12.00	2,260.00	0.00	332.00	16,914.00

Finance Official Approval Leyla Mele  10/03/2011 301-475-5511 X186
 Name Signature Date Telephone #

Supt./Agency Head Approval Dr. Michael Martirano  10/3/11
 Name Signature Date Telephone #

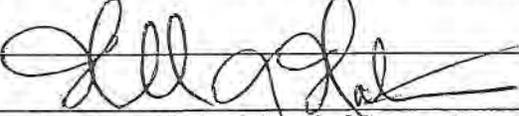
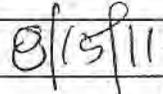
MSDE Grant Manager Approval _____
 Name Signature Date Telephone #

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.

	
Superintendent of Schools/Head of Grantee Agency	Date

Additional Federal and State Reporting Requirements



Victims of Violent Criminal Offenses in Schools (VVCO) SY 2010-11

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

Note: See attached guidance for completing the VVCO Report.

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 the school system web site to report required information. **For this reporting year, use 2010-2011 data to update system web site.**

PART I: Teacher and Principal Evaluation Systems

Directions:

Include 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.

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.
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.

Citation	Description	Rationale
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.

Please provide the link on the line below:

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

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.

Facilities to Support Master Plan Strategies and Early Childhood Programs

The purpose of this section is to a.) Identify any major changes to the school system's overall plan for facilities in support of Bridge to Excellence Master Plan strategies and b.) Monitor the implementation of prekindergarten programs as required by COMAR 13.06.02.

A. Overall Facilities Plan:

1. Provide a list of board of education goals, objectives, and implementation strategies that significantly impact facility needs, such as class size reduction plans and required prekindergarten programs.

There are no goals, objectives, and implementation strategies that significantly impact the facility needs with regards to the implementation of the required prekindergarten programs.

2. Provide a brief description of any major changes to these goals, objectives, and implementation strategies since the last update.

There has been no change to the goals, objectives, and implementation strategies since the last update.

3. Provide a brief narrative description of any major facilities needs, processes, participants, and/or timelines identified in the last update that have changed substantially due to actual State and local government capital budget allocations or other factors. Detailed capital improvement project descriptions and schedules are not required.

St. Mary's County Public Schools is in a period of rising enrollment and a new school is planned to meet the current and projected capacity needs. Planning approval was granted for the new school in FY 2012 and construction funds will be requested in FY 2014.

B. Full or Half-Day Pre-Kindergarten Programs:

Please address the statements below related to mandatory early childhood programs. Submission of the table of school names and program locations required in prior year updates is not required.

1. Provide a brief narrative description of any continuing issues related to providing facilities for prekindergarten programs as mandated by COMAR 13.A.06.02.

There are no issues related to providing facilities for prekindergarten programs per the mandate.

2. Provide a list of schools by name where new prekindergarten programs will be added for school year 2011-2012. Please identify if the new programs will be full-day or half-day.

There were no new programs added for the 2011-12 school year.

3. Provide a list of schools by name where existing prekindergarten programs will be eliminated for school year 2011-2012. Please identify if the eliminated programs are full-day or half-day.

There were no programs eliminated for the 2011-12 school year.

Bridge to Excellence Master Plan

Review of Adequacy of Existing School Facility Needs Updated July 2011



Introduction

With the passage of the *No Child Left Behind Act* in January 2002, our nation stands on the threshold of implementing the most important federal education law since the initial enactment of the *Elementary and Secondary Education Act of 1965*. As a result of its passage, a clear message is reverberating throughout the nation. The message will require public school systems to ensure that each student receives a high quality meaningful education. The standards for successful implementation of this law are the acceleration of academic achievement for all students and the elimination of achievement gaps among children.

Maryland fully embraces this goal. The Maryland State Board of Education and the State Department of Education have established the acceleration of student achievement and elimination of achievement gaps as their top priority. To drive changes needed to achieve this goal, Maryland is fortunate to have two additional powerful forces in play at this time. These are the recommendations from the *Visionary Panel for Better Schools* and the recently enacted *Bridge to Excellence in Public Schools Act*.

As part of the *Bridge to Excellence Master Plan*, each school system is required to review the impact of implementing the master plan with regards to the planning, design, construction, operation, maintenance, and management of its educational facilities. The plan should address capital improvements necessary to implement mandated Pre-K programs and full-day kindergarten programs. Also, capital improvements may be required to support other educational program services and strategies for summer school programs, after school programs, class size reductions, and alternative programs.

In developing the master plan, the planning team included the following descriptions:

- The process, participants, and timeline that will be used to determine the capital improvements required to carry out the master plan;
- Capital improvements necessary to implement mandated Pre-K programs and full-day kindergarten programs; and
- Capital improvements required to support other educational programs and services and the strategies (e.g. special programs for identified populations, alternative programs, and/or class size reduction) proposed in the master plan. If a specific approach to capital improvement has been determined, discuss this approach. If alternative solutions are being studied, explain those alternatives; and
- Non-capital improvement approaches to facility needs that are being considered (e.g. leasing relocatables and/or space in other existing buildings.)

The approach to developing the facility needs component of the St. Mary's County Public Schools' (SMCPS) Master Plan has been a collaborative effort between the Division of Instruction and the Division of Supporting Services. This holistic approach to developing the capital improvements plan in conjunction with the *Bridge to Excellence Master Plan* has resulted in a program that provides equity and adequacy for delivery of educational services. The cohesive nature of the educational and facilities master plan ensures that there is adequate support for all programs, based on identified needs.

As partners in education, the Division of Supporting Services is an integral part of the development of the *Bridge to Excellence Master Plan*, adopting and embracing the goals to ensure that no child is left behind. Each department within the division understands their role in supporting this effort and has developed a mission statement, which supports the vision and goals of the school system. The mission statement of the Division of Supporting Services is as follows: "*As an integral partner in the*

educational process, the mission of the Division of Supporting Services is to promote achievement in education through fiscal responsibility and a coordinated effort to provide the highest quality learning environment.”

The Planning Process

The Board of Education (Board) is responsible for the formulation and adoption of policies to guide the operation of the school system. The Board determines the philosophy of the school system, the overall goals to be achieved, the means for evaluation, and reports to the public as to current status and needs of the school system.

The Board looks to its Superintendent of Schools for professional recommendations before adoption of policies. The Board expects the Superintendent to administer its policies and to operate the schools in accordance with state laws, State Board of Education bylaws, regulations, and guidelines. Members of the central office staff advise the Superintendent in their areas of special competencies. Directors and supervisors make recommendations as to facilities needed to achieve the desired goals in specific subject areas. The Chief Operating Officer is particularly charged with coordinating data for submittal to the Superintendent and the Board.

Teachers serve on various school and county committees. They are the best experts for advice on what facilities are needed to promote learning in specific subject areas at the different grade levels.

Students serve on various school and county committees and hold a student-member position on the Board. They provide valuable advice on what programs, activities, and facilities are needed to promote learning.

At the inception of each project, the site administrator appoints a school committee on construction composed of laypersons, members of the school professional staff and community, including student input. Central office personnel serve as advisors to the committee. The committee reports to the Superintendent.

The school system receives input from a large variety of community organizations and groups, with specific input provided by the School Improvement Teams. To encourage community participation, the program is shared with civic organizations, Parent Teacher Organizations, the Facilities Work Group and is presented to county agencies such as the Planning Commission, as well as the Board of Education and Board of County Commissioners for St. Mary’s County (BOCC). The process of providing education on our capital improvements program and receiving community input is an on-going process.

Decision Making - The desired characteristics of the facilities must be those which promote realization of the educational specifications. The Board and the Superintendent utilize the advice of members of the professional staff, lay committees and persons, State Department of Education personnel, staff of the Interagency Committee, architects, engineers, and consultants. Reevaluation and updating the planning process will be achieved through:

- BOCC provides budget estimates for current and next five-year capital improvement program budgets
- Board of Education evaluates results achieved, including opinions of the Advisory Committee on School Affairs
- In-house evaluation by the Superintendent and appropriate staff
- Conferences with staff of Interagency Committee
- Advice of outside consultants

Role of the Division of Supporting Services – The Division of Supporting Services has seven departments: Capital Planning and Green Schools, Design and Construction, Maintenance, Operations, Transportation, Food and Nutrition Services, and Safety and Security. The division and its individual departments always strive for cost effectiveness and efficiency in the delivery of services and the construction of facilities, keeping them functional and attractive yet economical to operate. It promotes energy conservation by using conservation equipment and processes and by increasing staff and student conservation awareness. It ensures that buildings are well maintained and strives to provide timely preventive maintenance of key building components to extend their useful life. These management efforts enable students and staff to function in a facility that supports the goal to, “Chart a Course to Excellence.”

This division will continue to be challenged to provide classrooms to accommodate increased enrollment while modernizing and updating older facilities to meet changing educational program needs. Maintaining and renewing aging facilities through programs, such as the Aging School Program, are priorities. There is also a continued need to modify such spaces in existing schools to support programmatic changes such as technology labs so that all schools can offer programs similar to those in new and modernized facilities. The increasing number and complexity of construction projects require good planning and deployment of resources so that projects can be completed on time.

Department of Capital Planning and Green Schools



In order to support the Board’s goals, the Department of Capital Planning and Green Schools analyzes student enrollment projections and develops plans and strategies to assure that adequate capacity is available both for the system as a whole and for each individual school, not only for current students and programs but also for future students and program changes. The department is responsible for evaluating the enrollment projections and developing effective facility plans to meet capacity and program needs, maintaining accurate data regarding the physical condition of all facilities, and ensuring a strong correlation between the capital improvements program and the Comprehensive Maintenance Plan for Educational Facilities prepared by the Department of Maintenance. In addition, the department is responsible for the sustainability program, including the green school program and energy conservation programs.

Based on enrollment projections and other demographic data, staff analyzes the utilization of every school in the system to determine whether adequate capacity exists in the short and long-term to provide classrooms and program space for all students. Plans are then drafted to address areas where solutions are required. A variety of solutions are studied, including temporary relocatable classrooms, boundary changes, and construction of new and renovated facilities. Staff works closely with the school community and other SMCPS staff to develop the rationale and justification for the draft facilities plan before presenting formal capital improvements requests to the Superintendent and the Board for review and approval.

Once the draft plan is adopted by the Board, planning staff prepares all documentation required by local and state elected officials to approve and fund the Board’s capital improvements requests. Department staff implements approved state and local budget actions by collaborating with schools, communities, and other SMCPS staff to develop the rationale and justification for projects. The department provides on-going review and analysis of demographics, economic, social, technological, and educational trends in support of SMCPS’ Educational Facilities Master Plan. Implementation of the planning initiatives is guided by framework that integrates the school system’s improvement efforts and continuous improvements regarding long-term planning initiatives.

Department of Design and Construction

The Department of Design and Construction manages facilities design and construction activities for the school system's capital improvements program. The office procures architectural engineering services, coordinates design activities, oversees construction bidding, secures approvals for plans and specifications, and manages construction activities and close-out. They also prepare plans for minor modifications completed by in-house staff or contractors. Major responsibilities for the department include:

- Aging School Projects
- Relocatable Classrooms
- New School Construction
- Security Improvements
- Site Redevelopment
- Infrastructure Projects
- Addition/Renovation Projects
- Monitoring all construction work for compliance with applicable codes, plans and specifications, and ensuring that the project is completed on time and within budget
- Development of special capital projects such as accessibility modifications for individuals with disabilities
- Roof and HVAC Systemic Renovations
- Development of special capital projects that promote the use of renewable energy

The Department of Design and Construction also serves as the Minority Business Enterprises (MBE) liaison for the Board. A high priority for the Board is to continue the significant progress that has been made in improving MBE participation in construction contracts issued by SMCPS.

The Department of Design and Construction focuses on sustainable practices for all projects. Evergreen Elementary School is SMCPS' first LEED gold facility. Staff members are encouraged to become LEED accredited professionals and to utilize the integrated approach to planning even if projects are not registered with LEED. High performance buildings have lower life-cycle costs and provide important learning opportunities for students and the larger community. Use of highly energy efficient equipment is considered for all new schools, additions, and renovations.

Department of Maintenance

The Department of Maintenance has a vigorous maintenance program protects the capital assets and helps ensure that the planned useful life of the facilities and associate components are realized. Our schools are operated efficiently and effectively through a commitment to open communication, continuous training, and the utilization of modern technologies. The primary focus of the Department of Maintenance is to:

- Provide services in support of the learning environment that ensures safe, comfortable, attractive, and well maintained facilities for students, staff, and the community
- Protect the capital investment in school facilities
- Manage and maintain the operational efficiency of the school facilities through the application of technology, and through a program of predictive and scheduled maintenance

To manage these responsibilities, active community use of the school facilities, vandalism, facility building codes, and regulatory modifications are vigilantly monitored. This is accomplished in part through data collection/analysis and open communications with local and state officials.

Statistical data and information is compiled and presented, along with required scheduled maintenance in the annual update of the Comprehensive Maintenance Plan for Educational Facilities. Plans are articulated with the Department of Capital Planning and Green Schools for projects that require capital funding.

Department of Operations

The Department of Operations facilitates the smooth operations of all SMCPS facilities and is responsible for the daily operation and care of the school buildings in consultation with the site administrators. School operations comprise a vast array of functions all lending support in concert working toward a common objective; that is, the efficient and effective operation of the facility. These efforts are further illustrated in the department's support of maintenance, construction, and food service operations taking place at all facilities.

Major areas of focus include:

- Building Cleanliness
- Building Security
- Print Shop
- Internal Mail Distribution
- Warehouse
- Material Deliveries
- Environmental Services
- Asbestos Emergency Response Act (AHERA)
 - Integrated Pest Management
 - Chemical Removal
 - Indoor Air Quality
 - Refuse Removal
 - Recycling
 - Grounds

In addition to the above mentioned services, the Department of Operations supports healthy environments with efforts to combat Methicillin Resistant Staphylococcus Aureus (MRSA) and the H1N1 virus.

The Department of Operations delivers a coordinated effort of support with daily communications, strategic plans, and staff training with leadership that helps the staff realize more of their potential, while maximizing all of the resources available to create more effective and efficient operations.

Department of Transportation

Section EE of the Board's policies deals with "Transportation Services Management." This department provides safe, effective, timely, and economical transportation of students. The Department of Transportation personnel are responsible for planning, monitoring, and coordinating daily operations,

supervising contractors, training of all school system bus drivers, and the inspection of equipment. These functions include:

- Ensuring safe and economic routing and scheduling
- Conducting pre-service and in-service school bus driver training programs
- Planning and providing safe school bus stops and loading/unloading areas at school

Safe, reliable, and efficient transportation by bus to school is available to every SMCPS student who:

- Lives more than one-half mile from an elementary school
- Lives more than one mile from a secondary school
- Lives within the prescribed walking distance from their school, but encounters unsafe walking conditions
- Attends special education classes and requires special transportation

In fiscal year 2011, it is estimated that 193 school bus drivers and 27 bus assistants will travel 225,000 hours in 193 vehicles traveling over 4,000,000 miles on 544 daily routes.

In addition to transportation to and from school each day, program bus services are provided for field trips and special instructional programs, athletic functions, and music events. Transportation is also provided for before and after-school programs, evening and summer programs, and the Judy Hoyer Center program.

Special needs transportation is available to all St. Mary's County special needs students. Currently the Department of Transportation transports special needs students to and from their home school and also outside of their district to attend specialized programs. Some of those programs are within St. Mary's County and other programs exist out-of-county. Students are currently being transported out of county to special state schools, such as the Maryland School for the Deaf and Maryland School for the Blind, Foundation, Kennedy Krieger, High Roads, Hannah Moore, and Harbour schools. Transportation is also provided for homeless students and teen parents.

SMCPS has participated in Safe Routes to Schools workshops and is seeking opportunities for walkable school environments. However, given the rural nature of many of the existing schools and road networks within St. Mary's County and the existing buildout surrounding the more urban schools, we will need to continue working with our community partners to develop solutions. However, as we look to the future of our new school site development, we are afforded the greater opportunity to create walkable schools on multi-use sites that serve as a center of place within their community.

Department of Food and Nutrition Services

The vision of the Department of Food and Nutrition Services is "to be child nutrition advocates and to provide nutritious, attractive meals to students and staff."

SMCPS operates a food service program approved by the Maryland State Department of Education for participation in the National School Lunch Program, the School Breakfast Program, and the After-School Snack Program. The program is designed to operate on a non-profit basis and is funded by cash receipts from food sales in school cafeterias, commodity food provided by the United States Department of Agriculture, and financial assistance from the state of Maryland. Local school board funds are not used in the Department of Food and Nutrition Services. The Board accepts the

responsibility for providing free or reduced price meals to eligible children in the schools under its jurisdiction and for adhering to all federal and state regulations for program administration.

The Food Service Program functions to enhance the educational program by assuring that students receive nutritious lunches that provide one-third of the daily nutritional requirements for calories, protein, vitamin A, vitamin C, calcium, and iron. School breakfasts provide one fourth of the daily requirements for these same nutrients. School meals promote the development of desirable food habits by providing a practical form of nutrition education.

The following are statistics related to the operation of this department for FY 10:

- Number of kitchens 27
- Number of breakfast meals served 557,752
- Number of lunch meals served 1,509,849
- Percentage of meals that were free or reduced price 39%

Department of Safety and Security



One of our greatest responsibilities is to provide for the safety and security of students, staff, and visitors. Establishing a safe and orderly environment ensures the greatest opportunity for positive individual development and success in student learning. We constantly strive to enhance our safety and security initiatives through open communication, strong community partnerships, progressive policies and procedures, and proactive action by our staff.



The Department of Safety and Security is responsible for the development and implementation of system-wide safety and security programs and initiatives that enhance the overall safety and security of all SMCPS school campuses and supporting office sites. The department collaborates with staff, many departments, and supporting community partners to develop, refine, and implement safety and security initiatives to include emergency preparedness and response, daily school security measures, school visitor management, school employee and volunteer background screening, new facility development, and existing facility enhancements.

The Department of Safety and Security maintains a strategic plan prioritizing existing safety and security initiatives and enhancements. Maintaining and improving safety and security within all schools greatly increases the efficiency and effectiveness of each school. The strategic plan identifies the major functions, responsibilities, and primary focus areas for the department.

Major functions and responsibilities:

- Manage background checks and screening for all school employees and volunteers
- Identify and implement needed physical security enhancements to include vestibule security, electronic locking systems, surveillance camera systems, and radio communication systems
- Oversee site-based safety and security teams at all secondary schools
- Oversee mandatory daily security checks and screenings of all facilities
- Perimeter security
- Interior building security
- Threat assessment

- School parking lot and traffic management safety
- Criminal, threat, and discipline investigations
- Student and bus involved motor vehicle accidents
- Coordinate activities and serve as the primary liaison with all law enforcement agencies
- Coordinate activities and serve as the primary liaison with all fire and emergency medical services agencies providing service to SMCPs
- Manage employee and volunteer identification badges
- Oversee automated school visitor registration and access management
- Ensure school-based notification of known sex offenders and protective orders
- Oversee the implementation of the Superintendent's Young Driver Safety Program, the Focus on Cyber Use and Safety or "F.O.C.U.S." Program, the Superintendent's Bullying Prevention and Community Awareness Initiative, the Adopt-a-School Program, the Secure Your Gear Program, and the Student Crime Solvers Program
- Conduct school safety and security site visits identifying current concerns and ensuring compliance with policies and procedures
- Conduct safety and security audits, inspections, and assessments of all sites
- Monitor attendance, discipline, arrest data, and expulsions at schools
- Oversee implementation of the SMCPs Confidential Reporting Hotline
- Oversee and monitor site-based drills of emergency response protocols
- Coordinate site-based professional development staff training for safety and security
- Ensure compliance with regulations for required restraint training for staff
- Oversee an annual review and revision of all school crisis manuals, procedures, protocols, and school emergency plans
- Manage the Superintendent's Safety and Security Advisory Committee
- Plan, implement, and manage community-based safety initiatives that have an impact on the safety of students and staff
- Identify and develop legislative proposals that serve to increase the safety and security of our schools

Primary future focus areas of the department's strategic plan:

- Enhance pre-employment background screening procedures
- Increase student, staff, and community awareness and involvement in safety and security
- Enhance the existing school crisis and emergency response plan
- Implement and increase campus vehicle patrols and perimeter checks
- Enhance professional standards and effectiveness for safety and security assistants
- Enhance the school radio and emergency communication systems
- Enhance physical security through the installation of electronic locking systems
- Reduce the occurrence of high-risk driving behaviors by students
- Reduce the occurrence of theft in all schools
- Reduce the occurrence of high-risk behavior by students using electronic technology
- Fully implement the Maryland Virtual Emergency Response System (MVERS)
- Enhance the automated external defibrillator program for all sites
- Initiate pre-employment drug screening procedures for employees
- Enhance building access management

- Enhance safety and security procedures for all supporting offices and satellite locations
- Enhance safety and security procedures for the Board
- Enhance school security and surveillance camera systems at all school sites
- Reduce school bullying through a sustained community awareness initiative
- Reduce school disruption caused by the student use of electronic devices
- Reduce gang behaviors by students through the implementation of new procedures
- Develop and leverage initiatives that align school safety and security with student involvement and success in school

Administrative Procedures for Preparing, Adopting, and Implementing the School

Capital Improvement Program - The following is a digest of essential steps:

1. Division of Supporting Services staff members review needs and prepare a list of recommended projects.
2. Board members study and evaluate proposed projects, make tentative revisions, and give preliminary approval.
3. Advisory committee evaluates project and provides input.
4. Department of Capital Planning and Green Schools and central office staff members make appropriate revisions, additions, or deletions.
5. Board gives final approval.
6. Detailed report is given to the BOCC, legislative delegation, and general public.

The actual implementation of a specific construction project is handled by local school construction staff and architectural firm personnel. Progress meetings are held as often as necessary and desirable. Frequent progress reports are made to the Board.

History of the Capital Improvements Program

During the 1990's, the school system embarked on an aggressive modernization program to bring the existing public school facilities up to modern educational standards while meeting the needs of our growing student population. Funding from the state Public School Construction Program during that time was focused on addition/renovation projects and the school system was able to obtain significant state funding for the addition/modernization of seven elementary schools, two middle schools, and all three high school projects. The school system replaced the former Hollywood Elementary School with a larger facility on a new site to accommodate growth in the northern portion of the Lexington Park Development District. In addition to these projects, the school system also continued with its program to address older facilities through systemic modernization including roofs and HVAC systems, as well as the federally mandated American's with Disabilities Act initiative.

The school construction program focus then shifted to meet the changing needs of the school system. The school system continued with the program of addition/modernization by completing one elementary school and the career and technology center. The George Washington Carver Elementary School was replaced with a new facility that was located outside of the Air Installation Compatible Use

Zone (AICUZ). The new facility was built larger to meet the student population needs of the Lexington Park Development District in combination with the addition/renovation of Lexington Park Elementary School, which had been previously completed in 2001. The ability to construct the required additional capacity to meet the needs of a growing community was analyzed at the remaining schools which had not yet received an addition/renovation. Based on site constraints and location to the proposed student populations to be served, it was determined that a program would be developed around a new school construction plan. The first school to receive planning approval was Evergreen Elementary School, which opened for the 2009-2010 school year. The school is located in California, Maryland and was recently included in the Lexington Park Development District. This school has a capacity of 644 students in Pre-K through 5th grades. The site for Evergreen Elementary School was master planned to include the potential for an early childhood center in the future.

The school system has also worked collaboratively with the BOCC to secure a multi-use site adjacent to the Leonardtown Development District known as the “Hayden Farm,” which was acquired in May 2009, as the site for the next elementary school and a future middle school, as well as other county facilities. This site was approved as a school site by the Interagency Committee on Public School Construction in February 2010. Planning approval for the second elementary school, to be built on the Hayden site, was obtained in January 2011 as part of the FY 2012 capital improvements program.

To date, the school system has completed the expansion and modernization of eight elementary schools, two middle schools, all three high schools, and one career and technology center and has built three new elementary schools.

The major trends impacting the future of the capital improvements plan are the instability in the economy, the impact of continued changes in state environmental and construction regulations, a pattern of increased elementary school growth and limited growth at the secondary level, and sustained gains in the birth rate. Together these trends interact to produce a complex environment for developing long-range plans for the school system.

St. Mary’s County has seen a fluctuation in the birth rate over the past several years, which results in yearly changes in the projected enrollment. St. Mary’s County experienced an increase of 524 projected births from the spring of 2010 to 2011 for the next six years. This increase will result in a significant increase in the number of Kindergarten students entering the school system in the next six years. Over the past ten years, there has been a 36% increase in the actual live birth rate. During the period of 2000 through 2007, St. Mary’s County had the third highest rate of births in the state at 21.2%. The Pre-K through 12th grade enrollment from 2000 to 2008 for St. Mary’s County was the third highest rate of increase at 10.6%. For the next ten years, the state and local projections indicate that there will be increased growth at all levels, with a heavy concentration of growth at the elementary school level; with our school system projected to reach 19,940 students by 2019. The data from the 2010 Census indicates that St. Mary’s County has a total population of 105,151. This represents 1.8% of the total population in the state and ranks the county 12th in the state. Within the Southern Maryland Region, St. Mary’s County is in the middle, with Charles County ranking 11th in the state with 146,551 people and Calvert County ranking 15th with 88,737 people. According to the Maryland Department of Planning State Data Center, the growth experienced in St. Mary’s County in the last ten years was historic. The total change in the county population was 18,940, which was greater than in any other ten-year period since the Census was first taken in 1790. Other areas in the state that grew rapidly during this timeframe as well include: Caroline, Cecil, and Queen Anne’s counties on the Upper Eastern Shore; Dorchester, Somerset, and Wicomico counties on the Lower Eastern Shore; and Washington County in Western Maryland. The Maryland Department of Planning (MDP) reports that, “While the bulk of the job growth has been occurring in the Baltimore and Suburban Washington Regions, the fastest rate of increase in jobs over the last five years was in the Southern Maryland (16.0%) and the Upper Eastern Shore (14.4%) regions.

Within the Southern Maryland Region, Calvert County grew by 18.5% between 2002 and 2007, ranked third in the State, while St. Mary's County (16.2%) and Charles County (14.6%) and were ranked fifth and ninth in the State, respectively, over the same period. Much of the growth in these three counties is tied to their rapid population expansion. This rate of growth will reshape plans to accommodate new student growth and long-range plans as the system turns the corner on growth at the elementary level and then at the secondary level. There will still be localized areas of sustained growth across the system and areas of rapid growth, which will require additional capacity that cannot be handled through the previous expansion and modernization program.

The school system will continue its program to modernize our inventory of facilities; however, two new elementary schools and an early childhood center have been included in the six-year capital plan. These new facilities, along with an addition to Lettie Marshall Dent Elementary School in the northern portion of the county, will assist with meeting capacity needs for the next six years.

As the elementary school enrollment continues to increase, additional capacity at the secondary level will be required in the ten-year timeframe as a result of the students moving through the grade levels. To meet these needs, the school system will utilize capacity in the instructional pathways such as the Dr. James A. Forrest Career and Technology Center (JFATC), dual college enrollment, and relocatables to meet the needs, until the enrollment warrants a project within the capital improvements program. The enrollment at the secondary level will have to be monitored closely over the next several years to ensure that the facilities are opened to meet the peak enrollment levels. In addition, a phase-in of the secondary population into a middle/high school transition school will be explored. In the interim, facility plans will continue to rely on relocatable classrooms to accommodate growth until completion of scheduled capital improvements projects occurs. At the middle school level, a capital improvements project is programmed within the next eight years.

Based on the potential for fiscal constraints in upcoming years due to the current economy, SMCPS could be competing with other school systems and agencies for funding in the adopted capital improvements program to maintain the construction program. This issue could create greater uncertainty when planning long-range facility programs to support the educational program and capacity requirements.

In addition to a growing elementary school population, the school system must meet federal requirements for offering mandated Pre-K and full day kindergarten as identified in the *Bridge To Excellence Master Plan*. The school system fulfilled the requirement for full day kindergarten a full year before the required date. Also, capital improvements may be required to support other educational program services and strategies for summer school programs, after school programs, class size reduction, extended year school program, and alternative programs.

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The school system will continue to work closely with the BOCC over the course of this program to balance capacity needs with financial realities. After five years of increases in the square foot cost of school construction, there was a drop of \$26.88 per foot for the FY 2011 budget year. There was no change for the FY 2012 capital plan. This is a result of the current economic situation. As the national economy recovers, it is expected that the cost per square foot will once again increase. The school system will continue to monitor the bidding across the state as we prepare the budgets this fall.

Part VI.4 – Capacity Needs (Goal 1 – Objective 11 & 15)

SMCPS has 17 elementary schools, 4 middle schools, 3 high schools, 1 career and technology center, 1 secondary center, and 1 charter school serving 16,807 students in grades Pre-K-12 as of September 30, 2010. Enrollment in SMCPS is never static. The fundamental goal of facilities planning is to provide a sound educational environment for a changing enrollment. The number of students, their demographic distribution, and the demographic characteristics of this population must all be addressed in the analysis and evaluation of the capital improvements program. Enrollment changes in St. Mary's County do not occur at a uniform rate throughout the county in which a full range of population density from rural to urban is present.

In March of 2011, the Department of Capital Planning and Green Schools, working with the MDP, prepared enrollment projections for the next ten years. These projections show an increasing enrollment through 2020 at all levels, with a significant increase at the elementary level. MDP's enrollment projection model is closely aligned with our projections, based on prior year increased birth rate and elementary population over the past several years. Both the state and local projections indicate a modest increase in middle school enrollment starting in FY 2015 through FY 2020 when the elementary student "bubble" begins to enter the secondary level. This enrollment will begin to materialize at the high school level in FY 2020; however, other demographic factors including migration will keep the secondary enrollment from materializing at the same rate as the elementary school enrollment.

Although there are discussions in the community about the need for construction of a new high school, the student enrollment projections do not indicate that there will be state support for this project until FY 2019, based on the state procedure that the majority of students must be in place with the remainder of the students projected in the next five years. Based on a 1,200 capacity high school, the school system will need approximately 500+ students overcrowding in the schools before the state will consider granting approval for the project. In addition, we must demonstrate that we have continued enrollment to utilize the remainder of the capacity. Although we are having isolated incidences of overcrowding at one high school, there is not sufficient enrollment projection data to support the high school project. In FY 2016 there is a projected shortfall of 522 seats; however, we are just beginning to see enrollment data within the ten-year projection to indicate that the project will be warranted based on a sustained enrollment need.

The changes in the capital improvements program were reviewed against all of the established criteria. This plan allows the flexibility for growth, with designated schools that could provide additional capacity across the county, through redistricting efforts,

Through the *No Child Left Behind* legislation, the school system must also review what the impact of implementing the *Bridge to Excellence Master Plan* will be on the planning, design and construction, operation and maintenance of its educational facilities. The planning should address capital improvements necessary to implement mandated Pre-K programs and full-day kindergarten for all students. The school system implemented full-day kindergarten a full year before the required date. Also, capital improvements may be required to support other educational program services and strategies for summer school programs, after school programs, class size reduction, extended year school program, and alternative programs.

The survey results from the statewide adequacy survey were also reviewed for potential project inclusion within the capital improvements program.

Elementary Schools - Based on the spring 2011 state and local enrollment projections, system-wide our elementary schools are currently in a period of increasing enrollments. There will continue to be a steady increase in enrollment through FY 2021, which will exceed the available capacity. The school system will continue to rely on relocatable capacity at the elementary school level to meet the capacity needs during the construction of additional capacity.

Based on the March 2011 state and local spring enrollment projections, system-wide, our elementary schools are currently increasing through 2020, based on an increase in the projected birth rate and a 19.47% increase in the overall county population from the 2000 census to the 2010 MDP population projection. With the completion of the Evergreen Elementary School in 2009, there will not be adequate elementary school space to meet student capacity needs based on current enrollment projections. Therefore, two additional new elementary schools are included in the school system's six-year capital improvements program. The state approved planning for the second new elementary school in January 2011 and we will be seeking approval in FY 2017 for the third new elementary school, based on the current enrollment projections. In addition to these two new schools, additional elementary school capacity will be requested in FY 2015 in the form of planning approval for an early childhood center at Evergreen Elementary School with a capacity of 366 students and in FY 2017 for an addition of 120 seats at Lettie Marshall Dent Elementary School to provide capacity to the northern portion of the county. If funding becomes available over the next several years, it is possible that one or more of these projects may be accelerated. These projections are based on the trend data that is subject to change based on changes in migration patterns, changes in birth rates, and changes in the demographics of the students entering our school system.

The school system, working in collaboration with county government, secured the site required for the second new elementary school site in a designated growth area in the central portion of the county. This site, known as the Hayden Farm, is located in Leonardtown. The school system is working collaboratively with county government on obtaining future school sites that will be utilized for the third elementary schools, as well as to continue to explore sites for long-term school site needs. The school system will utilize relocatable classrooms to meet the short-term needs for an interim learning environment during the construction of the new elementary schools, which provides permanent capacity.

Middle Schools - At the middle school level, the enrollment had a period of rapid growth starting in FY 2000, which leveled off in FY 2004, and has experienced no gain for the past six years. With the completion of the Margaret Brent Middle School addition/renovation project in FY 2006, the overall middle school enrollment has not exceeded the overall capacity of the four existing middle schools, with an actual surplus of approximately 193 seats. Although we have experienced individual school overcrowding, it has been addressed through the use of relocatable classrooms. There are insufficient capacity needs at this time to support the request for additional capacity needs for a new middle school through state procedures. Starting with FY 2014, we will again see an increase in middle school

enrollment, as an elementary school bubble that began with the implementation of full-day Kindergarten will pass through the middle school grades. The system-wide enrollment projections indicate that there will be a shortfall of seats at the middle school level totaling 684 by FY 2021. Based on this, a new middle school with a 700 capacity is slated for planning approval in FY 2018. Individual schools will experience overcrowding, based on housing trends. Relocatable classrooms will be utilized to address this need. All four middle schools will not grow at the same level based on housing and population trends. The major enrollment trend increase is anticipated at Esperanza and Leonardtown middle schools, both of which serve development districts.

High Schools - At the high school level, the current enrollment projections indicate a period of sustained small growth that started in FY 1993 and continued through FY 2003. From FY 2005 through FY 2015, the growth leveled off with a period of little growth. Starting in FY 2017 and lasting through FY 2021, an increase in enrollment will begin; however, there is insufficient data to predict the sustainability of the pattern of growth. It will take many years for the incoming Kindergarten students to work their way through six years of elementary school and three years of middle school before we began to see the effects of the elementary school enrollment increase at the high school level. The middle and high school enrollment will be monitored over the next several years to ensure that the facility will be online in accordance with the projected capacity needs. The projected middle and high school enrollment needs will be assessed to determine the potential for phasing-in the new secondary facilities. During this period of growth, relocatable classrooms will be utilized to meet capacity needs. All three high schools will not grow at the same level based on housing and population trends. Based on housing trends, major increases are anticipated at Leonardtown High School, which serves the development district; secondary growth will occur at Great Mills High School, which serves the majority of the Lexington Park Development District. In order to receive state planning approval for a new secondary facility, the school system must demonstrate that a majority of the students for the new facility are in place and the remainder of the students are projected to come in the five years after approval is granted. Based on our current county-wide projections, we currently are 244 seats short, with Leonardtown High School having the largest seat shortage. Over the next five years, the high school capacity deficit is expected to increase to 522 seats short, which is insufficient to warrant state approval. In 2011, the school system approved redistricting from Leonardtown High School to Chopticon High School to utilize available capacity to relieve the overcrowding at Leonardtown High School. As of the 2010-2011 school year, Chopticon High School has 161 available seats. For the 2011-2012 school year, SMCPS will offer core content classes in mathematics, English, social studies, and science at JFATC for Fairlead students in grades 11 and 12. By doing so students will be housed at the JFATC for the entire instructional day and provided instruction in tailored classrooms while they pursue their CTE completer pathway.

Part VI.5 – Pre-K Implementation (Goal 1 – Objective 25)

Through the *No Child Left Behind* legislation, the school system has reviewed what the impact of implementing the *Bridge to Excellence Master Plan* will have on the planning, design and construction, operation, and maintenance of its educational facilities. The planning should address capital improvements necessary to implement mandated Pre-K programs. The school system currently offers Pre-K to 584 students at 13 out of 17 elementary schools, which exceeds the amount required for our economically disadvantaged students. The remaining four elementary school students are offered Pre-K opportunities through other elementary school Pre-K programs. The school system is working on a plan for the implementation of mandated Pre-K for all, including the required capital improvements program modifications. There will be no program eliminations this year.

Part VI.6 – Kindergarten Implementation (Goal 1 – Objective 25)

Through the *No Child Left Behind* legislation, the school system has reviewed what the impact of implementing the *Bridge to Excellence Master Plan* will have on the planning, design and construction, operation, and maintenance of its educational facilities. For the 2011 – 2012 school year the school system will offer full-day kindergarten to a projected 1,374 students at all 17 elementary schools. As the elementary school enrollment continues to increase, the school system will need to monitor the capital program to ensure that additional capacity projects are included to meet the enrollment needs. In the interim, facility plans will continue to rely on relocatable classrooms to accommodate growth until completion of scheduled capital improvements projects occur. There will be no program eliminations this year.

Part VI.7 – Class Size Reduction (Goal 1 – Objective 25)

At the elementary school level there is a difference between the state and local guidelines with regards to the student/teacher ratio for each grade level. The Public School Construction Program and the MDP in approving school construction projects utilize the state rated capacity. SMCPS constructs and staffs elementary schools at a lower student/teacher ratio. The additional classrooms required to meet the lower class size are totally funded utilizing county funds. In existing schools, the difference in class size is accommodated with the use of 38 relocatable classrooms. The school system utilizes a lower class size of 21 students in grades 1 – 2. This class size reduction results in a difference of 362 seats between the local and state rated capacities, which is equivalent to one elementary school. The school system's capital improvements program includes three new elementary schools to meet current and projected capacity needs. As the planning team continues their review and development of the *Bridge to Excellence Master Plan*, additional capital projects may be required to address the capacity needs generated by class size reduction.

Part VI.8 – Alternative Programs (Goal 4 – Objective 3)

As the planning team continues monitoring the *Bridge to Excellence Master Plan*, additional capital projects may be required to address alternative programs, such as the Fairlead Academy students and those students who attend schools outside of the county based on special needs programs. For the 2011 – 2012 school year, the Fairlead Academy I and II programs will provide educational programs for select ninth through twelfth grade high school students at two facilities.

Part VI.9 – Special Programs for Identified Populations (Goal 2 – Objective 1 & 25)

As the planning team continues to monitor the *Bridge to Excellence Master Plan*, additional capital projects may be required to address special programs for identified populations. Present and

future capital improvements projects will be inclusive of spaces required to meet the needs identified to achieve the goals and objectives outlined in the master plan.

Part VI.10 – Non-Capital Improvement Approaches

The Division of Supporting Services' Maintenance Department has been critical to our ability to meet programmatic changes without capital investment. The department has been instrumental in conversion of existing spaces to meet new programs such as industrial labs to technology labs. In addition, the school system will need to explore the opportunities for exempt financing for relocatables and grant funding.

Part VI.11 – Summary

The Division of Supporting Services has and will continue to work closely and collaboratively with the Division of Instruction to ensure that our students receive equitable and high quality educational opportunities and facilities. The *Bridge to Excellence Master Plan* will serve as an extension of the ongoing collaboration and will assist with requesting capital funds in a challenging economic timeframe. All resources of the Division of Supporting Services will work together with instructional staff, students, teachers, and parents to ensure that the funds being expended are serving the county well into the future. The school system will continue to build on partnerships in education with our local government, businesses, and citizens to direct the capital investment into providing educational opportunities to “Chart a Course to Excellence.”

**Transfer of School Records for Children in State-Supervised Care
Annual Certification Statement**

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

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

Address: 23160 Moakley Street, P.O. Box 1410, 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.



Signature - Local Superintendent of Schools/Chief Executive Officer

Date

Please complete this certification statement and submit as part of your 2011 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

**STUDENT RECORDS REVIEW AND UPDATE VERIFICATION
Certification Statement**

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

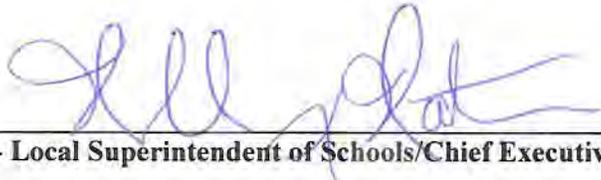
Point of Contact: Dr. Charles E. Ridgell, III

Address: 23160 Moakley Street, P.O. Box 1410, Leonardtown, Maryland 20650

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