

# St. Mary's County Public Schools

## Bridge to Excellence Master Plan 2009 Annual Update

### Part II: Attachments



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Note: For more information, please visit our website at <http://www.smcps.org>.



Central Administration \* 23160 Moakley Street \* P.O. Box 641 \* Leonardtown, MD 20650 \* (301) 475-5511

## Table of Contents

Information	Page
<b>Submission Cover Page</b>	<b>4</b>
<b>Attachments 4A – 6B</b>	<b>5</b>
<b>Attachment 7:</b> Title I, Part A	<b>14</b>
<b>Attachment 8:</b> Title II, Part A	<b>37</b>
<b>Attachment 9:</b> Title II, Part D	<b>54</b>
<b>Attachment 10:</b> Title III, Part A	<b>69</b>
<b>Attachment 11:</b> Title IV, Part A	<b>84</b>
<b>Attachment 13:</b> Fine Arts	<b>111</b>
<b>Additional Federal and State Reporting Requirements</b>	<b>121</b>
<b>Victims of Violent Criminal Offenses Report</b>	<b>122</b>
<b>Gun Free Schools Act Report</b>	<b>123</b>
<b>Transfer of School Records for Children in State-Supervised Care Annual Certification Statement</b>	<b>124</b>
<b>Student Records Review and Update Verification Certification Statement</b>	<b>125</b>
<b>Facilities to Support Kindergarten and Prekindergarten</b>	<b>127</b>

**Bridge to Excellence Master Plan  
2009 Annual Update**

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

**Part II: Attachments—Due: August 17, 2009**

**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

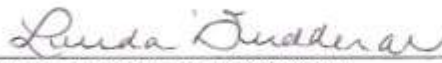
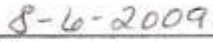
**Telephone:** (301) 475-5511 ext. 108

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**E-Mail:** [ljdudderar@smcps.org](mailto:ljdudderar@smcps.org)

**WE HEREBY CERTIFY** that, to the best of our knowledge, the information provided in the 2009 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)	Date

	
Signature (Local Point of Contact)	Date

**ATTACHMENT 4-A and B  
SCHOOL LEVEL BUDGET SUMMARY  
Fiscal Year 2010**

**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: <ul style="list-style-type: none"> <li>(SW) for T-I Schoolwide Schools</li> <li>(TAS) for Targeted Assistance T-I Schools</li> <li>(CH) for Charter Schools</li> </ul>	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquen t and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title II-D Ed Tech Formula Grants	Title III-A English Language Acquisition	Title IV-A Safe and Drug Free Schools and Communities	Total ESEA Funding by School
George Washington Carver Elementary (SW)	805	68%	\$512,785	N/A	\$0	\$0	\$0	\$0	\$512,785
Green Holly Elementary (SW)	803	57%	\$478,206	N/A	\$0	\$0	\$0	\$0	\$478,206
Lexington Park Elementary (SW)	804	54%	\$445,380	N/A	\$0	\$0	\$0	\$0	\$449,748
Park Hall Elementary (SW)	808	52%	\$449,748	N/A	\$0	\$0	\$0	\$0	\$445,380
Spring Ridge Middle	101	43%	\$0	N/A	\$0	\$0	\$0	\$0	\$0
Ridge Elementary	104	38%	\$0	N/A	\$0	\$0	\$0	\$0	\$0
Greenview Knolls Elementary	810	31%	\$0	N/A	\$0	\$0	\$0	\$0	\$0
Great Mills High	801	29%	\$0	N/A	\$0	\$0	\$0	\$0	\$0

<b>Oakville Elementary</b>	<b>602</b>	<b>24%</b>	\$0	N/A	\$0	\$0	\$0	\$0	\$0
<b>Esperanza Middle</b>	<b>807</b>	<b>22%</b>	\$0	N/A	\$0	\$0	\$0	\$0	\$0
<b>Piney Point Elementary</b>	<b>201</b>	<b>22%</b>	\$0	N/A	\$0	\$0	\$0	\$0	\$0
<b>Dynard Elementary</b>	<b>702</b>	<b>21%</b>	\$0	N/A	\$0	\$0	\$0	\$0	\$0
<b>Evergreen Elementary</b>	<b>606</b>	<b>21%</b>	\$0	N/A	\$0	\$0	\$0	\$0	\$0
<b>Town Creek Elementary</b>	<b>806</b>	<b>20%</b>	\$0	N/A	\$0	\$0	\$0	\$0	\$0
<b>White Marsh Elementary</b>	<b>503</b>	<b>20%</b>	\$0	N/A	\$0	\$0	\$0	\$0	\$0
<b>Benjamin Banneker Elementary</b>	<b>302</b>	<b>19%</b>	\$0	N/A	\$0	\$0	\$0	\$0	\$0
<b>Leonardtown Elementary</b>	<b>301</b>	<b>19%</b>	\$0	N/A	\$0	\$0	\$0	\$0	\$0
<b>Margaret Brent Middle</b>	<b>404</b>	<b>17%</b>	\$0	N/A	\$0	\$0	\$0	\$0	\$0
<b>Lettie Marshall Dent Elementary</b>	<b>501</b>	<b>17%</b>	\$0	N/A	\$0	\$0	\$0	\$0	\$0
<b>Mechanicsville Elementary</b>	<b>504</b>	<b>17%</b>	\$0	N/A	\$0	\$0	\$0	\$0	\$0
<b>Chesapeake Public Charter School (CH)</b>	<b>813</b>	<b>14%</b>	\$0	N/A	\$0	\$0	\$0	\$0	\$0
<b>Hollywood Elementary</b>	<b>604</b>	<b>13%</b>	\$0	N/A	\$0	\$0	\$0	\$0	\$0
<b>Leonardtown Middle</b>	<b>305</b>	<b>13%</b>	\$0	N/A	\$0	\$0	\$0	\$0	\$0
<b>Chopticon High</b>	<b>303</b>	<b>12%</b>	\$0	N/A	\$0	\$0	\$0	\$0	\$0
<b>Leonardtown High</b>	<b>306</b>	<b>12%</b>	\$0	N/A	\$0	\$0	\$0	\$0	\$0

<b>Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column I.)</b>		\$1,886,119	N/A	\$0	\$0	\$0	\$0	
<b>School System Administration (For Title I, Use # on Table 7-8 LINE 5)</b>		\$55,320	N/A	\$18,355	\$503	\$642	\$1,093	
<b>System-wide Programs and School System Support to Schools (For Title I, Use # on Table 7-8 LINE 13)</b>		\$207,484	N/A	\$691,517	\$17,017	\$19,660	\$44,732	
<b>Nonpublic Costs (Column J) (For Title I, Use # on Table 7-10 LINE 5)</b>		\$40,621	N/A	\$15,632	\$,398	\$5,076	\$3,028	
<b>TOTAL LSS Title I Allocation (Should match # presented on C-1-25)</b>		\$2,189,544	N/A	\$725,504	\$19,918	\$25,378	\$48,853	

<b>ATTACHMENT 5-A</b> <b>TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]</b> <b>Fiscal Year 2010</b>	<b>Local School System: St. Mary's County Public Schools</b>
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**St. Mary's County Public Schools does not use this option at this time.**

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)<sup>1</sup>. 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 2010 Allocation	\$ Amount to be transferred out of each program		\$ Amount to be transferred into each of the following programs			
				Title I-A	Title II-A	Title II-D	Title IV-A
Title II-A Teacher Quality							
Title II-D Ed Tech							
Title IV-D Safe and Drug Free Schools & Communities							

<sup>1</sup> 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 2010**

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

**St. Mary's County Public Schools does not use this option at this time.**

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.**

<b>Title I-A (Reasonable and Necessary)</b>	<b>Title II-A (Reasonable and Necessary)</b>	<b>Title II-D (Reasonable and Necessary)</b>	<b>Title III-A (Limit: 2 Percent)</b>	<b>Title IV-A (Limit: 2 Percent)</b>	<b>Total ESEA Consolidation (Reasonable and Necessary)</b>
\$	\$	\$	\$	\$	\$

**ATTACHMENT 6-A****NONPUBLIC SCHOOL INFORMATION  
FOR ESEA PROGRAMS  
Fiscal Year 2010****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, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A		
	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	Students	Staff	
The Kings Christian Academy 20738 Point Lookout Road Callaway, MD 20620	Private School	X	11	11	44	265	44	1	1
	Public School								
	Neutral Site								
Little Flower School P.O. Box 257 Great Mills, MD 20634	Private School	X	13	13	29	181	29		
	Public School								
	Neutral Site								
Father Andrew White P.O. Box 1736 Leonardtown, MD 20650	Private School	X			26	269	26	1	1
	Public School								
	Neutral Site								

<b>St. John's School</b> <b>P.O. Box 69</b> <b>Hollywood, MD 20636</b>	Private School	X			16	195	16	2	1
	Public School								
	Neutral Site								
<b>St. Mary's Ryken High School</b> <b>22600 Camp Calvert Road</b> <b>Leonardtown, MD 20650</b>	Private School	X			77	683	77		
	Public School								
	Neutral Site								
<b>St. Michaels' School</b> <b>P.O. Box 259</b> <b>Ridge, MD 20680</b>	Private School	X			27	137	27		
	Public School								
	Neutral Site								
<b>Starmaker Learning Center</b> <b>23443 Cottonwood Parkway</b> <b>California, MD 20619</b>	Private School	X			28	130	28		
	Public School								
	Neutral Site								
<b>Leonard Hall Jr. Naval Academy</b> <b>P.O. Box 507</b> <b>Leonardtown, MD 20650</b>	Private School	X			10	55	10		
	Public School								
	Neutral Site								
<b>Mother Catherine Spalding</b> <b>38833 Chaptico Road</b> <b>Helen, MD 20635</b>	Private School	X			20	163	20		
	Public School								
	Neutral Site								
<b>Bay Montessori School</b> <b>20525 Willows Road</b> <b>Lexington Park, MD 20653</b>	Private School	X			20	90	20		
	Public School								
	Neutral Site								
<b>Victory Baptist School</b> <b>P.O. Box 98</b> <b>Charlotte Hall, MD 20622</b>	Private School	X			10	57	10		
	Public School								
	Neutral Site								

<b>ATTACHMENT 6-B</b> <b>NONPUBLIC SCHOOL</b> <b>INFORMATION FOR ESEA</b> <b>PROGRAMS</b> <b>Fiscal Year 2010</b>	<b>Local School System : St. Mary's County Public Schools</b>
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Enter the complete information for each participating nonpublic school, including mailing address. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)		
	Title IV-A		Comments (Optional)
	Students	Staff	
The Kings Christian Academy 20738 Point Lookout Road Callaway, MD 20620	265	44	
Little Flower School P.O. Box 257 Great Mills, MD 20634	181	29	
Father Andrew White P.O. Box 1736 Leonardtown, MD 20650	269	26	
St. John's School P.O. Box 69 Hollywood, MD 20636	195	16	

<b>St. Mary's Ryken High School</b> <b>22600 Camp Calvert Road</b> <b>Leonardtown, MD 20650</b>	683	77	
<b>St. Michaels' School</b> <b>P.O. Box 259</b> <b>Ridge, MD 20680</b>	137	27	
<b>Starmaker Learning Center</b> <b>23443 Cottonwood Parkway</b> <b>California, MD 20619</b>	130	28	
<b>Leonard Hall Jr. Naval Academy</b> <b>P.O. Box 507</b> <b>Leonardtown, MD 20650</b>	55	10	
<b>Mother Catherine Spalding</b> <b>38833 Chaptico Road</b> <b>Helen, MD 20635</b>	163	20	
<b>Bay Montessori School</b> <b>20525 Willows Road</b> <b>Lexington Park, MD 20653</b>	90	20	
<b>Victory Baptist School</b> <b>P.O. Box 98</b> <b>Charlotte Hall, MD 20622</b>	57	10	

## Attachment 7 Narrative



## Title I, Part A Improving Basic Programs Operated By Local Education Agencies

**ATTACHMENT 7 NARRATIVE TITLE I, PART A – IMPROVING BASIC  
PROGRAMS OPERATED BY LOCAL SCHOOL SYSTEMS**

<b>Local School System:</b> St. Mary's County Public School System	<b>Fiscal Year</b> 2010
<b>Title I-A Coordinator:</b> _____ Carol M. Poe _____	
<b>Telephone:</b> 301-475-5511 x 140	<b>E-mail:</b> cmpoe@smcps.org

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

Describe the school system'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 school system 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 2009 administration of the Maryland School Assessment, does the LSS 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 2009-2010 documentation to support that items a-f below have been included in the parent notification letter(s). If the LSS has schools IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS funded by Title I ARRA, please include documentation for those schools with this application.

- 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 LSS 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 School System** will use to inform parents of students attending a Title I school IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS about student transfer 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 LSS be offering SES this year? \_\_\_\_\_Yes \_\_\_\_\_No
- c. What date(s) were parents notified about the SES option?  
\_\_\_\_\_
- d. What is the projected start-up date for these services? \_\_\_\_\_
- e. 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 School System will use for the 2009-2010 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. If the LSS has schools IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS funded by Title I ARRA, please include documentation for those schools with this application.

**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 are not adequately addressed, what steps does the LSS 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 school system notified the parents of each child 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 during the first day of the school year: August 26, 2009.*

**Attachment 1: Parent Letter concerning right to request teacher and paraeducator qualifications**

- 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 school principal at the conclusion of the fourth week.*

**Attachment 2: Parent Letter concerning the fact that their child has been taught for 4 or more weeks by a teacher who is not highly qualified.**

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

*Carol Poe, Supervisor of Instruction/Title I - Department of Curriculum and Instruction*

- d. Describe how the LSS coordinates Highly Qualified notification between Human Resources, the Title I Office, and school administration.

*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 supervisor are provided with copies of the Highly Qualified certification status of all teachers assigned to Title I schools.*

- e. How does the LSS 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.*

**DOCUMENTATION: Include** sample copies of English and translated letters that will be used to accomplish item **a** and item **b** for school year 2009-2010. If the LSS has schools IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS funded by Title I ARRA, please include documentation for those schools with this application.

*Sample copies of the letters are attached (Attachments 1 and 2). At this time, individual interpreters are provided to the very small number of ELL families. All Title I schools also 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.*

2. Are all paraprofessionals in Title I schoolwide schools qualified?  
\_\_\_\_\_X\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Not Applicable
3. Are all paraprofessionals paid with Title I funds in targeted assistance schools qualified? \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_X\_\_\_\_\_ Not Applicable

### **C. SCHOOLWIDE PROGRAMS:**

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

1. For LSSs 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 consolidate 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, Goal 1, Objective 21, Strategy 1. Each school's School Improvement Plan incorporates the alignment of federal, state, and local funds. By working with the Grants Accountant, Title I Supervisor, and Director of Curriculum and Instruction, 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; Supervisor of Instruction/Title I: Carol Poe; Director of Curriculum and Instruction: Charles Ridgell.*

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

*All St. Mary's County schoolwide Title I schools use the school improvement plan template provided by MSDE which includes documentation of the 10 components. The 10 components are reviewed for each school during the peer review process. Monitoring of the 10 components is ongoing throughout the year by the School Improvement Team at each school which includes central administration representation.*

- c. If any of the 10 Components are not adequately addressed, what steps does the LSS 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 Title I supervisor, the Supervisor of Strategic Planning, and then forwarded to the Chief Academic Officer for approval.*

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

*The review and effectiveness of schoolwide programs is conducted quarterly by the Supervisor of Title I. Each site-based comprehensive **Needs Assessment** assures that instructional decisions are data driven. **Schoolwide 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 Professional Development and the Director of Elementary Instruction. **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 each Title I schoolwide school. The plans for assisting **Children in Transition** include the, 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 plans which align with the School Improvement Plan. All grade levels plan regular weekly meetings to **Include Teachers in Data Driven Decision Making** which in turn drives class instruction. Teachers are encouraged to join the School Improvement Team as contributing decision makers. Teacher representatives provide input for development of quarterly benchmark assessment. **Timely Additional Assistance** is differentiated based upon student needs. Small group instruction is provided using one of the approved intervention programs. **Coordination and Integration of Federal, State, and Local Services** includes the Judy Center, ELL, special education inclusion, Title II, and the 21<sup>st</sup> Century Learning Center Title I Grant which supports after school programs in Title I schools. Persons responsible: Supervisor of Title I: Carol Poe; Director of Curriculum and Instruction: Charles Ridgell*

- 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.

*All Title I schools have 21<sup>st</sup> Century Community Learning Center after school programs in place. The Eleven Month School Program was provided during the summer of 2009 for identified students who needed additional assistance to achieve AYP. The Boys & Girls Club of Maryland provides contracted support in each school during teacher planning/lunch time. More than eighty per cent of the students who attended the 2009 program demonstrated progress in both reading and mathematics. This program was implemented at the two Title I schools that have schoolwide programs in place.*

*Persons Responsible: 21<sup>st</sup> Century Community Learning Center after school programs: Coordinator of Special Programs: Mark Smith; 11 Month School Year Program: Supervisor of Instruction/Title I, Carol Poe.*

- 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 Title I Supervisor, the following central office staff share responsibility for monitoring the ten components, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness:*

- *Components 1, Comprehensive Needs Assessment; Component 2, Schoolwide Reform Strategies; Component 8, Teachers as Decision Makers; and Component 9, Timely Additional Assistance: Chief Academic Officer: Linda Dudderar; Director of Elementary Education: Kelly Hall; Director of Curriculum and Instruction: Charles Ridgell.*
- *Component 3, Highly Qualified Teachers; Component 5, Strategies to Attract Highly Qualified Teachers: Edward Weiland, Director of Human Resources.*
- *Component 4, High Quality Ongoing Professional Development: Director of Organizational and Professional Development: Jeff Maher.*
- *Component 7, Transitioning: Sharon Thorstensen: Supervisor of Early Childhood Programs.*
- *Component 6, Parent Involvement: Shadwick Jenkins: Coordinator of Parent, Business, and Military Outreach.*
- *Component 10, Coordination and integration of federal, state and local services: Leyla Mele: Grants Accountant.*

#### ***D. TARGETED ASSISTANCE SCHOOLS: N/A***

If the LSS 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 school system 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.
- 4.** Describe how the system/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.
- 5.** Describe the process for developing (with peer review), implementing, and monitoring targeted assistance requirements in targeted assistance school improvement plans.
- 6.** Describe the specific steps to be taken to review and analyze the effectiveness of the targeted assistance programs.
- 7.** In addition to the LSS 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.

8. **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.
9. Identify the school(s) by name and assigned MSDE ID number that are implementing a targeted assistance program in 2009-2010 and are planning to become Schoolwide programs for the 2010-2011 school year?

***E. PARENT INVOLVEMENT:***

To encourage parent involvement, school systems 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 School System Parent Involvement Policy Review**

- a. Date of current LSS Parent Involvement Policy adoption/Revision:  
\_\_\_\_06-02-09\_\_\_\_\_
- b. Does the current LSS Parent Involvement Policy meet the requirements?  
\_\_\_\_yes\_\_\_\_\_ If "yes" when did the policy meet requirements?

Date: \_\_\_\_06-02-09\_\_\_\_\_

- c. If the current Parent Involvement Policy does not meet the requirements, when does the LSS expect the requirements to be met?  
\_\_\_\_N/A\_\_\_\_\_

- d. Describe how parents from Title I schools were involved in the annual review of the LSS Parent Involvement Policy.

*The SMCPSS Parent Involvement Coordinator, Shadwick Jenkins, and the Supervisor of Instruction/Title I, Carol Poe, meet annually with the Parent Involvement Liaisons and representative parents from each Title I school to seek input to revise and update the LSS Parent Involvement Plan. The LSS review of the SMCPSS Title I Parent Involvement Plan took place on April 15, 2009 for the 2009-2010 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.*

- e. How does the LSS ensure that each Title I school is informed about the existence of the system-level Parent Involvement Policy?

*Copies of the system-level Parent Involvement Plan are provided by the Supervisor of Instruction/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 school system's most current distributed Parent Involvement Policy. 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. Revisions were made based upon MSDE recommendations that were provided December 12, 2008. The updated version was reviewed by parents on April 15, 2009 and June 2, 2009.*

- 3. School Level Parent Involvement Policy and Plan Review**

- a. How does the LSS ensure that all Title I schools have a school level parent involvement policy/plan that meets the 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 Supervisor has the responsibility of ensuring that the school Parent Involvement Policy is aligned with the system-level Parent Involvement Policy.*

- b. How are Title I parents involved in the joint development, implementation, and annual review of the school level 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.*

- c. How does the LSS verify that Title I parents are involved in the development of the parent involvement plans?

*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 Title I supervisor as documentation for the annual Title I Program Review.*

- 4. School/Parent Compact**

- a. How does the LSS ensure that each Title I school has a School/Parent Compact that meets statutory requirements?

*At the Parent Involvement Workshop facilitated by MSDE specialists on June 2, 2009, sample school/parent compacts provided by MSDE were shared with each school team. School teams worked 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 Title I Supervisor prior to the first day of school each year.*

- b. How were Title I parents involved in the joint development and implementation 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 LSS process for monitoring parent involvement requirements in Title I schools.

*Quarterly Title I Principal Meetings provide an opportunity for regular review and monitoring of all NCLB requirements, including parent involvement. All Title I schools maintain a Parent Involvement Notebook which includes documentation (sign-ins, agendas, notes, and evaluations) of all parent involvement training sessions, School Improvement Team meeting, and Parent Student Teacher Association meetings. At the end of each school year, a Parent Involvement Survey is conducted at each Title I school. Data provided by the survey is used to evaluate and improve parent involvement opportunities at the school and district levels.*

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

*The following person, in addition to the Title I supervisor, monitor parent involvement:*

- *Shadwick Jenkins: Coordinator of Parent, Business, and Military Outreach  
Office of the Deputy Superintendent*

## 6. Distribution of Parent Involvement Funds

- a. Describe how the LSS distributes 95% of the 1% reservation to its Title I schools for family 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. Does the LSS reserve more than 1% of its total allocation for parent involvement? \_\_\_\_\_ Yes \_\_\_\_\_x\_\_\_\_\_ No
- c. If yes, how are these funds used? N/A
- d. How does the LSS verify that Title I parents have input in the use of



funds at the system 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 is submitted to the Title I office on or about May 30 of each year. All documentation is maintained at each school in the Title I Program notebook which is reviewed during the annual Title I Program Review.*

## ***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 school system's process of ongoing consultation 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 18, 2009. In August, 2009, the Title I supervisor will meet with each participating private school principal to review services for the 2009-10 school year. Additional quarterly meetings are scheduled for November, 2009; February, 2010; and May, 2010, with each principal. The Title I supervisor meets with each principal at the end of the school year to review/evaluate the program.*

3. **DOCUMENTATION:** Attach a timeline for consultation and affirmation with private schools.

*All private school principals, or their designees, are invited to the Non-Public Federal Grants Information Meeting in January or February of each year to review options for participation in Title I and all federal programs. At the time, the private schools indicate their intent to participate. **Timeline:** On February 5, 2009, the SMCPS Non-Public Schools Informational Meeting for Federal Grants was held. Intent to participate for the 2009-10 school year was reviewed. Intent forms were due to the Title I Office by March 13, 2009. The consultation agreement was reviewed and signed on May 18, 2009 at each of the two participating schools. In August, 2009, the Title I supervisor will meet with each participating private school*

principal to review services for the 2009-10 school year. Additional quarterly meetings are scheduled for November, 2009; February, 2010; and May, 2010, with each principal. The Title I supervisor meets with each principal at the end of the school year to review/evaluate the program.

#### 4. Delivery of Service

- a. Will LSS staff be providing the services directly to the students? ☒ Yes ☐ No If yes, when will services begin? August 26, 2009
- b. Will the LSS enter into a formal agreement with other LSSs to provide services to students who attend ☐ Yes ☒ No  
If yes, identify the LSSs involved and the date the services will begin.  
\_\_\_\_\_
- c. Will the LSS enter into a third party contract to provide services to participating private school children? ☐ Yes ☒ No  
If yes, when will services begin? \_\_\_\_\_

#### 5. DOCUMENTATION: Attach copies of written affirmation and, if applicable, letters of agreement between school districts. [Section 1120(b) and Reg. 200.63]

ATTACHMENT 4: SMCPS NON-PUBLIC PROCEDURES 2009-2010

ATTACHMENT 5: TIMELINE FOR CONSULTATION WITH PRIVATE SCHOOLS

ATTACHMENT 6: MEMORANDUM OF UNDERSTANDING – KINGS CHRISTIAN ACADEMY

ATTACHMENT 7: MEMORANDUM OF UNDERSTANDING – LITTLE FLOWER SCHOOL

### G. CONTINUED ELIGIBILITY [SECTION 1113(b)(1)(C)]

Table 7.G.1 CONTINUED ELIGIBILITY		
Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for <u>ONLY ONE</u> additional year a school that is not eligible, but was eligible and served during the preceding fiscal year. <b>LIST</b> below any school(s) that the school system will grandfather for one additional year. <b>Schools must be served in rank order.</b>		
Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty

### H. TITLE I SKIPPED SCHOOLS [SECTION 1113(b)(1)(D)]

**Table 7.H.1            TITLE I SKIPPED SCHOOLS**

**This table should only be completed if the LSS has received prior written approval from MSDE.**

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:

- ☐ The school meets the comparability requirements of section 1120(A)(c).
- ☐ The school is receiving compensatory funds from other state and local sources that are spent in accordance with the requirements of Sections 1114 and 1115. (Services must be Title I-like.)
- ☐ The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

<b>Name of School(s)</b>	<b>Percent Poverty</b>	<b>Title I Allocation</b>	<b>Amount and Source of Compensatory Funding</b>
<i>Fill in the name of the schools not being served even though they may fall within rank order. (Refer to Attachment 4 A)</i>	<i>Fill in using data from the allocation worksheet.</i>	<i>Fill in the amount of Title I funding the school would have received if it continued to be served. Complete the Skipped School Allocation Worksheet.</i>	<i>Funds must be earmarked for skipped schools and evident in the district budget.</i>

Line Item	Calculation	Amount	In-Kind	Total
Administrative Staff Goal 1.21.1.1	(1) 105,553+ (.5) 22,720	128,273	0	128,273
FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	33,718	0	33,718
Administrative supplies and materials Goal 1.21.1.1	10 x 150	1,500	0	1,500
Administrative Staff Goal 1.21.1.1	10 mth x 300	3,000	0	3,000
Instructional School Staff Goal 1.21.1.1	4 Teachers x 46,387.75	185,551	0	185,551
FICA/Retirement/Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	73,268	0	73,268
Instructional School Staff Goal 1.21.1.1	5 Instructional Resource Teachers	550,549	0	550,549
FICA/Retirement/Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	203,739	0	203,739
Instructional School Staff Goal 1.21.1.1	11 Paraeducators	267,808	0	267,808

FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	124,132	0	124,132
Family Involvement Goal 1.21.1.3	4 Parent Liaisons x 29,774	119,096	0	119,096
FICA/Retirement/Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	26,009	0	26,009
Instructional School Staff Goal 1.21.1.1	Temp.para. 11.25/hr x 5.5 positions	75,430	0	75,430
FICA	Manually calculated for each employee	6,033	0	6,033
Instructional School Staff Goal 1.21.1.1	Teacher extra pay/extra duty \$23/hr. x 964.4hrs.	22,182	0	22,182
FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	1,775	0	1,775
Instructional School Staff Goal 1.21.1.1	Para pd pay \$11.25/hr x 100	725	0	725
FICA	Manually calculated for each employee	58	0	58

Research based instructional materials Goal 1.21.1.4	4 schools x 750	3,000	0	3,000
Research based instructional support Trips Goal 1.21.1.4	4 schools x 3,500	14,000	0	14,000
Research based instructional materials Goal 1.21.1.4	4 schools x 2,575	10,300	0	10,300
Research based instructional materials Goal 1.21.1.4	1 school x 440	440	0	440
Research based instructional materials Goal 1.21.1.4	16,645.25 MOI x 4 schools	66,581	0	66,581
Contracted educational enrichment programs for students Goal 1.21.1.4	4 schools x 1,875	7,500	0	7,500
1 Non-Public Tutor 1.21.1.7	1 x 26,496	26,496	0	26,496
FICA	Manually calculated for each employee	2,027	0	2,027
Non-Public materials	2 schools x 4,500	9,000	0	9,000

Prof. Dev. For research based programs Goal 1.21.1.2	Stipends for teacher \$23/hr x 1,135	26,109	0	26,109
Prof. Dev. For research based programs Goal 1.21.1.2	Stipends for teachers \$23/hr x 347.8	7,000	0	7,000
FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	2,649	0	2,649
Prof. Dev. For research based programs Goal 1.21.1.2	Stipends for paras 11.25 x 244.4	2,525	0	2,525
FICA	Manually calculated for each employee	202	0	202
Prof. Dev. For research based programs Goal 1.21.1.2	Substitutes \$60/day x 201.66	12,100	0	12,100
FICA	Manually calculated for each employee	968	0	968
Consultants to provide training in school imp., literacy, math Goal 1.21.1 2	\$750x 52.66 days	39,500	0	39,500

Prof. Dev. Supplies & Materials Goal 1.21.1.2	420 x 20 sessions	8,400	0	8,400
Prof. Dev. Supplies & Materials Goal 1.21.1.2	\$157.30 x 10 sessions	2,653	0	2,653
Conferences Goal 1.21.1.2	50 teachers x 399/ conference	19,950	0	19,950
Conferences Goal 1.21.1.2	5 attendees x \$500	2,500	0	2,500
Student incentives Goal 1.21.8	4 schools x 4025	16,100	0	16,100
Educational Support to Homeless Students Goal 1.21.1.3	30 students x 116	3,480	0	3,480
Family Literacy Program materials Goal 1.21.1.3	4 schools x 2,922.50	11,890	0	11,890
Family night expenses Goal 1.21.1.3	4 x 2,407.50	9,910	0	9,910
Family Programs 1.21.1.3	4 schools x 750	3,000	0	3,000



Family involvement Non-public Goal 1.21.1.3	2 schools x 252	504	0	504
Family Involv. Non- Public Goal 1/21/1/3	2 schools x 1,537	2,594	0	2,594
Indirect Costs	2.67%	55,320	0	55,320
TOTAL		2,189,544	0	2,189,544

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

ORIGINAL GRANT BUDGET	\$ 2,189,544.00	AMENDED BUDGET #		REQUEST DATE	10/05/09
GRANT NAME	ESEA Title I, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	010-10		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	1-Jul-09	30-Jun-11	
		FROM		TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						55,320.00	55,320.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	128,273.00		1,500.00	3,000.00			132,773.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	1,221,341.00	10,500.00	82,211.00	26,010.00		38,593.98	1,388,655.98
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.	47,734.00	38,500.00	11,053.00	22,450.00			120,737.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
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. & Supv.							0.00
207 Student Personnel Serv.			3,480.02				3,480.02
208 Student Health Services							0.00
209 Student Transportation				14,000.00			14,000.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							
212 Fixed Charges				472,551.00		2027	474,578.00
214 Community Services							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	1,397,346.00	50,000.00	108,244.02	558,011.00	0.00	95,940.98	2,189,544.00

Finance Official Approval	Layla Mele		October 5, 2009	301-475-5511 x186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Michael J. Martinano		10/7/09	301-475-5511 x178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Grant Budget C-1-25 Rev. 11/98/07

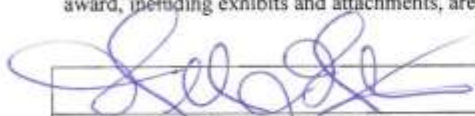


## ASSURANCES

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.

	<div style="font-size: 1.5em; font-family: cursive;">9/29/09</div>
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**

**A. PERFORMANCE GOALS, INDICATORS, AND TARGETS. In the October 1, 2003**

<p><b>Local School System:</b> <u>St. Mary's County Public Schools</u> <b>Fiscal Year</b> <u>2010</u></p> <p><b>Title II-A Coordinator:</b> <u>Jeff Maher, Director of Professional Development</u></p> <p><b>Telephone:</b> <u>301-475-5511, ext. 133</u> <b>E-mail:</b> <u><a href="mailto:jamaher@smcps.org">jamaher@smcps.org</a></u></p>
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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
<b>Performance Goal 3:</b> By 2005-2006, all students will be taught by highly qualified teachers.	3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA.	Percentage of Classes Taught by Highly Qualified Teachers State Aggregate* 2002-2003 Baseline: 64.5 2003-2004 Target: 65 2004-2005 Target: 75 2005-2006 and thereafter Target: 100  Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools* 2002-2003 Baseline: 46.6 2003-2004 Target: 48 2004-2005 Target: 65 2005-2006 and thereafter Target: 100
	3.2 The percentage of teachers receiving "high-quality professional development" (as the term "professional development" is defined in section 9101(34)).	Percentage of Teachers Receiving High-Quality Professional Development* 2002-2003 Baseline: 33 2003-2004 Target: 40 2004-2005 Target: 65 2005-2006 Target: 90 2006-2007 and thereafter Target: 100
	3.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d)).	Percentage of Qualified Title I Paraprofessionals* 2002-2003 Baseline: 21 2003-2004 Target: 30 2004-2005 Target: 65 2005-2006 and thereafter Target: 100

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



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

**Local School System:** St. Mary's County Public Schools **Fiscal Year 2010**

- 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.*

<b>1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals</b>			
<b>Allowable Activities</b>	<b>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</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
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)].			
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, 2009 to all hired by September 1, 2009, and within 2 months of hiring any additional critical shortage hires throughout the school year.  Goal 3.2.1.1	\$17,280	
1.3 Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].	Salaries for teachers to reduce class size. Eight schools will receive either a .5 or 1.0 FTE to help with class size reduction (9 FTEs)  Goal 3.2.7.1	\$507,334	

**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 2010**

**B. ALLOWABLE ACTIVITIES [Section 2123], Continued.**

<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>			
<b>Allowable Activities</b>	<b>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</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<p>2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p><i>(a) Content knowledge.</i> Providing training in one or more of the core academic subjects that the teachers teach;</p> <p><i>(b) Classroom practices.</i> 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)].</p>	<p>Provide professional development activities in the areas of literacy and mathematics to teachers and principals addressing the VSC, strategies for implementation, designing and administering formative assessments, analyzing the data and redesigning instruction to address the question, "What do we do when a student doesn't meet proficiency?"</p> <p>On-going throughout 2009-2010 school year</p>	\$72,540	\$9,500
	<p>Provide professional development to our Lead Teachers who coach the teachers and paraeducators at the elementary and middle schools. Monthly training sessions throughout the 2009-2010 school year</p> <p>Goal 1.1.1.1; Goal 1.1.3.6; Goal 1.1.4.1; Goal 1.6.11; Goal 1.6.1.5; Goal 1.8.1.2; Goal 3.7.1.3; Goal 3.7.1.1; Goal 1.11.2.3; Goal 1.4.1.3; Goal 1.4.1.4</p>	\$1,350	\$500
	<p>As a component of our Teacher Performance Assessment System (TPAS), support collaborative teams (formative and summative) at each school, elementary, middle and high, to promote effective instructional practices, share student work, redesign instruction based on that work and the analysis of the formative assessments. Particular attention will be focused on students in the subgroups and in the</p>	\$34,560	\$4,500
<p>2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –</p> <ul style="list-style-type: none"> <li>Involve collaborative groups of teachers and administrators;</li> <li>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;</li> </ul>			



<ul style="list-style-type: none"> <li>• Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;</li> <li>• 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</li> <li>• Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)].</li> </ul>	<p>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 2010**

**B. ALLOWABLE ACTIVITIES [Section 2123], Continued.**

<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>			
<b>Allowable Activities</b>	<b>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</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
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	\$4,035	\$1,132
<b>3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals</b>			
3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a)(4)].	Promote the retention of highly qualified teachers through mentoring and coaching initiatives and programs.  Goal 3.3.3.2; Goal3.3.3.3; Goal 3.4.2.3 Goal3.3.3.1; Goal 3.4.2.1	\$29,210	
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	\$3,000	
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	\$22,208	
<b>TOTAL TITLE II-A FUNDING AMOUNTS</b>			

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

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<b>Local School System: <u>St. Mary's County Public Schools</u></b>	<b>Fiscal Year 2010</b>
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**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 Professional and Organizational 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 Voluntary State Curriculum (VSC), thereby having a positive impact on student achievement. 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 Professional and Organizational 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.

## Budget Narrative

### Title II, Part A

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

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

#### **Activity 1**                      **Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals**

##### **Allowable Activity 1.1**

Not implemented

##### **Allowable Activity 1.2**

In order to recruit highly qualified teachers, St. Mary's County Public Schools will pay a recruitment incentive/critical shortage stipend to new hires in areas of critical need (30 new hires at \$500 + FICA). The stipends will be paid by October 1, 2009 to those hired prior to September 1, 2009. Teachers hired later than September 1, 2009 will receive the stipend within two months of hiring. This is addressed in our Master Plan, (Goal 3.2.1.1) (\$17,280, including FICA).

##### **Allowable Activity 1.3**

In order to bring down our class size, particularly in the early grades, we have included 7.5 FTE positions in the grant. These positions will benefit 8 schools with either a 1.0 or a .5 FTE for 2009-2010. 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) (\$507,364 includes fringes)

Teacher ( <i>Leonardtown Middle School</i> ) .5 FTE	\$24,071
Teacher ( <i>Ridge Elementary</i> ) 1 FTE	\$53,809
Teacher ( <i>White Marsh Elementary</i> ) 1 FTE	\$51,915
Teacher ( <i>Mechanicsville Elementary</i> ) 1 FTE	\$44,759
Teacher ( <i>Greeview Knolls Elementary</i> ) 1 FTE	\$44,276
Teacher ( <i>Ridge Elementary</i> ) 1 FTE	\$55,820
Teacher ( <i>Piney Point Elementary</i> ) 1 FTE	\$46,700
Teacher ( <i>Leonardtown Elementary</i> ) 1 FTE	\$44,018

Fringe Benefits	\$141,966
<b>TOTAL</b>	<b>\$507,334</b>

#### **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 and math as well as the area of assessing students, analyzing data and implementing interventions to improve instruction across content areas. Activities in 2.1 will be ongoing throughout the 2008-2009 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 Maryland State Curriculum 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. 2 days @ \$1,750 is allotted for this cost (\$6,000).

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. \$51,840, inclusive of salaries and fringes, in stipends to fund 3 hours for 800 participating teachers. There is \$6,000 in funding available to send 4 staff members to professional conferences to build their capacity to lead others in this training. Specifically, SMCPs has been accepted to present at the National Staff Development (NSDC) conference and key lead teachers will also explore best practices in the utilization of job-embedded learning. 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 \$11,200 available for system-wide professional development to provide materials such as chart paper, professional texts, printing, etc., as well as a continental breakfast.

We have also included for the continued professional development of our Lead Teachers (Instructional Resource Teachers) who act as coaches in our elementary and middle schools. They have a day of professional development each month to build their capacity to lead the way in professional development at their schools. Materials for IRTs will include a study group book related to the role of IRT as coach, and materials for professional development at \$30 each (total \$1,350). (Goal1.1.1.1;G1.1.3.6;G1.1.4.1;G1.6.1.1;G1.6.1.5;G1.8.1.2;G3.7.1.3;G3.7.1.1;G1.11.2.3;G1.4.1.3;G1.4.1.4)

The total allotment for allowable activity 2.1 for St. Mary's County Public Schools is \$73,890 with to provide professional development to teachers, principals, and paraeducators.

We have allotted \$10,000 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.

## **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), we have provided \$32,000, 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) (\$34,560, including fringes)

We have allotted \$4,500 to the non-public schools in this component

### **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 \$4,035 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 \$1,132 in this component.

## **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 newly-designed induction program 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. \$4,860 is provided (inclusive of stipends and fringes) to pay teachers for attending professional development seminars; an additional \$16,200 (salaries and fringes) is included for demonstration classrooms; \$3,750 is allotted for consultant services and leadership mentoring; and \$4,400 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)

### **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) (\$3,000)

### **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 aligned with NCLB, state and local requirements, system and

school goals, and TPAS, courses will be provided for teachers and administrators. Instructors will be paid (\$13,608, including fringes) and materials and supplies (\$1,600) will be purchased to support the courses. In addition, \$7,000 in online professional development support will be provided. (Goal 3.5.11) (\$22,608)

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.

**The total allotment for non-public schools is \$15,819.**

**The total Indirect Cost is \$18,355.**

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Salaries and Wages (G) Grant <u>Title II, Part A</u>	Recruitment stipends for critical shortage areas Allowable Activity 1.2 Goal 3.2.1.1	30 stipends x \$500.00	\$16,000		\$16,000
Fixed Charges (H) Grant <u>Title II, Part A</u>	Fringes	8% x \$35,000	\$1,280		\$1,280
<b>1.2</b>	<b>TOTAL</b>		<b>\$17,280</b>		<b>\$17,280</b>

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff 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	7.5 FTE positions	\$365,368		\$365,368
Fixed Charges	Total fringe benefits		\$141,966		\$141,966
<b>1.3</b>	<b>TOTAL</b>		<b>\$507,334</b>		<b>\$507,334</b>

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 Activity 2.1 Goal 1.8.1.1	800 teachers x \$20 hr x 3 hrs	\$48,000		\$48,000
Fixed Charges Grant <u>Title II, Part A</u>	Fringes	8% x \$48,000	\$3,840		\$3,840
Instructional Staff Development Other	Conference Registration Fees and Travel	4 teachers x \$1500	\$6,000		\$6,000



Grant <u>Title II, Part A</u>	Allowable Activity 2.1				
Instructional Staff Development Supplies and Materials	materials for Professional Days  <b>Continental breakfast</b> Allowable Activity 2.1	\$12 x 800 teachers \$2 x 800 teachers			
Grant <u>Title II, Part A</u>			\$11,200		\$11,200
Instructional Staff Development Contracted Services	Consultant Fees for Professional Development	2 days x \$1,750			
Grant <u>Title II, Part A</u>	Allowable Activity 2.1		\$3,500		\$3,500
<b>2.1</b>	<b>Enhance Content TOTAL</b>		<b>\$72,540</b>	<b>\$9,500</b>	<b>\$82,040</b>
Supplies and Materials	materials for IRT Leadership Training				
Grant <u>Title II, Part A</u>	Allowable Activity 2.1	45 IRTS x \$30 in materials	\$1,350		\$1,500
<b>2.1</b>	<b>Lead Teacher Dev TOTAL</b>		<b>\$1,350</b>	<b>\$500</b>	<b>\$1,850</b>
	<b>2.1 TOTAL</b>		<b>\$73,890</b>	<b>\$10,000</b>	<b>\$83,890</b>

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	Collaborative funding 800 teachers x			
	Allowable Activity 2.2	\$20 x 2 hrs	\$32,000		\$32,000
Grant <u>Title II, Part A</u>		8% x			
	Fringes	\$32,000	\$2,560		\$2,560
<b>2.2</b>	<b>Job Embedded TOTAL</b>		<b>\$34,560</b>	<b>\$4,500</b>	<b>\$39,060</b>

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	20 teachers x \$20/hr x 5 hrs	\$2,000		\$2,000
Fixed Charges Grant <u>Title II, Part A</u>		8% x			
	Fringes	\$2,000	\$160		\$160
Supplies and Materials Grant <u>Title II, Part A</u>	Leadership Development	75 administrators x \$25.00 study group book			
	Allowable Activity 2.3		\$1,875		\$1,875
<b>2.3</b>	<b>TOTAL</b>		<b>\$4,035</b>	<b>\$1,132</b>	<b>\$5,167</b>

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Salaries and Wages  Grant <u>Title II, Part A</u>	Stipends for Professional Development  New Teacher Seminars  Allowable activity 3.1	45 teachers x 2 session x \$50	\$4,500		\$4,500
Fixed Charges  Grant <u>Title II, Part A</u>	Fringes	8% x \$4,500	\$360		\$360
Salaries and Wages  Grant <u>Title II, Part A</u>	Stipends for Professional Development - Demo Teachers  Allowable activity 3.1	30 teachers x \$500	\$15,000		\$15,000
Fixed Charges  Grant <u>Title II, Part A</u>	Fringes	8% x \$15,000	\$1,200		\$1,200
Contracted services  Grant <u>Title II, Part A</u>	Leadership Mentoring Allowable activity 3.1	5 mentors x \$750	\$3,750		\$3,750
Supplies and materials Grant <u>Title II, Part A</u>	Materials for PD Allowable activity	120 participants x \$20	\$2,400		\$2,400
Materials  Grant <u>Title II, Part A</u>	Evaluation Allowable activity 3.1 Goal 3.4.2.1	80 administrators x \$25	\$2,000		\$2,500
<b>3.1</b>		<b>TOTAL</b>	<b>\$29,210</b>		<b>\$29,710</b>

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Other  Grant <u>Title II, Part A</u>	PRAXIS and test Reimbursement Allowable Activity  3.2		\$3,000.00		\$3,000.00
		<b>TOTAL</b>	<b>\$3,000</b>		<b>\$3,000</b>

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Supplies and materials Grant <u>Title II, Part A</u>	Materials for PD -Coursework texts  Allowable activity 3.3	80 participants x \$20	\$1,600		\$1,600

	Goal 3.5.1.3				
Salaries and Wages Grant <u>Title II, Part A</u>	Stipends to teach Reading Courses  Allowable activity 3.3	4 instructors x \$1,800	\$7,200		\$7,200
Fixed Charges Grant <u>Title II, Part A</u>	Fringes	8% x \$7,200	\$576		\$576
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	\$7,000 contracted services	\$7,000		\$7,000
<b>3.3</b>		<b>TOTAL</b>	<b>\$22,208</b>		<b>\$22,208</b>

<b>Total Above</b>	<b>\$691,517</b>
<b>Indirect Cost</b>	<b>\$18,355</b>
<b>Non-public Cost</b>	<b>\$15,632</b>
<b>Total Grant</b>	<b>\$725,504</b>

Grant Allowance **\$725,504**

\$112,485

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

ORIGINAL GRANT BUDGET	\$ 725,504.00	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Improving Teacher Quality, Title II Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	119-10		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	1-Jul-09	30-Jun-11	
		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						18,355.00	18,355.00
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.	381,368.00						381,368.00
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.	114,100.00	14,250.00	20,425.00	9,000.00		15,632.00	173,407.00
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				152,374.00			152,374.00
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
<b>Total Expenditures By Object</b>	<b>495,468.00</b>	<b>14,250.00</b>	<b>20,425.00</b>	<b>161,374.00</b>	<b>0.00</b>	<b>33,987.00</b>	<b>725,504.00</b>

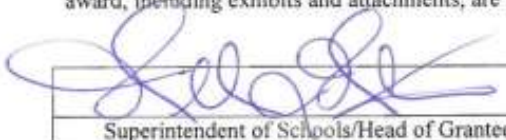
Finance Official Approval	<u>Leyla Mele</u>		August 5, 2009	301-475-5511 x186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Dr. Michael J. Martirano</u>		9/7/09	301-475-5511 x178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

## ASSURANCES

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

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.
2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

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

	<div style="font-size: 1.5em; font-family: cursive;">9/29/09</div>
Superintendent of Schools/Head of Grantee Agency	Date



## Attachment 9



### Title II, Part D, Subpart 1 Formula Funding Educational Technology States Grants Program (Ed Tech)

**ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING  
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM**

<b>Local School System:</b> <u>St. Mary's County Public Schools</u> <b>Fiscal Year</b> <u>2010</u>
<b>Title II-D Technology Coordinator:</b> <u>Regina Greely</u>
<b>Telephone:</b> <u>301-475-5511, x113</u> <b>E-mail:</b> <u>rhgreely@smcps.org</u>

**A. ALLOWABLE ACTIVITIES [Section 2416].** 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 or Update, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

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	Public School Costs	Nonpublic Costs
<b>1. Strategies and Activities to Provide Ongoing, Sustained, and Intensive High-Quality Professional Development. Note: Each Ed Tech recipient must use at least 25% of its funds to provide ongoing, sustained, and intensive high-quality professional development OR, through an Ed Flex waiver request to MSDE, satisfactorily demonstrate that it already provides, to all teachers in core academic subjects, such professional development, which is based on a review of relevant research.</b>			
1.1 Providing professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology to: a) access data and resources to develop curricula and instructional materials, b) enable teachers to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators and to retrieve Internet-based learning resources, and c) lead to improvements in classroom instruction in the core academic subjects [section 2416(a)(1)].	<p>During the 2010 school year, SMCPs will provide professional development opportunities for workshops and/or conferences to build strong technology leaders. In alignment with the ARRA funds which are supporting Smart technology purchases in SMCPs, PD focus will be on integration of the tools (SmartBoards, AirLiner tablet, response pads) into the curriculum for improved student achievement and technology literacy. (SMCPs student technology literacy 43%) Non-public schools are always invited to participate in county PD including any technology classes. Participants will relay information learned during school and district professional development meetings. Participants will complete a PD form that describes the sessions attended and their plan for dissemination of information and skills learned. Principals will receive a copy of such commitment. The Director of Professional Development and the Supervisor of Instructional Technology will receive copies of handouts and a signed plan.</p> <p>Alignment to Master Plan (Pg. #s): Goal 1 Objective 25: Strengthen the use of educational technology in curriculum, instruction, and high quality professional development (1.194)</p> <p>Alignment to Local Tech Plan (Pg. #s):</p>	\$9,030.00	

	Technology tools and digital learning resources will be used regularly in instructional activities aligned to the VSC and 21 <sup>st</sup> Century work skills in order to enhance student achievement. (pg 7)		
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2. Strategies and Activities to Integrate Technology into the Educational Process			
1.1	Developing and adapting or expanding applications of technology to enable teachers to increase student academic achievement, including technology literacy, through teaching practices that are based on the review of relevant research and through use of innovative distance learning strategies [section 2416(b)(2)].	Alignment to Master Plan (Pg. #s.): Alignment to Local Tech Plan (Pg. #s):	
1.2	Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging state academic content and student achievement standards [section 2416(b)(3)].	Alignment to Master Plan (Pg. #s.): Alignment to Local Tech Plan (Pg. #s):	

**ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING  
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM**

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**Local School System:** St. Mary's County Public Schools **Fiscal Year** 2010

**A. ALLOWABLE ACTIVITIES [Section 2416], Continued.**

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	Public School Costs	Nonpublic Costs
<b>2. Strategies and Activities to Integrate Technology into the Educational Process</b>			
1.3 Utilizing technology to develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement, to foster increased communication about curricula, assignments, and assessments between students, parents, and teachers, and to assist parents to understand the technology being applied in their child's education, so that parents are able to reinforce at home the instruction their child receives at school [section 2416(b)(4)].	Alignment to Master Plan (Pg. #s.): Alignment to Local Tech Plan (Pg. #s):		
1.4 Preparing one or more teachers in schools as technology leaders who will assist other teachers, and providing bonus payments to the technology leaders [section 2416(b)(5)].	Alignment to Master Plan (Pg. #s.): Alignment to Local Tech Plan (Pg. #s):		
<b>3. Strategies and Activities to Improve Access to Technology</b>			
3.1 Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase awareness to technology for students and teachers, with special emphasis on the access of high-need schools to technology [section 2416(b)(1)].	Alignment to Master Plan (Pg. #s.): Alignment to Local Tech Plan (Pg. #s):		
3.2 Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology to support the school reform effort and to improve student academic achievement, including technology literacy [section 2416(b)(6)].	Alignment to Master Plan (Pg. #s.): Alignment to Local Tech Plan (Pg. #s):		

**ATTACHMENT 9    TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING  
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM**

<b>Local School System:</b> <u>St. Mary's County Public Schools</u> <b>Fiscal Year</b> <u>2010</u>
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**A. ALLOWABLE ACTIVITIES [Section 2416], Continued.**

<b>Allowable Activities</b>	<b>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</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<b>3. Strategies and Activities to Improve Access to Technology</b>			
3.3 Acquiring connectivity linkages, resources, and services (including the acquisition of hardware and software and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media centers, in order to improve student academic achievement [section 2416(b)(7)].	<p>By June 2010, SMCPS will purchase software and hardware linked to curriculum aimed at improving student achievement in mathematics, science, reading/language arts, as well as developing student technology literacy. Non public schools will determine their needs and purchase accordingly. SMCPS will be targeting the purchase of online resources, educational software and educational texts that target technology literacy skills for the elementary and middle school students. The media specialists provide the initial PD for the online resources and software as required at the beginning of each year with ongoing support in the classrooms.</p> <p>Alignment to Master Plan: Goal 1 Objectives: All students will achieve proficiency or better in all content by strengthening the use of educational technology, PK-grade 12.</p> <p>Alignment to Local Tech Plan: Technology tools and digital learning resources will be used regularly in instructional activities aligned to the Voluntary State Curriculum and 21<sup>st</sup> Century work skills in order to enhance student achievement for all students.</p>	\$7,510.00	\$2,398.00
3.4 Developing, enhancing, or implementing information technology courses [section 2416(b)(10)].	<p>Alignment to Master Plan (Pg. #s):</p> <p>Alignment to Local Tech Plan (Pg. #s):</p>		

<b>4. Strategies and Activities to Assess/Evaluate Effectiveness of Technology (At least 3 percent of Ed tech funds must be used to assess/evaluate effectiveness of technology)</b>			
4.1 Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts [section 2416(b)(8)].	Alignment to Master Plan (Pg. #s.): Alignment to Local Tech Plan (Pg. #s):		
4.2 Implementing performance measurement systems to determine the effectiveness of education technology programs funded under Title II-D Ed Tech, particularly in determining the extent to which Ed Tech activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards [section 2416(b)(9)].	<p>By June 30, 2010 SMCPs contract with an external evaluator to evaluate the effectiveness of our activities. Evaluation will look at how well technology is being integrated into the curriculum, how effectively we are helping teachers acquire proficiency with the technology, and what impact, if any, these efforts have on student achievement. SMCPs professional development office receives input from all professional development activities in the county. Teachers and administrators will be affected by professional development offered as it should impact their understanding and use of the technology. Our evaluator is a retired tech integrator who reviews the status of tech integration in SMCPs.</p> <p>Alignment to Master Plan: SMCPs will review the use of funds at yearly meetings.</p> <p>Alignment to Local Tech Plan Objective 5: Renew the SMCPs Technology Plan based on evaluation and research results.</p>	\$477.00	
<b>TOTAL TITLE II-D ED TECH FUNDING AMOUNTS</b>		<b>\$17,520.00</b>	<b>\$2,398.00</b>

**ATTACHMENT 9    TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING  
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM**

<b>Local School System:</b> <u>St. Mary's County Public Schools</u> <b>Fiscal Year 2010</b>
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**B. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501].**

**PARTICIPATING PRIVATE SCHOOLS AND SERVICES – PLEASE ADDRESS EACH OF THE ITEMS BELOW:**

1. Complete information in Attachment 6-A on page 30 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title II-D Ed Tech services.
2. Describe the school system's process for providing equitable participation to students in private schools (or reference the page numbers if this information has been included elsewhere in the Master Plan Update) :

- 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-D Ed Tech services;

**Meetings are arranged for all grant participants beginning in early August followed by meetings in January and/or March. SMCPs also faxes information and makes use of email to all non-public school participants. Documentation of letters and meetings is in Attachment 6A.**

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

**At the arranged meetings, a discussion of needs occurs. The administrators of the non-public schools will also email or telephone with questions or concerns. Non-public schools are given amounts based upon enrollment which they can spend to meet their needs as long as it falls into professional development and resources.**

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

**Services provided are for all grade levels as determined by the Non-public school's needs assessment.**

- d) The differences, if any, between the Title II-D Ed Tech 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-D Ed Tech 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-D Ed Tech services provided to public school children.)

**All services provided are equitable. The non-public school participants are invited to participate in all SMCPs workshops, conferences or staff development opportunities as offered through our PD office.**

### **C. ACCESSIBILITY COMPLIANCE**

On December 4, 2001 the Maryland State Board of Education approved a regulation (COMAR 13A.05.02.13H) concerning accessible technology-based instructional products. This regulation requires that accessibility standards be incorporated into the evaluation, selection, and purchasing policies and procedures of public agencies. Subsequently, Education Article § 7-910: Equivalent Access for Students with Disabilities was passed during the 2002 General Assembly session and further requires that all teacher-made instructional materials be accessible also. MSDE is charged with monitoring local school systems' compliance with the regulation and the law. For more information on the regulation and the law, visit the following web site:  
<http://cte.jhu.edu/accessibility/Regulations.cfm>.

**ATTACHMENT 9    TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING  
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM**

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<b>Local School System:</b> <u>      St. Mary's County Public Schools      </u>	<b>Fiscal Year</b> 2010
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**Please review the information submitted with the October 2008 Annual Update and use the chart on the following page to address additional progress on or changes to the items below related to accessibility compliance. If you choose to use last year's chart with this Update, please bold or underline any changes.**

**1. Process:**

- a) Describe your policy and/or procedures for addressing the requirement that invitations to bids, requests for proposals, procurement contracts, grants, or modifications to contracts or grants shall include the notice of equivalent access requirements consistent with Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended.
- b) Describe your policy and/or procedures for addressing the requirement that the equivalent access standards (Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended) are included in guidelines for design specifications and guidelines for the selection and evaluation of technology-based instructional products.
- c) Describe how you are addressing the requirement that any teacher-developed materials (web sites, etc.) are accessible.

**2. Implementation:**

- a) Describe how you are ensuring that all educators are being provided information and training about Education Article 7-910 of the Public Schools - Technology for Education Act (Equivalent Access for Students with Disabilities). Include who, to date, has received information and/or training (e.g. all teachers, teachers at select schools, special education teachers only, building level administrators, etc.) and any future plans for full compliance.

**3. Monitoring:**

- a) Describe how you are monitoring the results of the evaluation and selection of technology-based instructional products set forth in COMAR 13A.05.02.13.H, including a description of the accessible and non-accessible features and possible applicable alternative methods of instruction correlated with the non-accessible features.
- b) Describe how you are ensuring that teachers and administrators have a full understanding of the regulation and law and how you are monitoring their adherence to the process and/or procedures governing accessibility.

**ATTACHMENT 9    TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING  
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM**

**Local School System:**    St. Mary's County Public Schools    **Fiscal Year 2010**

PROCESS	IMPLEMENTATION	MONITORING
<p><b>1.a.</b> SMCPS will require all vendors to submit letters to show to what degree they comply with COMAR 508 in all RFPs and bids.</p> <p><b>1.b.</b> SMCPS created a software evaluation form which includes a 508 compliance section as well as connections to the Maryland content standards. Staff requests of technology-based instructional products are evaluated by the school and any shortfalls in the product are made known to the staff so that alternate instructional activities can be provided. No technology-based instructional products can be purchased without a 508 compliance form on file. Complete SMCPS software evaluation forms are available to schools for review.</p> <p><b>1.c.</b> SMCPS is again working to redesign the SMCPS web site so that it meets 508 compliance standards. At this point, SMCPS does not use the web site to access instructional materials beyond access to the online resources for students. It is used for informational purposes only.</p> <p>School webmasters have been informed of the COMAR 508 regulations. Each webmaster will work towards creating documentation for teacher created web sites.</p>	<p><b>2.a.</b> Since March of 2002, SMCPS has notified all media specialists and technology contacts about COMAR 13A.05.02.03. This is an ongoing beginning of the year professional development activity for A &amp; S and all media specialists.</p> <p>Media specialists are responsible for disseminating the information to staff.</p> <p>The Special Education Department is responsible for training their staff on particular needs of their students.</p> <p>Technology-based products will offer equivalent accessibility for students with disabilities per the SMCPS ITS Department policy.</p> <p>Availability of the Software Purchasing form incorporates a COMAR 508 compliance with the second page of the purchasing form.</p> <p>New teachers are presented the 508 information as a part of the New Teacher Orientation.</p> <p>Evaluation of the products is overseen by the Library Media Specialists or Technology Contacts.</p>	<p><b>3.a.</b> Administrators and Supervisors are presented with the regulation at the Fall Administrators and Supervisors' Meeting.</p> <p>Library Media Specialists present the 508 information to their staff yearly.</p> <p>ITS department evaluates the compatibility of the software and hardware with the SMCPS system.</p> <p>All professional development related which incorporates the use or integration of technology will include a review of the regulation as set forth by COMAR 13A.05.02.03.</p>



**D. Children's Internet Protection Act (CIPA) Certification Form**

**NOTE:** Complete only if there have been changes to your last certification submitted to MSDE.

**X** Check here if there are no changes to your CIPA certification status.

Any Local Education Agency seeking Ed Tech funds must certify to its State Education Agency that schools have adopted and are enforcing Internet safety policies. It is the intent of the legislation that any school (or district) using federal money (ESEA or E-rate) to pay for computers that access the Internet or to pay for Internet access directly should be in compliance with CIPA and should certify to that compliance EITHER through E-rate or the Ed Tech program. Please check one of the following:

- ☐ Our local school system is certified compliant, through the E-rate program, with the Children's Internet Protection Act requirements.
- ☐ Every school in our local school system benefiting from Ed Tech funds has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA.
- ☐ The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet.
- ☐ Not all schools have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, our local school system has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.

SMCP S  
School System

  
Authorizing Signature

7-29-09  
Date

Title II, Part D  
Budget Narrative  
2009-2010

Upon subtracting the 2.5% from the total \$19,918.00, it was determined that the per pupil allotment for the Ed Tech Title IID funds is \$1.06.

SMCPS will provide professional development opportunities for conferences and workshops in order to build strong technology leaders. Since only 43% of our students were technology literate, we plan to provide teachers with the opportunity to attend MICCA or any other relevant conference in Maryland that supports technology integration and technology literacy. PD funds will also be used to support the development of lesson seeds which can be integrated into the curriculum and build student technology literacy skills. This amounts to **\$4,500.00**. Each participant will be expected to share information gained at SMCPS content workshops or at school Professional Learning Community (PLC) meetings. The grant administrator will coordinate these workshops/conferences as they occur.

SMCPS will purchase software and resources linked to the curriculum aimed at improving student achievement in mathematics, science, and reading/language arts as well as build technology literacy. Approximately **\$12,517** will be spent by SMCPS. The grant administrator will coordinate with school based personnel to determine the needs for the school system. The purchasing will begin in September so that the materials can be used throughout the school year.

Non-public resources will be determined by each school. Participating non-public schools will divide **\$2,398.00** targeting resources that meet their needs.

We added approximately **\$503.00** for indirect costs.

Our total is **\$19,918.00**.

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

ORIGINAL GRANT BUDGET	\$ 19,918.00	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	ESEA Title II, Part D	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	111-10		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	1-Jul-09	30-Jun-10	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						503.00	503.00
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.	477.00		7,510.00			2,400.00	10,387.00
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.	4,100.00	2,000.00		2,600.00			8,700.00
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				328.00			328.00
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
<b>Total Expenditures By Object</b>	<b>4,577.00</b>	<b>2,000.00</b>	<b>7,510.00</b>	<b>2,928.00</b>	<b>0.00</b>	<b>2,903.00</b>	<b>19,918.00</b>

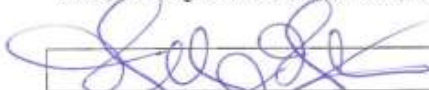
Finance Official Approval	Layla Mele		October 7, 2009	301-475-5511 x186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Michael J. Martirano		10/9/09	301-475-5511 x178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

## ASSURANCES

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

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.
2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

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

 Superintendent of Schools/Head of Grantee Agency	9/29/09 Date
---	-----------------



## Attachment 10



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

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

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

**Fiscal Year 2010**

- 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)]**

<b>Authorized Activities</b>	<b>Descriptions</b> 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).	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
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)].	Magazine Subscriptions Dictionaries / Hand held translators Instructional materials/resources	2214	
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)].	Instructional support for ELLs provided by hourly tutors in pull – out and sheltered instruction	14201	5076

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

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

**Fiscal Year 2010**

**A. REQUIRED ACTIVITIES [Section 3115(c)], Continued.**

<b>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)]</b>			
<b>Authorized Activities</b>	<b>Descriptions</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<b>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 not 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)]</b>	<b>a) brief description of the services</b> <b>b) timelines or target dates</b> <b>c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan</b> <b>d) services to non public schools</b> <b>e) any revision to the plan as part of this annual update (including page numbers).</b>		
Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].			
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)].			
Providing for professional development to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)].	Membership fees for TESOL to enhance opportunities for professional development	170	

**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 2010**

**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:**

<b>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)]</b>			
<b>Authorized Activities</b>	<b>Descriptions</b>  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).	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].	Maintain interpreters' pool to assist ELLs and their families at IEP meetings, registration, orientation, and teleconferences, etc.	875	
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 Spring / Fall Family Night expenses ( hand – outs, door prizes, refreshments, travel, building fees)	2200	
<b>4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(2)(3)]</b>			
3.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d) (3) (A)].			
3.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].			
3.3 Providing for access to, and participation in electronic networks for materials, training and communication [section 3115(d)(7)(B)].			
3.4 Incorporation of educational technology and electronic networks into curricula and programs [section 3115(d)(7)(C)].			
3.5 Developing and implementing elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services [section 3115(d)(4)].			



**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 2010**

**C. OTHER ACTIVITIES [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.

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(b)]:			
Other Activities	<b>Descriptions</b>  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
5.1 Administrative expenses may not use more than 2% for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs	642	
<b>TOTAL ELL TITLE III-A (FUNDING) AMOUNT</b>		20302	5076

**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 2010**

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

<b>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)]</b>			
<b>Authorized Activities</b>	<b>Descriptions</b>  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).	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
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)].			
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)].			
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)].			

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)].			
1.8 Other activities (that provide enhanced instructional opportunities for immigrant children and youth).			
1.9 Administrative expenses may not use more than 2% for the cost of administering this subpart [section 3115(b)].			
<b>TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT</b>			

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

1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 9 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title III-A services.
2. Describe the school system's process for providing equitable participation to students in private schools:

- a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title III-A services;

Each year a written invitation is extended to representatives from nonpublic schools to attend a meeting of all non public schools interested in participating in the services and programs provided by the Title III – A grant. During this meeting an overview of the proposed program is shared with participants so that they may confirm their intent to participate. Additionally, at the beginning of the school year, a letter is sent to principals of non public schools requesting the names of ELLs enrolled in their schools.

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

The same procedures that are followed to determine eligibility of public school students are also used in nonpublic schools.

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

For the 2009-2010 school year, a teacher will be providing services/support to nonpublic students at a designated location.

- 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.)

For the 2009-2010 school year, one teacher will be providing services for all nonpublic ELLs.

3. ATTACH WRITTEN AFFIRMATION (meeting dates, agenda, sign-in sheets, letters/ forms,) for the school year 2008-2009 signed by officials at each participating nonpublic school and/or their designee that **consultation regarding Title III services has occurred**. DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10.

### Title III Budget

<b>Expenditure</b>	<b>Amount</b>	<b>Funding Source</b>
Salaries - Hourly Staff Tutors	\$14,201	Title III Grant
Salaries-Hourly Tutors( Non-public)	\$5,076	Title III Grant
Fall/Spring Family Informational Night	\$2,200	Title III Grant
Fall Family Night Interpreters	\$875	Title III Grant
Materials Dictionaries Hand Held Translators Instructional Resources/Magazines	\$2214	Title III Grant
Professional Dues	\$170	Title III Grant
Administrative Costs	\$642	Title III Grant
Total Title III	\$25378	Title III Grant

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

ORIGINAL GRANT BUDGET	\$ 24,022.00	AMENDED BUDGET #		REQUEST DATE	06/30/10
GRANT NAME	Title III Part A, English Language Acquisition	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	045-10		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	1-Jul-09	30-Jun-11	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						642.00	642.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	13,090.00		1,614.00	600.00		4,700.00	20,004.00
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.				170.00			170.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				1,111.00		376	1,487.00
214 Community Services	800		2200	75			3,075.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	<b>13,890.00</b>	<b>0.00</b>	<b>3,814.00</b>	<b>1,856.00</b>	<b>0.00</b>	<b>5,718.00</b>	<b>25,378.00</b>

Finance Official Approval	<u>Leyla Mele</u>	<i>A. Mele</i>	August 7, 2009	301-475-5511 x186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Dr. Michael J. Martirano</u>	<i>[Signature]</i>	9/17/09	301-475-5511 x178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #


Grant Budget C-1-25 Rev: 11/26/07

## 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.

	9/29/09
Superintendent of Schools/Head of Grantee Agency	Date



Fulfilling the Promise in Every Child

DR. MICHAEL J. MARTIRANO  
Superintendent of Schools

**St. Mary's County Public Schools**  
**DEPARTMENT OF CURRICULUM AND INSTRUCTION**  
23160 Moakley Street, Suite 101  
Leonardtown, Maryland 20650  
301-475-5511, option 5/301-475-4229, fax

Dr. Charles E. Ridgell, III  
Director of Curriculum and Instruction

To: Non-Public School Principals  
From: Carol Poe, Supervisor of Instruction/Title I  
Date: July 8, 2009  
Re: **Planning Meeting for Federally Funded Grants**

You are invited to attend the 2009-2010 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:

**Thursday, August 13, 2009**  
**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, 21<sup>st</sup> Century Learning Center Grant) available to support the needs of your students for the 2009-2010 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, 2009.

Thank you.

Attachment

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





*Fulfilling the Promise in Every Child*

DR. MICHAEL J. MARTIRANO  
Superintendent of Schools

## St. Mary's County Public Schools

### DEPARTMENT OF CURRICULUM AND INSTRUCTION

23160 Moakley Street, Suite 101  
Leonardtown, Maryland 20650  
301-475-5511, option 5/301-475-4229, fax

Dr. Charles E. Ridgell, III  
Director of Curriculum and Instruction

### ***Annual Planning Meeting For Federally Funded Programs***

**Thursday, August 13, 2009**

9:30 a.m. - 10:30 a.m. – Federal Grants Overview  
10:30 a.m. - 11:30 a.m. – Non-Public Special Education Update  
Building 2, Administrative Conference Room  
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            | Carol Poe<br><i>Supervisor of Instruction/Title I</i>   | Ext. 140 |
| • Title I, Part A                      | Carol Poe<br><i>Supervisor of Instruction/Title I</i>   | Ext. 140 |
| • Title II, Part A                     | Jeffrey Maher, <i>Director of<br/>Professional and Organizational Development</i>                   | Ext. 141 |
| • Title II, Part D/Title V             | Regina Greely, <i>Supervisor of<br/>Instruction, Instructional Technology and<br/>Library Media</i> | Ext. 113 |
| • Title III/LEP                        | Linda Lymas, <i>Supervisor of English,<br/>Foreign Language and ESOL</i>                            | Ext. 118 |
| • Title IV/Safe & Drug-Free<br>Schools | Trish Wince, <i>Supervisor of Health Services</i>   | Ext. 205 |
| • 21 <sup>st</sup> Century Community   | Mark Smith, <i>Coordinator of Special Programs<br/>Learning Centers</i>                             | Ext. 137 |
| • Special Education                    | Melissa Charbonnet, <i>Executive Director of<br/>Special Education/Student Services</i>             | Ext. 220 |

# **Federally Funded Grants Meeting Non-Public Schools**

August 13, 2009

Representative	School	Address	Phone	E-Mail
Regina H. Greely	CAO	43900 St. John's Rd Hollywood, MD 20636	301-475-5511 X113	rhgreely@smcps.org
Arthur Stendick, Jr.	St. John's	(for Pat Suit, Principal)	301-373-2142	suftp@adwsschool.org
Susan Jatta	Mary Catherine	30833 Chapiro Rd Helen MD 20635	301-884-3165 X205	fathas@adwsschool.org
Trish Lince	SMCP S		301-475-5511	plince@smcps.org
Drew Doubell	St. Michaels	P.O. Box 259 Ridge, MD 20680	301-872-5454	Drew.Doubell@SMHMS-SCHEM.org
Linda Maloney	Father Andrew White	P.O. Box 1756 Leonardtown, MD 20650	301-475-9795	maloney1@adwsschool.org
Mark Smith	SMCP S			frandwh@verizon.net
Jason Delucco	St. Mary's RYMEN	22100 Cause Convent Rd 20650	301-475-2814	idelucco@SMHMS.org
Picic Wood	St. Mary's RYMEN	22100 Camp Calvert Rd 20650	301-373-4187	rwwood@smr.h.s.org
Linda Lymas	DEI-SMCP S			llymas@smcps.org
Melissa Chabonut	SMCP S	Middlebury		mchabonut@smcps.org
Carol Fox	SMCP S		301-475-5511 X140	cmfox@smcps.org



**St. Mary's County Public Schools**  
**DEPARTMENT OF CURRICULUM AND INSTRUCTION**  
23160 Moakley Street, Suite 101  
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301-475-5511, option 5/301-475-4229, fax

DR. MICHAEL J. MARTRANO  
Superintendent of Schools

Dr. Charles E. Ridgell, III  
Director of Curriculum and Instruction

To: Nonpublic Principals

From: Linda W. Lymas

Date: August 25, 2009

Re: **English Language Learners.**

As you welcome students to school this fall, you may find that some of your students qualify for testing in order to be considered for ESOL services.

Student qualifications are:

- Speaking a native language other than English
- Living in a home where a language other than English is spoken primarily.

Please return the form below by **Thursday, September 3, 2009**, indicating if you have new students in either of these categories who will need assistance with learning to read, write, or speak, the English language or understand the language when it is spoken. Also, you should indicate if ESOL services will not be needed in your school during the 2009-2010 school year. Due to state regulations, we must keep a record of your decision for services.

Attached is the list of students who received services in your school last year, if you had any students in the ESOL program. Please review the list carefully. Students who are identified as reclassified have achieved fluency and tested out of the program. If students have transferred out of your school, please note the new school if known, and return the information with your form.

LWL: mrg: L: #: CC: 05

Attachment

cc: Charles Ridgell

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Please complete the form and fax to Linda W. Lymas at 301-475-4229.

☐ We need ESOL services for:

Name of Student	Grade	School

☐ We do not have students needing ESOL services at this time.

Principal's Signature

Date

# Attachment 11



## Title IV, Part A Safe and Drug-Free Schools and Communities

**ATTACHMENT 11**  
**TITLE IV, PART A, SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES**

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<b>Local School System:</b> <u>St. Mary's County Public Schools</u> <b>Title IV, Part A, SDFSC Coordinator:</b> <u>Trish Wince</u> <b>Telephone:</b> <u>301-475-5511, opt. 2</u> <b>Email:</b> <u>pewince@smcps.org</u>
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- A PERFORMANCE GOAL, INDICATORS, and TARGETS. At a minimum, each local school system (LSS) must adopt the performance goal, indicators, and targets outlined in Table A-1.

Performance Goal	Performance Indicators	Performance Targets
<b>Performance Goal 4:</b> All schools will be safe, drug free, and conducive to learning.	4.1 The level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey.  4.2 The percentage of out-of-school suspensions and expulsions by offense.	By the end of SY 2009-2010, reduce "cigarettes," "any form of alcohol," and "any drug other than alcohol or tobacco" use ( <u>Last 30 Days</u> ) in grades 6, 8, 10, and 12 by <b>10%</b> .  By the end of SY 2009-2010, reduce suspensions and expulsions for classroom disruptions, insubordination, and refusal to obey school policies/regulations by <b>10%</b> .  <b>NOTE: SY 2002-03 is the baseline year.</b>

## ATTACHMENT 11 - TITLE IV, PART A, SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

<b>Local School System:</b> <u>St. Mary's County Public Schools</u> <b>Title IV, Part A, SDFSC Coordinator:</b> <u>Trish Wince</u> <b>Telephone:</b> <u>301-475-5511, opt. 2</u> <b>Email:</b> <u>pewince@smcps.org</u>
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### A. PROGRESS TOWARD PERFORMANCE TARGETS:

Table A-1	Baseline (2002 MAS) & SY 2009-10 Performance Targets	Actual Performance (2004 MAS)	Actual Performance (2007 MAS)
<b><u>Performance Indicator 4.1</u></b>  <b>The level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey (Last 30 Days).</b>	<b>By the end of SY 2009-10:</b>  <b>Reduce cigarette use in:</b> 6 <sup>th</sup> grade (from 2.3% to 0.3%) 8 <sup>th</sup> grade (from 6.6% to 4.0%) 10 <sup>th</sup> grade (from 15.1% to 9%) 12 <sup>th</sup> grade (from 28.2% to 15%)  <b>Reduce any form of alcohol use in:</b> 6 <sup>th</sup> grade (from 5.5% to 2.5%) 8 <sup>th</sup> grade (from 18.9% to 9.5%) 10 <sup>th</sup> grade (from 38.2% to 22%) 12 <sup>th</sup> grade (from 47.4% to 45%)  <b>Reduce any drug other than alcohol or tobacco use in:</b> 6 <sup>th</sup> grade (from 4.1% to 1.7%) 8 <sup>th</sup> grade (from 14.3% to 5.0%) 10 <sup>th</sup> grade (from 25.8% to 14%) 12 <sup>th</sup> grade (from 38.3% to 20%)	<b>Cigarette use in:</b> 6 <sup>th</sup> grade: 2.8% 8 <sup>th</sup> grade: 6.3% 10 <sup>th</sup> grade: 20.4% 12 <sup>th</sup> grade: 23.9%  <b>Any form of alcohol use in:</b> 6 <sup>th</sup> grade: 5.2% 8 <sup>th</sup> grade: 16.1% 10 <sup>th</sup> grade: 43.7% 12 <sup>th</sup> grade: 46.7%  <b>Any drug other than alcohol or tobacco use in:</b> 6 <sup>th</sup> grade: 2.4% 8 <sup>th</sup> grade: 7.4% 10 <sup>th</sup> grade: 25.7% 12 <sup>th</sup> grade: 25.5%	<b>Cigarette use in:</b> 6 <sup>th</sup> grade: 0.3% 8 <sup>th</sup> grade: 4.3% 10 <sup>th</sup> grade: 9.5% 12 <sup>th</sup> grade: 14.4%  <b>Any form of alcohol use in:</b> 6 <sup>th</sup> grade: 2.4% 8 <sup>th</sup> grade: 9.9% 10 <sup>th</sup> grade: 23.7% 12 <sup>th</sup> grade: 48.4%  <b>Any drug other than alcohol or tobacco use in:</b> 6 <sup>th</sup> grade: 1.8% 8 <sup>th</sup> grade: 5.3% 10 <sup>th</sup> grade: 14.5% 12 <sup>th</sup> grade: 21.1%

Provide an analysis of the LSS's progress toward meeting each substance abuse Performance Target and identify the actions that will be taken if progress is not being made. (Use additional space as needed).

**Cigarette Use:** Data from the 2007 MAS indicate that we are well on our way to meeting the goals for reducing tobacco usage at all four age groups. Figures for Grade 12 show a significant drop since 2004. The figure of 14.4% already exceeds the goal of 15%. In the middle school years (Grades 6 and 8), the numbers have declined since 2003 which is encouraging. We have achieved the Grade 6 goal of 0.3% and are only 0.3% away from the Grade 8 goal of 4.0%. As this is a time for experimentation, we are very satisfied with this trend. In Grade 10, we have also seen improvement with the

numbers being halved since 2003. We need to continually promote a tobacco-free environment at our schools and remind students of the dangers of using tobacco products whenever we can. Health Education classes continue to be the primary conduit for this.

**Alcohol Use:** Ambitious goals were set regarding the percentage of adolescents using alcohol at the end of the 2009-2010 school year. In 2007, the MAS reported usage in Grade 6 at 2.4%, thus already achieving the goal of 2.4%. In Grades 8 and 10, steady progress has been seen in reducing alcohol usage. The figures reported in the 2007 MAS show that we are only .3 and .5 percentage points away from achieving the goals set for 2009-2010. We are, therefore, optimistic that these will be reached by the target date. Grade 12, when adolescents tend to find themselves in situations where alcohol is more readily available, continues to be a challenge. However, rates have shown a continued decline and dropped another 4.4 percentage points between the 2004 and 2007 administrations of the MAS. We are 3.4 percentage points away from meeting our goal for 2009-2010 of 45%. Continued emphasis needs to be placed on the dangers of alcohol usage, such as driving when drunk and such programs as the Superintendent's Safe Driving Initiative support this effort.

**Any Drug Other than Alcohol or Tobacco Use:** The percentage of adolescents using other drugs has seen a promising decline across all four grade levels since 2003. Although the 2007 figures are slightly above the 2009-2010 goals, they are extremely close to being realized. Grades 6, 8, and 12 are only 0.1%, 0.3%, and 0.1% away from the 2009-2010 targets. Grade 10 is just 0.5% away from the target and has shown a drop from 25.7% to 14.5% from 2003 to 2007. The number of adolescents using in this age group has almost halved. As with the cigarette and alcohol usage data, these trends are encouraging, but in order to maintain these levels, we must continue to provide students with the information needed to make healthy choices in their lives and provide a consistent message in the schools and the community.

Table A-2	Baseline (SY 2002-03) & SY 2009-10 Performance Targets	SY 2006-07 Performance (%)	SY 2007-08 Performance (%)	SY 2008-09 Performance (%)
<u>Performance Indicator 4.2</u>  <b>The percentage of out-of-school suspensions</b>	Reduce the percentage of suspensions and expulsions for:  Classroom disruptions (from 1.8% to 1%)  Insubordination (from 1.16% to .9%)  Refusal to obey school policies/regulations (from 3.04% to 2.4%)	Actual Performance: 1.45%  Actual Performance: 1.35%  <b>Actual</b>	Actual Performance: 1.1%  Actual Performance: .99%  <b>Actual Performance: 2.5%</b>	Actual Performance: 1.04%  Actual Performance: .84%  <b>Actual Performance:</b>

and expulsions by offense.		Performance: 2.9%		1.84%
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Provide an analysis of the LSS's progress toward meeting each suspension Performance Target and identify the actions that will be taken if adequate progress is not being made. (Use additional space as needed).

**Classroom Disruptions:** We continue to make progress; classroom disruption referrals have gone from 1.85% in 2004-2005 to a current 1.04%. Many factors have supported this positive trend. To name a few: PBIS, Second Step and Steps to Respect, De-escalation/Restraint trainings, and professional development.

**Insubordination:** We continue to make progress; insubordination referrals have gone from 1.44% in 2004-2005 to a current .84%. Many factors have supported this positive trend. To name a few: PBIS, Second Step and Steps to Respect, De-escalation/Restraint trainings, and professional development.

**Refusal to Obey School Policies/Regulations:** We continue to make progress; refusal to obey school policies' referrals have gone from 3.27% in 2004-2005 to a current 1.84%. Many factors have supported this positive trend. To name a few: PBIS, Second Step and Steps to Respect, De-escalation/ Restraint trainings, and professional development.



**ATTACHMENT 11      TITLE IV, PART A**  
**SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES**

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

**Title IV, Part A, SDFSC Coordinator: Trish Wince**

**Telephone: 301-475-5511, opt. 2 Email: pewince@smcps.org**

**B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)]**

<b>B-1 Programs and Activities to Promote Drug and Violence Prevention</b>			
<b>Allowable Activities</b>	<b>Provide a brief description of the specific services, How services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes.</b>	<b>Public School Cost</b>	<b>Nonpublic School Cost</b>
1.1 Age appropriate and developmentally based activities that – <ul style="list-style-type: none"> <li>• Address the consequences of violence and the illegal use of drugs, as appropriate;</li> <li>• Promote a sense of individual responsibility;</li> <li>• Teach students that most people do not illegally use drugs;</li> <li>• Teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;</li> <li>• Teach students about the dangers of emerging drugs;</li> <li>• Engage students in the learning process; and</li> <li>• Incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools [section 4115(b)(2)(A)].</li> </ul>			
1.2 Activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs [section 4115(b)(2)(B)].			
1.3 Disseminating information about drug and violence prevention to schools and the community [section 4115(b)(2)(C)].			
1.4 Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention [Section 4115(b)(2)(E)(i)].			

**ATTACHMENT 11      TITLE IV, PART A**  
**SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES**

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

**Title IV, Part A, SDFSC Coordinator:** Trish Wince

**Telephone:** 301-475-5511, opt. 2 **Email:** pewince@smcps.org

**B-1 Programs and Activities to Promote Drug and Violence Prevention**

Allowable Activities	Provide a brief description of the specific services, How services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes.	Public School Costs	Nonpublic School Costs
1.5 Providing professional development and training for, and involvement of, school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention [section 4115(b)(2)(D)].	<p><b>Program/Activity:</b> Provide training for eight returning Positive Behavioral Interventions and Supports (PBIS) systems approach teams. PBIS is a scientifically-based researched program that is proactive, comprehensive, systemic, and an individualized continuum of support designed to provide opportunities to all students, including students with disabilities, for achieving social and learning success, while preventing problem behaviors.</p> <p><b>Targeting:</b> The eight school teams that are targeted include: schools with high mobility, Title I populations, and economically disadvantaged populations. Five out of the eight schools had an increase in out-of-school suspensions ranging from .02% to 400%.</p> <p><b>Timeline:</b> July 1-31, 2010</p> <p><b>Outcomes:</b> Supports MSDE Performance Target 4.2</p>	\$16,680.00	
	<p><b>Program/Activity:</b> Provide PBIS new team training for an elementary school. PBIS is a scientifically-based researched program that is proactive, comprehensive, systemic, and an individualized continuum of support designed to provide opportunities to all students, including students with disabilities, for achieving social and learning success, while preventing problem behaviors.</p> <p><b>Targeting:</b> One elementary school that has the 4<sup>th</sup> highest of the 16 elementary schools in suspensions (15). There was a 51% increase in office discipline referrals from 2007 to 2009 from 38 to 78 at this school site.</p> <p><b>Timeline:</b> July 15-31, 2010</p>	\$2,350.00	

	<p><b>Outcomes:</b> By the end of the 2010-2011 school year, office referrals will decrease from 78 to 70 and suspensions will decrease from 15 to 12.</p> <p><b>Activity/Program:</b> Training and staff development conducted in 2008-2009 for threat assessment interventions. The follow-up training will be presented by experts in the fields of psychology and violence threat assessment. This follow-up course utilizes the United States Department of Education (USDOE) guidelines set forth for responding to and assessing school threats as documented in the USDOE Threat Assessment in Schools Publication. The follow-up training will focus specifically on developing re-entry plans for students that have been identified as high risk for potential acts of violent behavior toward other students, staff, or the school environment. This activity will include the purchase of research-based assessment instruments and the training of key crisis team personnel on the assessment instruments, <i>Psychosocial Evaluation &amp; Threat Risk Assessment (PETRA)</i> and the <i>Adolescent &amp; Child Urgent Threat Evaluation (ACUTE)</i>. The PETRA is a research-based assessment tool with a standardization population of 1,770 adolescents ages 11-18 years of age with test-retest cluster correlations of .79 to .85. Convergent and discriminant validity demonstrated correlation to the well known assessment tools BASC2 and RADS2. The ACUTE had a standardization sample of 542 children and adolescents ages 8-18 years. Internal consistency was moderate to high (.70-.85) for cluster scores. Test-retest stability ranged from .71 to .97. Convergent and discriminant validity demonstrated correlation to the well known assessment tools, CAD and CDI.</p> <p><b>Targeting:</b> Discipline data shows an increase of 22% in the category of Threats to Teachers from 2006 to 2009. Based on the data analysis in both the number of threats to teachers as well as the qualitative analysis in the severity of threats, students identified as high risk for potential acts of violent behavior toward others will be targeted. Furthermore, 100% of School Pupil Personnel Workers, School Psychologists, and School Counselors will be targeted for training.</p> <p><b>Timeline:</b> August 21 and September 25, 2009</p> <p><b>Outcomes:</b> By the end of the 2009-2010 school year, school staff will be able to engage in a formal threat assessment of students</p>	\$3,317.50	
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	identified as demonstrating an intent for violent behavior and develop a response plan as well as a re-entry plan to meet the needs of the students.		
1.6 Evaluating any of the allowable activities and collecting objective data to assess program needs, program implementation, or program success in achieving program goals and objectives [section 4115(b)(2)(F)].			
1.7 Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers [section 4115(b)(2)(E)(vii)].			
1.8 Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities [section 4115(b)(2)(E)(viii)].			
1.9 Alternative education programs or services for violent or drug abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from the regular educational settings, including programs or services to assist students to make continued progress toward meeting the State academic achievement standards and to re-enter the regular education setting [section 4115(b)(2)(E)(ix)].			
1.10 Drug and violence prevention activities designed to reduce truancy [section 4115(b)(2)(E)(xii)].			

**ATTACHMENT 11      TITLE IV, PART A**  
**SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES**

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<b>Local School System: <u>St. Mary's County Public Schools</u></b> <b>Title IV, Part A, SDFSC Coordinator: <u>Trish Wince</u></b> <b>Telephone: <u>301-475-5511, opt. 2</u> Email: <u>pewince@smcps.org</u></b>
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**B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.**

<b>B-1 Programs and Activities to Promote Drug and Violence Prevention</b>			
<b>Allowable Activities</b>	<b>Provide a brief description of the specific services, How services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes.</b>	<b>Public School Costs</b>	<b>Nonpublic School Costs</b>
1.11 Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use [section 4115(b)(2)(E)(xi)].			
1.12 Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs [section 4115(b)(2)(E)(x)].			
1.13 Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence [section 4115(b)(2)(E)(xiii)].			
1.14 Emergency intervention services following traumatic crisis events, such as a shooting, major accident, or a drug-related incident that have disrupted the learning environment [section 4115(b)(2)(E)(xv)].			
1.15 Establishing or implementing a system for transferring suspension and expulsion records, consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g), by a local school system to any public or private elementary school or secondary school [section 4115(b)(2)(E)(xvi)].			

1.16 Community service, including community service performed by expelled students, and service-learning projects [section 4115(b)(2)(E)(xix)].			
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**ATTACHMENT 11 TITLE IV, PART A  
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES**

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

**Title IV, Part A, SDFSC Coordinator:** Trish Wince

**Telephone:** 301-475-5511, opt. 2 **Email:** pewince@smcps.org

**B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.**

<b>B-1 Programs and Activities to Promote Drug and Violence Prevention</b>			
<b>Allowable Activities</b>	<b>Provide a brief description of the specific services, How services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes.</b>	<b>Public School Costs</b>	<b>Nonpublic School Costs</b>
1.17 Developing and implementing character education programs, as a component of drug and violence prevention programs, that consider the views of students and parents of the students for whom the program is intended, e.g., a program described in subpart 3 of part D of Title V [section 4115(b)(2)(E)(xvii)].			
1.18 Conducting a nationwide background check of each local school system employee regardless of when hired, and prospective employees for the purpose of determining whether the employee or prospective employee has been convicted of a crime that bears upon the employee's fitness [section 4115(b)(2)(E)(xx)].	<p><b>Activity/Program:</b> To support the cost incurred in the collection, submission, and verification of nationwide background screenings for new employees. This includes both fingerprint and data comparisons for the purpose of verifying identification and the existence of any known criminal records for public and non-public school system employees.</p> <p><b>Targeting:</b> All public school students and staff within the jurisdiction. Ensuring the proper vetting for criminal history of new employees greatly enhances the overall safety and security of the school.</p> <p><b>Timeline:</b> July 2009-July 2010</p> <p><b>Outcomes:</b> By the end of the 2009-2010 school year, public and non public school students and staff will be attending school and working in a school environment where 100% of new employees have completed a nationwide criminal background screening as measured through records maintained by the Department of Safety and Security documenting the number of screenings completed during the school year and required site audits conducted during the school year.</p>	\$12,884.00	\$3,028.46

1.19 Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help youth at risk of suicide [section 4115(b)(2)(E)(xxi)].			
1.20 Programs to meet the needs of students faced with domestic violence or child abuse [section 4115(b)(2)(E)(xxii)].			
1.21 Consistent with the fourth amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the students, if the local school system elects to test or inspect [section 4115(b)(2)(E)(xiv)].			
1.22 Establishing and maintaining a school safety hotline [section 4115(b)(2)(E)(xviii)].			
<b>Amount for PROGRAMS and ACTIVITIES:</b>		\$35,231.54	\$3,028.46



**ATTACHMENT 11 TITLE IV, PART A  
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES**

<p><b>Local School System:</b> <u>St. Mary's County Public Schools</u></p> <p><b>Title IV, Part A, SDFSC Coordinator:</b> <u>Trish Wince</u></p> <p><b>Telephone:</b> <u>301-475-5511, opt. 2</u> <b>Email:</b> <u>pewince@smcps.org</u></p>
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**B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.**

**B-2 Specific Programs to Promote and Implement Security Measures. Note: No more than 40% of the Title IV, Part A funds may be used to carry out activities identified with an asterisk (\*). Of this 40%, not more than 50% (i.e., no more than 20% of the total Title IV-A distribution) may be used for security measures or activities identified with a plus (+), only if funding for these activities is not received from other federal agencies.**

Allowable Activities	Provide a brief description of the specific services, How services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes.	Public School Costs	Nonpublic School Costs
2.1 *+Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies. [section 4115(b)(2)(E)(ii)].	<p><b>Activity/Program:</b> Provide equipment, installation, and operation of fully networked electronic locking system at great Mills high school that is currently using relocatable classrooms for student instruction where the relocatable classroom is separated from the main school building. The electronic locking systems would be installed in main building doors near the relocatable classrooms providing secure access and control of the door and main school building by authorized students and staff. The installation will be completed at identified school in accordance with a currently implemented project plan.</p> <p><b>Targeting:</b> All public school students and staff within Great Mills high school where the installation will occur. The installation will greatly enhance the overall safety and security of the school, students, and staff.</p> <p><b>Timeline:</b> July 1- June 31, 2010</p> <p><b>Outcomes:</b> By the end of the 2009-2010 school year, a fully networked electronic locking system will be installed at great Mills high school within the jurisdiction increasing the overall safety and security of the school, students, and staff as measured through records maintained by the Department of Safety and Security and required site audits conducted during the school year.</p>	\$9,500.00	
2.2 *+Reporting criminal offences committed on school property [section 4115(b)(2)(E)(iii)].			

2.3	*+Developing and implementing comprehensive school security plans or obtaining technical assistance concerning such plans, which may include obtaining a security assessment or assistance from the School Security and Technology Resource Center at the Sandia National Laboratory located in Albuquerque, New Mexico [section 4115(b)(2)(E)(iv)].			
2.4	*+Supporting safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safety programs [section 4115(b)(2)(E)(v)].			
2.5	*The hiring and mandatory training, based on scientific research, of school security personnel (including school resource officers) who interact with students in support of youth drug and violence prevention activities under this part that are implemented in the school [section 4115(b)(2)(E)(vi)].			
<b>Amount FOR SECURITY MEASURES</b>			\$9,500.00	

**ATTACHMENT 11: TITLE IV, PART A  
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES**

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<p><b>Local School System:</b> <u>St. Mary's County Public Schools</u></p> <p><b>Title IV, Part A, SDFSC Coordinator:</b> <u>Trish Wince</u></p> <p><b>Telephone:</b> <u>301-475-5511, opt. 2</u> <b>Email:</b> <u>pewince@smcps.org</u></p>
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- C. DRUG AND VIOLENCE PREVENTION PROGRAMS AND ACTIVITIES:** Provide the following information for the drug & violence prevention programs and activities that will be used during SY 2009-10. Complete Table D-1 to request a waiver for programs/activities funded by Title IV, Part A that do not meet the scientifically based research criteria.

<b>TABLE C-1</b>	<b>Drug &amp; Violence Prevention Programs, Activities, and Curricula</b>		
<b>Grade</b>	<b>Programs/Activities/Curricula</b> (i.e., <i>Life Skills, Here's Looking At You, Second Step, PBIS</i> , etc.)	<b>Scientifically Based Researched</b> <b>(Yes/No)</b>	<b>SDFSCA Funds Used</b> <b>(Yes/No)</b>
<b>K</b>	<p>7 out of 17 elementary schools participate in PBIS with an expected 4 schools to participate in MSAP for the 2009-2010 school year</p> <p>CPI</p> <p>Health Teacher: Teaching Health Concepts and Skills</p>	<p>Yes to PBIS</p> <p>No to MSAP site teams</p> <p>Yes to CPI</p> <p>No to Curriculum</p>	<p>Yes for PBIS</p> <p>No to MSAP site teams and curriculum</p>
<b>1</b>	<p>7 out of 17 elementary schools participate in PBIS with an expected 4 schools to participate in MSAP for the 2009-2010 school year</p> <p>CPI</p> <p>Health Teacher: Teaching Health Concepts and Skills</p>	<p>Yes to PBIS</p> <p>No to MSAP site teams</p> <p>Yes to CPI</p> <p>No to Curriculum</p>	<p>Yes to PBIS</p> <p>No to MSAP site teams and curriculum</p>
<b>2</b>	<p>7 out of 17 elementary schools participate in PBIS with an expected 4 schools to participate in MSAP for the 2009-2010 school year</p> <p>CPI</p> <p>Health Teacher: Teaching Health Concepts and Skills</p>	<p>Yes to PBIS</p> <p>No to MSAP site teams</p> <p>Yes to CPI</p> <p>No to Curriculum</p>	<p>Yes to PBIS</p> <p>No to MSAP site teams and curriculum</p>
<b>3</b>	<p>7 out of 17 elementary schools participate in PBIS with an expected 4 schools to participate in MSAP for the 2009-2010 school year</p> <p>CPI</p> <p>Health Teacher: Teaching Health Concepts and Skills</p> <p>Steps to Respect</p>	<p>Yes to PBIS</p> <p>No to MSAP site teams</p> <p>Yes to CPI</p> <p>No to Curriculum</p> <p>Yes to Steps to Respect</p>	<p>Yes to PBIS</p> <p>No to MSAP site teams and curriculum</p> <p>Yes to Steps to Respect</p>

4	<p>7 out of 17 elementary schools participate in PBIS with an expected 4 schools to participate in MSAP for the 2009-2010 school year</p> <p>CPI</p> <p>Health Teacher: Teaching Health Concepts and Skills</p> <p>Steps to Respect</p>	<p>Yes to PBIS</p> <p>No to MSAP site teams</p> <p>Yes to CPI</p> <p>No to Curriculum</p> <p>Yes to Steps to Respect</p>	<p>Yes to PBIS</p> <p>No to MSAP site teams and curriculum</p> <p>Yes to Steps to Respect</p>
5	<p>7 out of 17 elementary schools participate in PBIS with an expected 4 schools to participate in MSAP for the 2009-2010 school year</p> <p>CPI</p> <p>Health Teacher: Teaching Health Concepts and Skills</p> <p>Yes for Steps to Respect</p>	<p>Yes to PBIS</p> <p>No to MSAP site teams</p> <p>Yes to CPI</p> <p>No to Curriculum</p> <p>Yes to Steps to Respect</p>	<p>Yes to PBIS</p> <p>No to MSAP site teams, CPI, and curriculum</p> <p>Yes to Steps to Respect</p>
6	<p>7 out of 17 elementary schools participate in PBIS with an expected 4 schools to participate in MSAP for the 2009-2010 school year</p> <p>CPI</p> <p>Health Teacher: Teaching Health Concepts and Skills</p> <p>Second Step</p>	<p>Yes to PBIS and CPI</p> <p>No to curriculum and MSAP site teams</p> <p>Yes to Second Step</p>	<p>Yes to PBIS</p> <p>No to MSAP site teams, CPI, and curriculum</p> <p>Yes to Second Step</p>
7	<p>2 out of 4 middle schools participate in PBIS with 4 participating in MSAP</p> <p>CPI</p> <p>Health Teacher: Teaching Health Concepts and Skills</p> <p>MSAP site teams</p> <p>Second Step</p>	<p>Yes to PBIS, Second Step, and CPI</p> <p>No to curriculum and MSAP site teams</p>	<p>Yes to PBIS</p> <p>No to MSAP site teams, CPI, and curriculum</p> <p>Yes to Second Step</p>
8	<p>2 out of 4 middle schools participate in PBIS</p> <p>CPI</p> <p>Health Teacher: Teaching Health Concepts and Skills</p> <p>MSAP site teams</p>	<p>Yes to PBIS and CPI</p> <p>No to curriculum and MSAP site teams</p>	<p>Yes to PBIS</p> <p>No to MSAP site teams, CPI, and curriculum</p>
9	<p>1 out of 3 high schools participate in Building Developmental Assets</p> <p>CPI</p> <p>Lifetime Health Curriculum</p> <p>MSAP site teams</p>	<p>Yes to Building Developmental Assets and CPI</p> <p>No to curriculum and MSAP site teams</p>	<p>Yes to PBIS</p> <p>No to MSAP site teams, CPI, and curriculum</p>

<b>10</b>	<b>1 out of 3 high schools participate in Building Developmental Assets</b>  <b>CPI</b>  <b>MSAP site teams</b>	<b>Yes to Building Developmental Assets and CPI</b>  <b>No to curriculum and MSAP site teams</b>	<b>Yes to PBIS</b>  <b>No to MSAP site teams, CPI, and Building Developmental Assets</b>
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ATTACHMENT 11 TITLE IV, PART A

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

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

Title IV, Part A, SDFSC Coordinator: Trish Wince

Telephone: 301-475-5511, opt. 2 Email: pewince@smcps.org

D. PROGRAM ACTIVITY WAIVER REQUEST FORM [Section 4115(a)(3)]

Table D-1	PROGRAM/ACTIVITY WAIVER REQUEST FORM
<p><b>Background:</b> Section 4115 of Title IV-A indicates that all programs or activities must comply with the Principles of Effectiveness. Principle three requires that all programs or activities developed or implemented using Title IV-A funds must be based on scientifically based research that provides evidence that the program or activity will reduce violence and/or illegal drug use.</p> <p>In accordance with section 4115(a)(3), this scientifically-based research requirement may be waived by MSDE in those instances where a local school system implements innovative programs and/or activities that demonstrate substantial likelihood of success but do not meet the scientifically-based definition.</p> <p><b>Directions to Request a Waiver:</b> Provide supporting information in the space below to justify why a waiver should be granted by MSDE. Describe the program or activity that the local school system would like to implement and how this program or activity demonstrates a substantial likelihood of success.</p>	
<p><b>Name of program/activity:</b> N/A</p>	
<p><b>Brief description of the program/activity:</b></p>	
<p><b>Describe how this program/activity demonstrates a substantial likelihood of success (i.e., measurable outcomes achieved from the use of this program/activity):</b></p>	

Signature--Title IV, Part A SDFSCA Project Director \_\_\_\_\_ Date\_\_\_\_\_

**ATTACHMENT 11      TITLE IV, PART A**  
**SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES**

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

**Title IV, Part A, SDFSC Coordinator:** Trish Wince

**Telephone:** 301-475-5511, opt. 2 **Email:** pewince@smcps.org

**E. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501].**

- 1. Participating Private Schools and Services: Complete Attachment 6-B to show the names of participating private schools and the number of private school students and/or staff who will benefit from Title IV-A services.**
- 2. Describe the school system's process for providing equitable participation to students in private schools:**
  - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title IV-A services;**
  - b) The basis for determining the needs of private school children and teachers;**
  - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and**
  - d) The differences, if any, between the Title IV-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 IV-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 IV-A services provided to public school children.)**

Each year a written invitation is extended to representatives from the nonpublic schools to attend two meetings of all nonpublic schools interested in participating in the services and programs provided by Safe and Drug-Free Schools and Communities grant. During these meetings an overview of the proposed programs and associated schedules is provided so that participants may confirm their involvement. Furthermore, requests for additional support are discussed in response to identified needs. Consensus on what programs and services can be provided through the grant is obtained and schedules and programs are finalized accordingly. Details of these programs are then provided to the nonpublic schools through written communication. Equitable participation is provided on the expressed need of the individual schools. No differences exist in the services provided the nonpublic schools except in circumstances when the non-public schools chose not to participate in programs developed by the public schools system or when regulation prevents equity such as in the reimbursement of substitute teacher pay to enable teachers to attend county in-services.

<b>ATTACHMENT 6-B</b> <b>Nonpublic School Participation in</b> <b>Title IV, Part A - FY 2010</b>		<b>Local School System : St. Mary's County Public Schools</b>	
<b>Name and Address of</b> <b>Participating Nonpublic</b> <b>Schools</b>	<b># Students</b> <b>Participating</b>	<b># Staff</b> <b>Participating</b>	<b>Comments</b> <b>(Optional)</b>
<b>The Kings Christian Academy</b> <b>20738 Point Lookout Road</b> <b>Callaway, MD 20620</b>	265	44	
<b>Little Flower School</b> <b>P.O. Box 257</b> <b>Great Mills, MD 20634</b>	181	29	
<b>Father Andrew White</b> <b>P.O. Box 1736</b> <b>Leonardtown, MD 20650</b>	269	26	
<b>St. John's School</b> <b>P.O. Box 69</b> <b>Hollywood, MD 20636</b>	195	16	
<b>St. Mary's Ryken High School</b> <b>22600 Camp Calvert Road</b> <b>Leonardtown, MD 20650</b>	683	77	
<b>St. Michaels' School</b> <b>P.O. Box 259</b> <b>Ridge, MD 20680</b>	137	27	
<b>Starmaker Learning Center</b> <b>23443 Cottonwood Parkway</b> <b>California, MD 20619</b>	28	130	
<b>Leonard Hall Jr. Naval Academy</b> <b>P.O. Box 507</b> <b>Leonardtown, MD 20650</b>	10	55	
<b>Mother Catherine Spalding</b> <b>38833 Chaptico Road</b> <b>Helen, MD 20635</b>	20	163	
<b>Bay Montessori School</b> <b>20525 Willows Road</b> <b>Lexington Park, MD 20653</b>	90	20	
<b>Victory Baptist School</b> <b>P.O. Box 98</b> <b>Charlotte Hall, MD 20622</b>	10	57	
<b>2009 Annual Update</b>	<b>Part II</b>		<b>Page 104</b>



CENTRAL OFFICE					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Admin Cost (2%)		48,853 x 2.53 = \$1,093.04	\$1,093.04		\$1,093.04
Other					

ALLOWABLE ACTIVITY 1.5					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
<b>Instructional Staff Development Salaries &amp; Wages</b>	Stipends for <i>PBIS New Team Training</i> during the non-school hours	5 participants x \$100 x 2 days = \$1,000	\$1,000.00		\$1,000.00
Fixed Charge FICA & Worker's comp. 8%	FICA and Worker's Comp .08 X \$1,000 = \$80	\$1,000 x .08 = \$80	\$80.00		\$80.00
Instruction Other Charges	Lodging for PBIS Training	\$200 a room x 3 rooms for 1 night	\$600.00		\$600.00
Instruction Other Mileage	Mileage for PBIS Training	\$.55 a mile x 200 miles round trip = \$110 for each car x 2 cars = \$220	\$220.00		\$220.00
Instructional Other Charges	Food for PBIS Training Participants	\$40 (2 lunches, 1 dinner) x 5 people = \$200	\$200.00		\$200.00
Instruction Other Charges	Registration fee for PBIS Training	\$250 a team x 1 team = \$250	\$250.00		\$250.00
<b>Instructional Staff Development Salaries &amp; Wages</b>	Stipends for PBIS Returning Team Training during the non-school hours	50 participants x \$100 a day x 2 days = \$10,000	\$10,000.00		\$10,000.00
<b>Fixed Charge FICA &amp; Worker's Comp. 8%</b>	FICA and Worker's Comp .08 X \$10,000 = \$800	\$10,000 x .08 = \$800	\$800.00		\$800.00
<b>Instructional Other Charges</b>	Mileage for PBIS Training	\$.55 per mile x 80 miles round trip is \$44 a car x 20 cars	\$880.00		\$880.00
<b>Instruction Other Charges</b>	Registration fee for PBIS Returning Team Training	\$100 per person x 50 participants = \$5,000	\$5,000.00		\$5,000.00
<b>Instructional Contracted Services</b>	Pay for professional development training in threat assessment and protocol planning and intervention for school counselors, pupil personnel workers and school psychologists	1 speaker \$1,000	\$1,000.00		\$1,000.00
<b>Instructional Materials</b>	Purchase materials to support threat assessment and protocol planning training	10 Acute Introductory Kits @ \$112.50 x 10 = \$1,125	\$1,125.00		\$1,125.00
<b>Instructional Materials</b>	Purchase materials to support threat assessment and protocol planning training	10 Petra Introductory Kits @ \$112.50 x 10 = \$1,125	\$1,125.00		\$1,125.00
<b>Instructional Materials</b>	Shipping and handling costs at 3%	\$2,250 x .03 = \$67.50	\$67.50		\$67.50
<b>Total</b>					\$22,347.50

ALLOWABLE ACTIVITY 1.18					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
<b>Other charges Contracted Services</b>	Cost for collection, submission, and verification of nationwide background screenings for new employees	\$12,883.96 to provide background screenings for new employees	\$12,884.00		\$12,884.00
<b>Other Charges Contracted Services Non-Public</b>	Cost for collection, submission, and verification of nationwide background screenings for new employees	\$3,028.46 to provide background screenings for new employees	\$3,028.46		\$3,028.46
<b>Total</b>					\$15,912.46

ALLOWABLE ACTIVITY 2.1					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Equipment	PremiSys Access Controller 2 @ \$1,800.00 each	2 X \$1,800.00 = \$3,600.00	\$3,600.00		\$3,600.00
Equipment	Von Duprin 98-F99 Electric Exit Device 2 @ \$1,021.00 each	2 X \$1,021.00 = \$2,042.00	\$2,042.00		\$2,042.00
Materials	Xceed XF2110 Card Reader 4 @ \$298.00 each	4 X \$298.00 = \$1,192.00	\$1,192.00		\$1,192.00
Materials	Von Duprin Power Supplies 2 @ \$475.00 each	2 X \$475.00 = \$950.00	\$950.00		\$950.00
Materials	RCI 8310 Magnetic Locks 2 @ \$416.00 each	2 X \$416.00 = \$832.00	\$832.00		\$832.00
Materials	Assa Abloy Emergency Exit, EEB2 2 @ \$153.00 each	2 X \$153.00 = \$306.00	\$306.00		\$306.00
Materials	Bosch DS150i Request to Exit 2 @ 102.00 each	2 X \$102.00 = \$204.00	\$204.00		\$204.00
Materials	SDC 490 Emergency Door Release 2 @ \$121.00 each	2 X \$121.00 = \$242.00	\$242.00		\$242.00
Materials	GE Magnetic Door Contacts 4 @ \$13.00 each	4 X \$13.00 = \$52.00	\$52.00		\$52.00
Materials	Moose MPI-46W Door Alarms 4 @ \$20.00 each	4 X \$20.00 = \$80.00	\$80.00		\$80.00
Total					\$9,500.00

**ATTACHMENT 11 TITLE IV, PART A  
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES**

<b>Local School System:</b> <u>St. Mary's County Public Schools</u> <b>Title IV, Part A, SDFSC Coordinator:</b> <u>Trish Wince</u> <b>Telephone:</b> <u>301-475-5511, opt. 2</u> <b>Email:</b> <u>pewince@smcps.org</u>
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**TRANSFER OF TITLE IV, PART A ESEA FUNDS [Section 6123(b)]**

A local school system (LSS) 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 LSS is in school improvement). The LSS must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the LSS 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.

Total FY 2009 Allocation	Amount (\$) transferred from Title IV, Part A	Amount (\$) transferred into each of the following programs				
		Title I-A	Title II-A	Title II-D	Title V-A	
\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	

**Briefly describe how the transfer of funds most effectively addresses the unique needs of the LSS.**

N/A

**NOTE:** 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.

**ATTACHMENT 11 TITLE IV, PART A  
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES**

<b>Local School System: <u>St. Mary's County Public Schools</u></b> <b>Title IV, Part A, SDFSC Coordinator: <u>Trish Wince</u></b> <b>Telephone: <u>301-475-5511, opt. 2</u> Email: <u>pewince@smcps.org</u></b>
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**FY 2010 Budget Summary**

	<b>PUBLIC</b>	<b>PRIVATE</b>	<b>TOTAL</b>
<b>Programs and Activities</b>	<b>\$35,231.54</b>	<b>\$3028.46</b>	<b>\$38,260.00</b>
<b>SECURITY MEASURES</b>	<b>\$9,500.00</b>		<b>\$9,500.00</b>
<b>SALARIES (FOR FULL AND PART-TIME SDFSCA STAFF – INCLUDE ALL BENEFITS)</b>			
<b>2% ADMINISTRATIVE COST</b>			<b>\$1093.00</b>
<b>Carryover to FY 2011 (See NOTE 1 below)</b>	<b>\$19,030.00</b>		<b>\$19,030.00</b>
<b>Transfers under Section 6123(b)</b>			
<b>Total FY 2010 Expenditures</b>			<b>\$29,823</b>

**NOTE 1: 75% OF THE FY 2010 ALLOCATION MUST BE SPENT BY JUNE 30, 2010. A LSS MAY NOT CARRYOVER MORE THAN 25% OF ITS ALLOCATION INTO THE NEXT FISCAL YEAR UNLESS IT CAN DEMONSTRATE, TO THE SATISFACTION OF THE SEA, THAT IT HAS "GOOD CAUSE" FOR SUCH A CARRYOVER. [SECTION 4114(A)(3) OF THE SDFSCA].**

Carryover to FY2011 will be \$19,030.00, because PBIS training occurs every July. The training will be July 2010 and carryover funds will be needed to pay for training of eight returning teams and one new team.

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

ORIGINAL GRANT BUDGET	\$ 48,853.00	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Title IV, Part A, Safe and Drug-Free Schools and Communities	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	065-10		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	1-Jul-09	30-Jun-11	
		FROM		TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support						1,093.04	1,093.04
Prog. 22 Business Support						0.00	0.00
Prog. 23 Centralized Support						0.00	0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal						0.00	0.00
Prog. 16 Inst. Admin. & Supv.		12,884.00				3,028.46	15,912.46
203-205 Instruction Categories							
Prog. 01 Regular Prog.			3,858.00		5,642.00		9,500.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	11,000.00	1,000.00	2,317.50	7,150.00			21,467.50
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				880.00			880.00
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
<b>Total Expenditures By Object</b>	<b>11,000.00</b>	<b>13,884.00</b>	<b>6,175.50</b>	<b>8,030.00</b>	<b>5,642.00</b>	<b>4,121.50</b>	<b>48,853.00</b>

Finance Official Approval	<u>Layla Mele</u>		August 04, 2009	301-475-5511 x186
Supt./Agency Head Approval	<u>Dr. Michael J. Martirano</u>		8/7/09	301-475-5511 x178
MSDE Grant Manager Approval				


Grant Budget C-1-25 Rev: 11/20/07

## 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	9/29/09 Date
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## 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 Voluntary 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) (208-2009: 1 elementary music - Local Fund) (2009-2010 - 1 elementary music, 1 elementary visual arts - Local Fund).

**Activity #2:** 2005-2006: Provide fine arts resource staff position to supplement the completion of nonsupervisory tasks. 2009-2010: Provide an hourly fine arts assistance to supplement nonsupervisory tasks

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

**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 in-service 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 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.

**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.

**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 nonfine 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 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 Voluntary States Curriculum (VSC) 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 Voluntary State Curriculum for Fine Arts in grades PreKindergarten-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 VSC 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 2008-2009 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

During the 2008-2009 cycle of the St. Mary's County Public School's 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 2008-2009 cycle. The most significant stride was the implementation of the Professional Learning Community (PLCs). Since the fine arts staff is spread over twenty-seven schools, it is very difficult to have a PLC of four visual art teachers within one building. Though 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 begin the task of developing countywide assessments. Each group had to establish the master template and the item bank was based on the Voluntary State Curriculum or the Essential Learner Outcomes (ELOs). The work of the first year of the PLCs was so important to the overall success of the Fine Arts Master Plan. With the completion of the first year of the PLC, fine arts courses in grades 3, 4, 5, 6, 7, 8, Crafts 1, Crafts 2, Visual Arts 1, and Visual Arts 2 each have a item bank of questions. High school theatre has revised the curriculum by quarters to mirror the ELOs.

The second major stride for this year was the use of the Electronic Learning Community (ELC). Each staff member was inserviced in August and 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. The budget for FY 2009 incorporated one new FTE (Full Time Employees) position in elementary school music to accommodate the growing instrumental music programs in all schools.

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

During the 2008-2009 cycle of the St. Mary's County Public School's Master Plan progress was made in all areas, except the implementation of a dance curriculum during the school day, due to facilities and budgetary constraint.

The Fine Arts Initiative and the system annual budget have allowed activities and strategies to progress as indicated in the Fine Arts goals. With the growing elementary school population, elementary school music positions were added to accommodate student needs.

Supplemental funding for all categories for fine arts was maintained in the 2008-2009 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:**

Additional staffing for the fine arts programs was added as follows:

One elementary school music position: This allowed the growing population to be serviced in all

elementary schools and relieved the growing demands of elementary school instrumental music in grades 3-5.

**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. Forty percent of this position is paid through the Fine Arts Initiative Grant and sixty percent is paid from General Funds.

**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 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 and alignment.

**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 2008-2009, 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 2008-2009 programs in Fine Arts goals. Additional grants (St. Mary's Arts Council, Mattingly Memorial Grant) 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 2009-2010 master calendar to include an additional professional development day, as well 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 2009-2010 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 2009-2010 school year calendar. Teachers will be inserviced on the new "Test Pilot." This is an electronic testing program that will format the fine arts countywide assessments. The grades will automatically go into the electronic grade reporting system and teachers will not need to hand grade the test. The baseline assessment for the second semester will be given in May 2010. A review of 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 establishing Professional Learning Community. Teachers will have inservice sessions on August 20, and September 25, 2009 and a final session on April 30, 2010. Established PLCs will format the item banks into test formats. An additional part-time hourly administrative assistant will be a considerable asset in helping with the increased paperwork one or two days a week. This will allow the supervisor to be in classrooms assisting teachers on a regular basis.

Revised 2009-2010 Fine Arts Budget Narrative Reduction of August 26, 2009

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Fine Arts Assistant: Staff	40% of FTE Salary	40% of FTE Salary	\$11,821		\$11,821
Fixed Charges	Fringe Benefits: W/C Life SS	Fixed Charges on FTE	\$ 947		\$ 947
Fine Arts Part-Time Hourly: Staff	2 days per week	\$65.00 x 2 days x 40 weeks	\$ 5,200		\$ 5,200
Fixed Charges	Fringe Benefits: SS	.08% x \$5,200	\$ 416		\$ 416
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #1, 2, and 3	8 participants x \$23 per hour x 8 hours	\$ 1,472		\$ 1,472
Fixed Charges	Fringe Benefits: SS	.08 % x \$	\$ 118		\$ 118
Contracted Services	Consultants to provide clinic services for Preadjudication Clinic and additional adjudicators, Strategy #2	15 days x \$200	\$ 3,000		\$ 3,000
Instructional Staff Development Supplies	Training materials for professional development Strategy #1, 2, 3, and 4	77 participants x \$20 Miscellaneous paper supplies	\$ 1,540 \$ 32		\$ 1,572
Other Charges	Conference Fees Strategy 2, Marching Band Fees, Strategy 2	30 participants x \$50.00 3 bands x \$375.00	\$ 1,500 \$ 1,125		\$ 2,625
Administration Business Support Services/Transfers	Indirect Costs	2% x direct costs	\$ 555		\$ 555
	<b>TOTAL</b>		\$27,726		\$27,726

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

ORIGINAL GRANT BUDGET	\$ 27,726.00	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	047-10		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	1-Jul-09	30-Jun-11	
		FROM		TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						555.00	555.00
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.	17,021.00	3,000.00		2,625.00			22,646.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	1,472.00		1,572.00				3,044.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				1,481.00			1,481.00
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
<b>Total Expenditures By Object</b>	<b>18,493.00</b>	<b>3,000.00</b>	<b>1,572.00</b>	<b>4,106.00</b>	<b>0.00</b>	<b>555.00</b>	<b>27,726.00</b>

Finance Official Approval	Leyla Mele		September 30, 2009	301-475-5511 x186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Michael J. Martinsano		10/7/09	301-475-5511 x178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Grant Budget C-1-25 Rev. 11/03/07



# Additional Federal and State Reporting Requirements



## Victims of Violent Criminal Offenses in Schools (VVCO) SY 2008-09

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

**Local Point of Contact:** Theo L. Cramer

**Telephone:** 301-475-5511 ext. 198      **E-mail:** tlcramer@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			
Arson & attempted arson in the first degree			
Kidnapping & attempted kidnapping			
Manslaughter & attempted manslaughter, except involuntary manslaughter			
Mayhem & attempted mayhem			
Murder & attempted murder			
Rape & attempted rape			
Robbery & attempted robbery			
Carjacking & attempted carjacking			
Armed carjacking & attempted armed carjacking			
Sexual offense & attempted sexual offense in the first degree			
Sexual offense & attempted sexual offense in the second degree	3	0	0
Use of a handgun in the commission or attempted commission of a felony or other crime of violence			
Assault in the first degree			
Assault with intent to murder			
Assault with intent to rape			
Assault with intent to rob			
Assault with intent to commit a sexual offense in the first degree			
Assault with intent to commit a sexual offense in the second degree			
<b>TOTAL</b>	3	0	0

# **Gun-Free Schools Act Report** School Year 2008-09

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

Point of Contact: Theo L. Cramer

Telephone: 301-475-5511 ext. 198

Email: [tlcramer@smcps.org](mailto:tlcramer@smcps.org)

FAX: 301-475-2469

Full Name of School (Include elementary, middle, or high school)	Student ID	Grade	Date of Incident	Type of Firearm (Be specific)	Was the student receiving services under IDEA? (Yes/No)	Was the student expelled for a minimum of one calendar year? (Yes/No)	Was the expulsion modified? (Yes/No)	Were services provided in an alternative education setting? (Yes/No)	Was the student referred to the criminal justice or juvenile delinquency system? (Yes/No)
None									

I certify that the LSS is in compliance with the Gun-Free Schools Act of 2001 and Code of Maryland Regulations 13A.08.01.12-1 and that the LSS has a policy that:

- Requires the expulsion from school, for a period of not less than one calendar year, of any student who brought/possessed a firearm onto/on school property or to/at a school-sponsored activity;
- Requires referral to the criminal justice or juvenile delinquency system of any student who brought/possessed a firearm onto/on school property or to/at a school-sponsored activity; and
- Permits the local superintendent to modify the one year expulsion on a case-by-case basis and requires the LSS to maintain a written record of all such modifications.



Signature - Local Superintendent of Schools

8/7/09

Date

**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:** Theo L. Cramer

**Address:** 23160 Moakley Street, Leonardtown, MD 20650

**Telephone:** 301-475-5511 ext.120

**FAX:** 301-475-2469

**Email:** tlcramer@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.

 8/7/09

Signature - Local Superintendent of Schools/Chief Executive Officer

Date

Please complete this certification statement and submit as part of your 2009 Master Plan Annual update. If you have questions, please contact:

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

**Phone:** (410) 767-0295

**Fax:** (410) 333-8148

**Email:** [jmcginnis@msde.state.md.us](mailto:jmcginnis@msde.state.md.us)

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

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

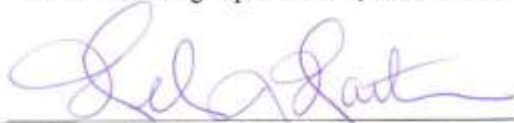
As of August 17, 2009, I certify that the requirements of the Student Records regulation outlined in COMAR 13A.08.02.07:

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

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

**(Please attach documentation as requested in cover letter)**

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



Local Superintendent of Schools

8/17/09

Date


Please complete this certification statement and submit as part of your 2009 Master Plan Annual update. If you have questions, please contact:

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

**Phone:** (410) 767-0295

**Fax:** (410) 333-8148

**Email:** [jmcginnis@msde.state.md.us](mailto:jmcginnis@msde.state.md.us)

 <p style="text-align: center;"><b>Administrative Office Professional Training</b> Department of Student Services Update</p>	<b>August 8, 2008</b>
	<b>10:45 a.m. – 11:45 and 2:45 p.m. – 3:45 p.m.</b>
	<b>Board of Education Conference Room</b>
<b>Agenda Items</b>	
<b>TOPIC</b>	<b>PRESENTER</b>
✓ <b>2008 Student Records Manual</b>	Kathleen M. Lyon, Executive Director
✓ <b>Attendance Accounting Procedure</b>	Kathy Lacer, PPW
✓ <b>Discipline Data Entry</b> (offenders vs. incidents)	Kathleen M. Lyon, Executive Director
✓ <b>Record Retention - Discipline</b>	Kathleen M. Lyon, Executive Director
✓ <b>Race Codes</b>	Kathleen M. Lyon, Executive Director
✓ <b>Emergency Card</b>	Kathy Lacer, PPW
✓ <b>Work Permits</b>	Kathleen M. Lyon, Executive Director
✓ <b>Subpoenas</b> <ul style="list-style-type: none"> <li>• Parent Contact</li> <li>• Records Affidavit</li> <li>• Subpoena delivery/acceptance</li> </ul>	Kathleen M. Lyon, Executive Director
✓ <b>Kinship Care/Custody/Legal Guardian</b>	Kathy Lacer, PPW
✓ <b>Children in State Supervised Care</b>	Kathy Lacer, PPW
✓ <b>Proof of Residency</b>	Kathy Lacer, PPW
✓ <b>Transfer of Records and T 10's</b>	Kathy Lacer, PPW
✓ <b>Labels-Check for Accuracy and Attendance Issues</b>	Kathleen M. Lyon, Executive Director
✓ <b>Health Records/Immunizations</b>	Patricia Wince, Supervisor of Health Services
✓ <b>Questions and Answers</b>	

**St. Mary's County Public Schools  
Division of Supporting Services**

# **Bridge to Excellence Master Plan**

## **Review of Adequacy of Existing School Facility Needs**

Updated July 2009

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**Capital Planning ❖ Design & Construction ❖ Food & Nutrition Services  
Maintenance ❖ Operations ❖ Safety & Security ❖ Transportation**

## 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 prekindergarten 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 prekindergarten 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 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, which is comprised of the Departments of Capital Planning, Design and Construction, Food and Nutrition Services, Maintenance, Operations, Safety and Security, and Transportation, 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 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 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 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 school principal 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. 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:

- Board of County Commissioners 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, Design and Construction, Food and Nutrition Services, Maintenance, Operations, Safety and Security, and Transportation. 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 it 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, is a priority. 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 requires good planning and deployment of resources so that projects can be completed on time.

**Department of Capital Planning** - In order to support the Board's goals, the Department of Capital Planning 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 and maintaining accurate data regarding the physical condition of all facilities.

The enrollment projections cover a ten-year planning horizon and are prepared each fall and updated each spring. The projections are critical to formulating both the operating budget and the Capital Improvements Program necessary to accommodate change in student population and educational programs. Accurate enrollment projections assure that adequate funding is available to provide all of the resources necessary to meet student needs. Accurate projections also assure that limited resources are allocated wisely to balance operating and capital needs.

Based on the enrollment projections, 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 St. Mary's County Public Schools 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 St. Mary's County Public Schools 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 St. Mary's County Public Schools 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 Board's Capital Improvements Program (CIP). The office secures/procures architectural engineering services, coordinates design activities, construction bidding, and secures approvals for plans and specifications, and manages construction activities and close-out. They also prepare plans for minor modifications (up to an approximate value of \$250,000) that are completed by in-house staff or contractors. Some of these projects include:

- Aging School Projects
- Relocatable Classrooms
- New School Construction
- Site Redevelopment
- Well and other utility replacement
- 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

**Department of Maintenance** - The Department of Maintenance provides preventive maintenance, repairs, service, and minor alterations. The primary responsibilities of The Department of Maintenance are to:

- Support the educational mission of St. Mary's County Public Schools.
- Maintain environments that promote student achievement and staff productivity.
- Protect the capital investment in school facilities.
- Manage energy as a resource through the application and upgrade of technology and through a program of predictive and scheduled maintenance.
- Provide input and information for the standardization of equipment and material types in new facilities, in order to economize long-term maintenance costs.

To accomplish these responsibilities we perform a variety of tasks. Some examples of this are snow removal, painting, carpet replacement, major/minor heating – ventilation – air conditioning services, vehicle service/maintenance, and material handling for educational events. In order to support continuing success, we coordinate and execute facility inspections, energy consumption profiles, and equipment inspections. This information provides a base of long-range planning and preemptive repair or replacement.

To manage these responsibilities, we continually modify management priorities to account for wear on facilities resulting from active community use of the school facilities and vandalism. Additionally, we are always vigilant of facility codes and regulatory modifications. This is accomplished through data collection/analysis and open communications with local and state officials.

**Department of Operations** - The Department of Operations provides support services to all St. Mary's County Public Schools in the following areas: custodial, supplies, trash removal, pest-control, and staffing assistance. The building service staff located at each school is responsible for the daily operation and care of the school building and is under the direct supervision of the site administrator in consultation with the Department of Operations. Utilizing assistance from the Department of Operations for training, organizing and coordinating custodial efforts, the effectiveness of each school operation is enhanced. Major areas of focus include:

- Health and Safety
- Daily Service
- Preventative Maintenance
- Major Projects
- Supplies Inventory
- Refuse Removal
- Custodial Care
- Integrated Pest Management (IPM)
- Support of Scheduled Events at Schools
- AHERA (Asbestos)
- Energy Conservation

- Grass Cutting
- Indoor Air Quality (Mold)
- Energy Conservation
- Recycling

In addition to the above mentioned, the Department of Operations monitors several contracted services and the use of utilities. The department provides clear and frequent communication with the building service managers and the site administrators to ensure the smooth operation of the facility. In addition, the department is also responsible for the Document Center and mail distribution, which services all of the schools and offices.

**Department of Transportation** - Section EE of the Board of Education Policies deals with "Transportation Services Management." This department is responsible for the safe, effective, timely and economical transportation of students. Transportation department 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 St. Mary's County Public Schools student who:

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

In fiscal year 2009, it is estimated that 193 drivers and 25 bus assistants will travel 222,431 hours in 193 vehicles traveling over 4,000,000 miles on 998 daily routes. To help support the operation of the daily routes, there are 57 spare school buses and 108 substitute bus drivers.

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 the county. Students are currently being transported out-of-county to special state schools, such as Maryland School for the Deaf and Maryland School for the Blind, Chelsea, RICA, Foundation, High Roads, and Harbour schools. Transportation is also provided for homeless students, and teen parents.

**Department of Food and Nutrition Services** - Food services are those activities, which have as their purpose the preparation, and serving of regular meals in connection with school activities. Section EF of the Board of Education Policies deals with "Food Services Management."

Implementation of the food services program is carried out by a staff of cafeteria workers and support personnel under the direction of the Supervisor of Food and Nutrition Services and the Chief Operating Officer. The food service personnel prepare and serve breakfast and lunch in twenty-seven kitchens. After-school snack programs are also supported in thirteen schools.

**Department of Safety and Security** – The St. Mary's County Public School System believes that our greatest responsibility 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 Supervisor of Safety and Security collaborates with staff and many departments and divisions to develop, refine, and implement safety and security initiatives to include new facility development and existing facility enhancements.

The Supervisor of Safety and Security maintains a strategic planning document 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 current safety and security strategic plan has many primary focus areas that maintain or enhance controlled access to facilities, increase awareness with all staff, and refine emergency preparedness and response. The focus areas include:

- Manage criminal background checks and screening for all school employees and volunteers
- Manage employee and volunteer identification badges
- Oversee automated school visitor registration management
- Ensure school based notification of known sex offenders
- Oversee mandatory daily security checks and screenings of all facilities
- Identify and implement needed physical security enhancements to include vestibule security, electronic locking systems, surveillance camera systems, and alarms
- Oversee the Superintendent's Young Driver Safety Initiative
- Assist in the implementation of School Safety Patrols (elementary schools)
- Conduct bi-annual school safety and security site visits identifying current concerns and ensuring compliance with policy and procedures
- Conduct formal annual safety and security audits of all SMCPS sites to include follow up and after action meetings with site based management
- Monitor attendance, discipline, and arrest data and expulsions at schools
- Oversee implementation of the Student Crime Solvers Program
- Oversee and monitor site based drills of emergency response protocols
- Coordinate site based professional development staff training on safety and security

- procedures and current trends in youth crime
- Oversee an annual review and revision of all school crisis manuals, procedures, protocols and school emergency plans

**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 of Education 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 central office staff members make appropriate revisions, additions, or deletions.
5. Board of Education gives final approval.
6. Detailed report is given to the Board of County Commissioners, 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 of Education.

**History of the Capital Improvements Program**

The fundamental goals of facilities planning are to provide a sound educational environment to meet all of the needs of the school system. In FY 1993, the school system embarked on an aggressive capital improvements program to improve and modernize our schools and to meet the anticipated capacity needs. Through a \$191 million capital program we have successfully completed the expansion and modernization of nine elementary schools, which represents 63% of our elementary facilities; two middle schools; all three high schools and our career and technology center. Evergreen Elementary School, which is designed under the US Green Building Council's Leadership in Energy and Environmental design criteria, is scheduled to open August of 2009. The high performance building was designed with a high point value for a silver certification; however, based on the construction efforts, we are aiming to achieve a gold certification. Through this program the school system has been able to dramatically change the equity in education for students by reducing the average age of our schools from 38 years in 1993 to 17 years in 2009. In addition to the expansion and modernization projects, the school system has aggressively restored our aging infrastructure and implemented new educational opportunities through projects such as: roof replacements, HVAC replacements, science lab

modifications, open pod space enclosure, Technology In Maryland projects, prekindergarten additions and improved physical environments through the American's with Disabilities Act.

In order to complete the program, the school system has utilized funds from local and state capital improvements programs, Aging School Program, Recycled Tire Grants, Qualified Zone Academy Bonds, and the Federal School Renovation Program Grant, which did not require local matching funds.

The major trends impacting the future of the capital plan are instability in the economy, continued changes in state environmental and construction regulations, a pattern of limited growth at the secondary level, and continued fluctuation 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 change in the projected enrollment. St. Mary's has seen an increase of 204 live births over the last two years. This increase will result in an increased number of Kindergarten students entering the school system in six years. The state projections indicate that although the state enrollment is down, St. Mary's is expected to have continued enrollment growth through 2018. St. Mary's County ranks second in total percent change in population for Maryland jurisdictions for 2007-08 with a 1.3% increase based on an increase of 1,316 residents. For the period of 2000 to 2008, St. Mary's ranked second in percentage of change in population for Maryland jurisdictions with a 17.8% percent change based on an increase of 15,346 residents. Calvert had an increase of 19.0% and was the fastest growing county, with Charles the third fastest growing county at 16.8%. The Maryland Department of Planning 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. Over the 2002 to 2007 period, St. Mary's (11.6%), Charles (9.7%) and Calvert (9.7%) counties were ranked first, third and fourth, respectively, for the rate of population growth in the State." 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 have been included in the six-year capital plan. These new elementary schools and the completed Evergreen Elementary School will assist with meeting capacity needs for the next eight years.



As the elementary school enrollment continues to increase, additional capacity at the secondary level will be required in the ten-year time frame as a result of the students moving through the grade levels. To meet these needs, the school system has included new secondary school facilities 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. A new middle school is included in the school system's current six year capital plan.

Based on the potential for fiscal constraints in upcoming years based on the current economy, St. Mary's County Public Schools 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 prekindergarten and full day kindergarten as identified in the St. Mary's County Public Schools *Bridge To Excellence Master Plan*. The school system fulfilled the requirement for full day kindergarten a year earlier than required through kindergarten classroom additions and the replacement of the existing George Washington Carver Elementary School with a larger capacity facility. Staff is currently working on a capital plan for the implementation of mandated prekindergarten to utilize existing spaces and to provide for new spaces through the modernization of existing spaces, the construction of prekindergarten additions and new elementary schools, which will also meet the capacity needs of the growing community. As the elementary school enrollment continues to increase, additional capacity at the secondary level will be required in the ten-year time frame as a result of the students moving through the grade levels. To meet these needs, the school system has included new secondary school facilities 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. A new middle school middle school is currently included in the six-year capital plan.

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The school system will continue to work closely with the Board of County Commissioners over the course of this program to accelerate this plan based on future funding levels and capacity needs. The FY 2011 capital budget shows a 12% reduction in the per square

foot cost of school construction. The school system will continue to monitor the bidding across the state as we prepare the budgets that support these initiatives.

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

St. Mary's County Public Schools has 17 elementary schools, 4 middle schools, 3 high schools, 1 career and technology center and 1 secondary center serving 16,752 students in grades PreK-12 as of September 30, 2008. Enrollment in St. Mary's County Public Schools 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 2009 the Department of Capital Planning, working with the Maryland Department of Planning, prepared enrollment projections for the next ten (10) years. These projections show an increasing enrollment through 2018 at the elementary level. The Maryland Department of Planning 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 2017 through FY 2019 when the elementary student “bubble” begins to enter the secondary level. It will take three to four years for this increase to be seen in the high 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 2018 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. The project is slated for design to begin in FY 2018, based on a projected shortfall of 502 seats; however, there is insufficient enrollment data beyond the ten year projection to indicate if the project will be warranted based on a sustained 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 prekindergarten 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 2009 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 2018, 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. For the 2008 – 2009 school year, the school system utilized 36 relocatable classrooms to meet local class size goals.

Based on the March 2009 state and local spring enrollment projections, system-wide, our elementary schools are currently increasing through 2018, based on an increase in the projected birth rate and a 19.95% increase in the overall county population from the 2000 census to the 2010 Maryland Department of Planning 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 planning approval for the next two elementary schools will be sought in: FY 2012 for the second new elementary school and FY 2015 for the third new elementary school, based on the current enrollment projections. 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 provide 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 our four schools, with an actual surplus of approximately 236 seats. Although we have experienced individual school overcrowding, we have addressed this issue through the use of relocatable classrooms. There is insufficient capacity needs at this time to support the request for additional capacity needs for a new middle school through the state procedures. Starting with FY 2015, 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 691 by FY 2018. Based on this, a new middle school with a 700 capacity is slated for planning approval in FY 2016. Individual schools will experience overcrowding based on housing trends and 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 will level off with a period of little growth. Starting in FY 2017 and lasting through FY 2019, 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 on-line 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 (211) 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 (307) seats short, which is insufficient to warrant state approval.

## **Part VI.5 – Prekindergarten 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 prekindergarten programs. The school system currently offers prekindergarten to 518 students at thirteen out of seventeen elementary schools, which exceeds the amount required for our economically disadvantaged students. The remaining four elementary school students are offered prekindergarten opportunities through other elementary school prekindergarten programs. The school system is working on a plan for the implementation of mandated prekindergarten for all, including the required capital improvements program modifications.

## **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 2009 – 2010 school year the school system will offer full-day kindergarten to a projected 1,212 students at all seventeen 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.

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

Since 1993, the school system has reduced elementary school capacity by 1,594 seats to accommodate class size reductions, implement new programs such as prekindergarten, and to ensure that adequate spaces for instructional support were available. At the same time, the school system's elementary school enrollment grew by 2,048 new students since 1997. 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 Maryland Department of Planning in approving school construction projects utilize the state rated capacity. St. Mary's County Public Schools 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 Alternative Learning Center students and those students who attend schools outside of the county based on special needs programs. For the 2009 – 2010 school year the Fairlead Academy will provide educational programs for select ninth and tenth grade high school students.

## **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 Department of Maintenance 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”.