

St. Mary's County Public Schools

Bridge to Excellence Master Plan 2008 Annual Update

Part II: Attachments



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Note: For more information, please visit our website at <http://www.smcps.k12.md.us>.



Please direct all inquiries about this document to:

Division of Instruction
St. Mary's County Public Schools
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Leonardtown, Maryland 20650
301- 475-5511, Extension 108

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**Bridge to Excellence Master Plan
2008 Annual Update**

Part II: Attachments—Due: August 29, 2008

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

Address: 3160 Moakley Street, Leonardtown, Maryland 20650

Local Point of Contact:

Name: Mrs. Linda Dudderar, Chief Academic Officer

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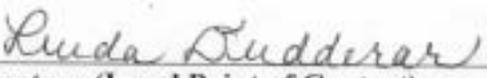
WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2008 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Annual Update has been developed in consultation with members of the local school system's current Master 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)

8/25/08

Date



Signature (Local Point of Contact)

August 25, 2008

Date

**ATTACHMENT 4-A and B
SCHOOL LEVEL BUDGET SUMMARY
Fiscal Year 2009**

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

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

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: • (SW) for T-I Schoolwide Schools • (TAS) for Targeted Assistance T-I Schools • (CH) for Charter Schools	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinque nt and Youth At Risk of 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	Title V-A Innovative Programs	Total ESEA Funding by School
ELEMANTARY										
George Washington Carver (SW)	0805	66%	\$464,550	N/A	\$0	\$540	\$0	\$0		\$465,090
Green Holly (SW)	0803	62%	\$439,290	N/A	\$0	\$540	\$0	\$0		\$439,830
Lexington Park (SW)	0804	61%	\$427,638	N/A	\$0	\$540	\$0	\$0		\$428,178
Park Hall (SW)	0808	47%	\$214,970	N/A	\$0	\$540	\$0	\$0		\$215,510
Ridge	0104	35%	\$0	N/A	\$0	\$540	\$0	\$0		\$540
Greenview Knolls	0810	32%	\$0	N/A	\$0	\$540	\$0	\$0		\$540
Dynard	0702	24%	\$0	N/A	\$0	\$540	\$0	\$0		\$540

Benjamin Banneker	0302	22%	\$0	N/A	\$0	\$540	\$0	\$0		\$540
White Marsh	0503	21%	\$0	N/A	\$0	\$540	\$0	\$0		\$540
Leonardtown	0301	21%	\$0	N/A	\$0	\$540	\$0	\$0		\$540
Oakville	0602	20%	\$0	N/A	\$0	\$540	\$0	\$0		\$540
Piney Point	0201	18%	\$0	N/A	\$0	\$540	\$0	\$0		\$540
Town Creek	0806	17%	\$0	N/A	\$0	\$540	\$0	\$0		\$540
Mechanicsville	0504	16%	\$0	N/A	\$0	\$540	\$0	\$0		\$540
Lettie Marshall Dent	0501	16%	\$0	N/A	\$0	\$540	\$0	\$0		\$540
Hollywood	0604	16%	\$0	N/A	\$0	\$540	\$0	\$0		\$540
CPCS (CH)	0813	14%	\$0	N/A	\$0	\$540	\$0	\$0		\$540
MIDDLE										
Spring Ridge	0101	46%	\$0	N/A	\$0	\$540	\$0	\$0		\$540
Esperanza	0807	24%	\$0	N/A	\$0	\$540	\$0	\$0		\$540
Leonardtown	0305	17%	\$0	N/A	\$0	\$540	\$0	\$0		\$540
Margaret Brent	0404	17%	\$0	N/A	\$0	\$540	\$0	\$0		\$540
HIGH										
Great Mills	0801	37%	\$0	N/A	\$0	\$540	\$0	\$0		\$540

Leonardtown	0306	14%	\$0	N/A	\$0	\$540	\$0	\$0		\$540
Chopticon	0303	14%	\$0	N/A	\$0	\$540	\$0	\$0		\$540
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column N.)			\$1,546,448	N/A	\$0	\$12,960	\$0	\$0		
School System Administration (For Title I, Use # on Table 7-8 LINE 5)			\$527,563	N/A	\$18,367	\$484	\$1,025.00	\$991		
System-wide Programs and School System Support to Schools (For Title I, Use # on Table 7-8 LINE 13)			\$27,000	N/A	\$696,100	\$3,801	\$54,923	\$36,882.56		
Nonpublic Costs (Column O) (For Title I, Use # on Table 7-10 LINE 5)			\$44,190	N/A	\$19,594	\$2,378	\$2,655	\$11,688.44		
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			\$2,145,201	N/A	\$734,061	\$19,623	\$58,603	\$49,562.00		

**ATTACHMENT 5-A
TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]
Fiscal Year 2009**

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

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)¹. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

50% limitation for local school systems not identified for school improvement or corrective action. 30% limitation for districts identified for school improvement. A school system identified for corrective action may not use the fund transfer option.

Funds Available for Transfer	Total FY 2008 Allocation	\$ Amount to be transferred <u>out of each program</u>	\$ Amount to be transferred into each of the following programs				
			Title I-A	Title II-A	Title II-D	Title IV-A	Title V-A
Title II-A Teacher Quality							
Title II-D Ed Tech							
Title IV-D Safe and Drug Free Schools & Communities							
Title V-A Innovative Programs							

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

**ATTACHMENT 5-B
 CONSOLIDATION OF ESEA FUNDS FOR LOCAL
 ADMINISTRATION [Section 9203]
 Fiscal Year 2009**

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.

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

ATTACHMENT 6-A

**NONPUBLIC SCHOOL INFORMATION
FOR ESEA PROGRAMS
Fiscal Year 2009**

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 and Title V-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 King's Christian Academy 20738 Point Lookout Road Callaway, MD 20620	Private School	X	15	15	44	240	44	2	1
	Public School								
	Neutral Site								
Little Flower School P.O. Box 257 Great Mills, MD 20634	Private School	X	19	19	29	175	29		
	Public School								
	Neutral Site								
St. John's School P.O. Box 69 Hollywood, MD 20650	Private School	X			16	186	16	2	1
	Public School								
	Neutral Site								

Father Andrew White School P.O. Box 1756 Leonardtown, MD 20650	Private School	X							
	Public School				26	271	26		
	Neutral Site								
St. Mary's Ryken 22600 Camp Calvert Road Leonardtown, MD 20650	Private School	X							
	Public School				77	700	77	9	1
	Neutral Site								
Holy Angels-Sacred Heart 21335 Coltons Point Road Avenue, MD 20609	Private School	X							
	Public School				12	12	110	1	1
	Neutral Site								
Leonard Hall Jr. Naval Academy P.O. Box 507 Leonardtown, MD 20650	Private School	X							
	Public School				10	55	10		
	Neutral Site								
Starmaker Learning Center 23443 Cottonwood Parkway California, MD 20619	Private School	X							
	Public School				28	130	28		
	Neutral Site								
Mother Catherine Spalding 38833 Chaptico Road Helen, MD 20635	Private School	X							
	Public School				20	163	20		
	Neutral Site								
St. Michael's P.O. Box 259 Ridge, MD 20680	Private School	X							
	Public School				27	137	27		
	Neutral Site								
Bay Montessori School 20525 Willows Road Lexington Park, MD 20653	Private School	X							
	Public School				20	90	20		
	Neutral Site								

**ATTACHMENT 6-B
NONPUBLIC SCHOOL
INFORMATION FOR ESEA
PROGRAMS
Fiscal Year 2009**

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

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)				Comments (Optional)
	Title IV-A		Title V-A		
	Students	Staff	Students	Staff	
The King's Christian Academy 20738 Point Lookout Road Callaway, MD 20620	240	44	N/A	N/A	
Little Flower School P.O. Box 257 Great Mills, MD 20634	175	29	N/A	N/A	
St. John's School P.O. Box 69 Hollywood, MD 20650	186	16	N/A	N/A	
Father Andrew White School P.O. Box 1756 Leonardtown, MD 20650	271	26	N/A	N/A	

St. Mary's Ryken 22600 Camp Calvert Road Leonardtown, MD 20650	700	77	N/A	N/A	
Holy Angels-Sacred Heart 21335 Coltons Point Road Avenue, MD 20609	110	12	N/A	N/A	
Leonard Hall Jr. Naval Academy P.O. Box 507 Leonardtown, MD 20650	55	10	N/A	N/A	
Starmaker Learning Center 23443 Cottonwood Parkway California, MD 20619	130	28	N/A	N/A	
Mother Catherine Spalding 38833 Chaptico Road Helen, MD 20635	163	20	N/A	N/A	
St. Michael's P.O. Box 259 Ridge, MD 20680	137	27	N/A	N/A	
Bay Montessori School 20525 Willows Road Lexington Park, MD 20653	90	20	N/A	N/A	

Attachment 7



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

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

Local School System: St. Mary’s County	Fiscal Year 2009
Title I-A Coordinator: Carol M. Poe	
Telephone: 301-475-5511 Ext. 140	E-mail: 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 PROVIDED AS AN APPENDIX AFTER THE BUDGET PAGES IN ATTACHMENT 7.**

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 identified for improvement, corrective action, or restructuring. Complete letters a-d. Sec. 1116 (b)(6)(A-E)

- a. Based on the 2008 administration of the Maryland School Assessment, does the LSS have any Title I schools identified for improvement, corrective action, or restructuring?
_____Yes ___X___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 improvement, corrective action, or restructuring. 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 2008-2009 documentation to support that items a-f below have been included in the parent notification letter(s).

- a) what the identification means;
- b) the reasons for the identification;
- c) what the school is doing to address the problem of low achievement;
- d) how the 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 school improvement 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 2008-2009 school year. Attachments should include supporting information for parents, i.e. profiles of test scores for the home school and the receiving schools, provider profiles, etc.
5. Describe the process to ensure that the 10 Requirements for School Improvement are part of the development, implementation, and monitoring of School Improvement Plans.
6. If any of the 10 Requirements 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 student attending any Title I schools that they may request information regarding the professional qualifications of their student'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 20, 2008.

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 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 Academic Support

- 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.

2. **DOCUMENTATION: Include** sample copies of English and translated letters that will be used to accomplish item a and item b for school year 2008-2009.

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. We are in the process of working to get translated copies for our school system, but we do not yet have them.

3. Are all paraprofessionals in Title I school wide schools qualified?
 Yes No Not Applicable

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

C. SCHOOLWIDE PROGRAMS:

If the 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 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: Rhonda Meleen; 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 SMCPs schoolwide Title I school use the school improvement plan template provided by MSDE which includes areas in which evidence of all 10 components are documented. 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 Jump Start Kindergarten Program, 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 21st Century Learning Center Grant which supports after school programs in Title I schools.

Persons responsible: Supervisor of Title I: Carol Poe; Director of Academic Support: Theo Cramer.

- 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 21st Century Community Learning Center after school programs in place. The Eleven Month School Program was provided during the summer of 2008 for identified students who need 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 2007 program demonstrated progress in both reading and mathematics. This program was implemented at the three Title I schools that have schoolwide programs in place.

Persons Responsible: 21st 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 ten 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:

- Component 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: Shelia Draper: Supervisor of Early Childhood Programs.
- Component 6, Parent Involvement: MaryBradford: Coordinator of Parent Involvement.
- Component 10, Coordination and integration of federal, state and local services: Rhonda Meleen: 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.
2. Describe the step-by-step process used to rank students using multiple selection (academic) criteria to identify eligible children most in need of services. (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)

3. **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**. 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; and
 - 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 specific steps to be taken to review and analyze the effectiveness of Targeted Assistance programs.
7. In addition to the LSS Title I coordinator, **identify** by name, title, and department the person/s responsible for **monitoring** activities a-e.
8. **DOCUMENTATION:** Attach weighted criteria used to select and rank children for Targeted Assistance Services.
9. Identify the school(s) by name and MSDE school ID number that are implementing a Targeted Assistance program in 2008-2009 and are planning to become Schoolwide programs for the 2009-2010 next 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: 07-27-04
- b. Date of last review 08-29-07
- c. Describe how parents from Title I schools were involved in the annual review of the LSS Parent Involvement Policy.

The SMCPS Parent Involvement Coordinator meets annually with the Parent Involvement Liaisons and representative parents from each Title I school to seek input, review, update, and revise the LSS Parent Involvement Plan. Also scheduled is an LSS review of this process which took place on August 29, 2007 for the 2007-08 school year. This event will be scheduled for August 26, 2008. Reviews also take place 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.

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. There have been no changes since the last Master Plan submission.

3. School Level Parent Involvement Policy and Plan Review

- a. How does the LSS ensure that each Title I school has adopted (as is or with additions) the system-level Parent Involvement Policy?

All Title I schools are required to submit their current school Parent Involvement Policy with their School Improvement Plan. 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? (Note: Should statutory requirements be spelled out in the guidance?)

At a Title I principals' meeting on May 22, 2008, sample school/parent compacts provided by MSDE were shared with each school team. School teams will work with parents to review and revise their compacts. Each Title I school is required to submit a copy of the School/Parent Compact to the 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

- i. Describe 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 persons, in addition to the Title I supervisor, monitor parent involvement:

- *Vacant: Parent Involvement Coordinator, Department of Academic Support*
- *Theo Cramer: Director of Academic Support, Department of Academic Support*

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 No

- c. How does the LSS verify that Title I parents have input in the use of funds at the school level?

Input for budget development at the Title I school level is accomplished at School Improvement Team meetings. Sign-ins and agendas are maintained at the school for each of the meetings. Budget input for the new fiscal year is collected at each Title I school during the spring of each year. The proposed budget from each school 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.

G. 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 and/or staff 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 June 6, 2008. In August, 2008, the Title I supervisor will meet with each participating private school principal to review services for the 2008-09 school year. Additional quarterly meetings are scheduled for November, 2008; February, 2009; and May, 2009, 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 with private schools.

*All private school principals, or their designees, are invited to the Non-Public Federal Grants Information Meeting in January of each year to review options for participation in Title I and all federal programs. At the time, the private schools indicate their intent to participate. **Timeline:** On January 17, 2008, the SMCPS Non-Public Schools Informational Meeting for Federal Grants was held. Intent to participate for the 2008-09 school year was reviewed. Intent forms were due to the Title I Office by February 14, 2008. The consultation agreement was reviewed and signed on June 6, 2008 at each of the two participating schools. In August, 2008, the Title I supervisor will meet with each participating private school principal to review services for the 2008-09 school year. Additional quarterly meetings are scheduled for November, 2008; February, 2009; and May, 2009, 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 20, 2008
- b. Will the LSS enter into a formal agreement with other LSSs to provide services to students who attend private schools beyond the district's boundary lines? 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? _____

4.1 **DOCUMENTATION:** Attach copies of written affirmation and, if applicable, letters of agreement between school districts.

- ATTACHMENT 4: SMCPS NON-PUBLIC PROCEDURES 2008-2009
- ATTACHMENT 5: TIMELINE FOR CONSULTATION WITH PRIVATE SCHOOLS
- ATTACHMENT 6: MEMORANDUM OF UNDERSTANDING – KINGS CHRISTIAN ACADEMY
- ATTACHMENT 7: MEMORANDUM OF UNDERSTANDING – LITTLE FLOWER SCHOOL

II. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]:

Table 7-1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES	
A local school system must use the same measure of poverty for:	
1. Identifying eligible Title I schools;	
2. Determining the ranking of each school;	
3. Determining the Title I allocation for each school.	
PUBLIC SCHOOLS:	
CHECK the data source(s) listed below that the school system is using to determine eligible Title I schools. The data source(s) must be applied uniformly to all schools across the school system. A child who might be included in more than one data source may be counted <u>only once</u> in arriving at a total count. The data source(s) must be maintained in the applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit – if there was one. Public School Systems must only check one.	
	Free Lunch
X	Free and Reduced Lunch

	Temporary Assistance for Needy Families (TANF)
	Census Poor (Children ages 5-17 based on 2000 Census Data)
	Children eligible to receive medical assistance under the Medicaid program
	A composite of any of the above measures (explain): <input type="checkbox"/> A weighted process has been used as follows: <input type="checkbox"/> An unduplicated count has been verified.

PRIVATE SCHOOLS:

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

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

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

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

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

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

- Percentages** -- schools at or above the district-wide average noted in Table 7-2 above. Schools must be served in rank order of poverty. Title I-A funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**
- X **Grade span grouping/district-wide percentage** -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**

- 35% rule** -- all schools at or above 35% are eligible for services. Schools must be served in rank order of poverty. Title I –A funds may run out before serving all schools above 35%. **Complete Tables 7-3.**
- Grade-span grouping/35% rule** -- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 4.**
- Special Rule:** Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. **Complete Tables 7-3 and 7-4.**

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

Table 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN				
The local school system may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, CALCULATE the district-wide average of low-income children below. Use the official number of students approved for FARM as of October 31, 2007 to complete this table along with the September 30, 2007 enrollment data. Pre-k must be included in these numbers and counted as one child.				
<u>4,339</u> Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2007)	+	<u>16,407</u> Total Local School System Student Enrollment (September 30, 2007)	=	<u>26%</u> District-Wide Average (percentage) of Low-Income Children

Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging.)				
A school system's organization of its schools defines its grade span groupings. For example, if the district has elementary schools serving grades Pre-K-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. Pre-K-6, K-8, 6-9) the school system may include a school in the grade span in which it is most appropriate. Based on the data source(s) noted in Table 7-1 and the district-wide average in Table 7-3, INDICATE below the district-wide grade span poverty averages for each grade span groupings.				
DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS				
Grade Span Write Grade Spans in Spaces Below.	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (_Pre-K-5_)	2,232	÷	7,422	30%
Middle (_6-8_)	936	÷	3,701	25%
High (_9-12_)	1,171	÷	5,284	22%

Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS WHERE THE PERCENT OF THE DISTRICT POVERTY IS BELOW 35% AND THAT SERVE SCHOOLS BELOW 35% POVERTY (125% RULE)

$\frac{\text{N/A}}{\text{Local School System Title I-A Allocation (Taken from Table 7-10) (Should match \# on C-1-25)}}$	+	$\frac{\text{N/A}}{\text{Total Number Of Low-Income Public and Private Students (Add the total public students presented above and the private student number presented on Table 7-9.)}}$	=	$\$ \frac{\text{N/A}}{\text{Per Pupil Amount}}$
<p>Per-Pupil Amount \$ <u>N/A</u> X 1.25 = Minimum Per Pupil Allocation \$ <u>N/A</u> MULTIPLY the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation.</p>				

Table 7-6 CONTINUED ELIGIBILITY

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

Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty
N/A		

Table 7-7 TITLE I SKIPPED SCHOOLS

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.

Name of School(s) <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>	Percent Poverty	Title I Allocation <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>	Amount and Source of Compensatory Funding <i>Funds must be earmarked for skipped schools and evident in the district budget.</i>

N/A			
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III. BUDGET INFORMATION

Table 7-8 LOCAL SCHOOL SYSTEM RESERVATIONS FROM TITLE I ALLOCATION²

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

Equitable share for private schools must be identified in lines 1 and 2.

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

Total Title I 2008-2009 Allocation		\$ 2,145,201 (Taken from the C-1-25)		
Reservations Requiring Equitable Services for Non-Public Schools Use these numbers in Table 7-9.	ACTIVITY		RESERVATION	DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)
	1	District-wide Title I Instructional Program(s) Reservation Federal Register (Reg). Sec. 200.64. (See Attachment 7 Guidance Document for examples.)	N/A	
	2	Parent Involvement (not less than 1%) Sec. 1118 (a)(3)(A)	\$25,000	- \$12,406 Parent Inv. Workshop Materials - \$8,896 Workshop Expenses -\$ 3,698 Contracted Services
	3	Professional Development to train teachers to become highly qualified (not less than 5%) Sec. 1119 (1) If a lesser amount or no monies are needed, a description as to why should be provided. Reg. Sec. 200.60 (a) 2 and Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A.	No Longer Applicable, due to NCLB Highly Qualified Deadline.	
	4	TOTAL reservations requiring equitable services. (Present this number in Table 7-10 LINE 2.)	\$25,000	

² References for all of these reservations may be found in the NCLB law, the Federal Register, and Non-Regulatory Guidance as presented on each line in Table 7-8 and in the Non-Regulatory Guidance, Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003. Question 5, Pages 9-11.

Reservations Not Requiring Equitable Services	5	Administration (including mid-level) for services to public and private school students and non-instructional capital expenses for private school participants Reg. Sec. 200.77 (f) (Present this number in Table 4-A School System Administration.)	\$527,563	\$149,360 Administrative Salaries \$ 42,192 Admin. Fringe Benefits \$ 59,720 Indirect Costs \$ 2,500 Office Supplies \$ 2,400 Mileage \$140,000 (\$7,000 x 20) 11 Month Teacher Salaries \$17,200 (\$4,300 x 4) 11 Month Teacher stipends \$4,389 (\$1,463 x 3) 11 Month Secretary stipends \$42,000 Fringe benefits for 11 Month teachers \$1,376 Fringe benefits for 11 month stipends \$ 351 Fringe benefits for 11 Month secretaries \$ 4,500 11 Month Supplies \$ 25,000 11 Month Contract Services(Boys&GirlsClub/21 st Century) \$13,784 (\$1,374.40 x 10) Professional dev. consult. Sessions \$8,000 (\$1000 x 8) conference fees \$1000 (\$20/hr. x 50) teacher stipends \$1,573 (\$157.30 x 10) Food/supplies for prof. dev. \$12,218 (\$100 x 122.18 teachers) classroom supplies
	6	School Improvement Initiatives under NCLB (not less than 20%- of which 5% is for Choice and 5% for SES) Sec. 1116 (b)(10)(A) and Sec. 1116 (e)(6)	N/A	
	7	Support to Low Performing Title I Schools Sec. 1116 (b)(4) A-B Local discretion. This reference describes required technical assistance .	N/A	
	8	Services to Neglected Children Sec. 1113(c)(3) (B)(C) Must reserve funds if N & D programs exist in the LSS.	N/A	
	9	Services for Homeless Children in Title I and Non-Title I Schools (must) Sec. 1113(c)(3)(A) and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3. Note: Please include a description of how the funds and service plan is coordinated with the McKinney-Vento Homeless Education Act funds.	\$2,000	The funds and service plan are coordinated to provide homeless students with back to school shoes and school supplies in coordination with the McKinney Vento Homeless Education Act funds.
	10	Professional Development for a LOCAL SCHOOL SYSTEM in Improvement (not less than 10%) (must) Sec. 1116 (c) (7)(A)(iii)	N/A	

		Note: 1. If there are no Title I schools identified for improvement in a system identified for improvement, the LSS must still set aside 10% for professional development for any Title I school to help them remain out of improvement status. Please provide an explanation.	
		2. School level PD funds can be included when factoring the 10%.	
	11	Incentives for Title I Teachers (Local Discretion) (not more than 5%) for schools in improvement, corrective action, and restructuring. Sec. 1113(c)4	N/A
	12	Total Reservations Not requiring Equitable Services (Use this number in Table 7-10 LINE 3.)	\$529,563
	13	Total of Equitable and Non-Equitable Reservations minus Administration. (Present this number in Table 4-A System-wide Program and School System Support to Schools.)	\$27,000
			Total Non-Equitable LINE 12 \$ _529,563 _____ Plus Equitable Reservations LINE 4 \$ _25,000 _____ Equals \$ _554,563 _____ Minus Administration – LINE 5 \$ _527,563 _____ Equals: \$ _27,000 _____

Table 7-9

COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1120(a) of NCLB and Sec 200.64 & 200.65 of Regs.)
 Monies calculated for equitable services to private school participants, their families, and their teachers.

District-wide Instructional Program(s) Reservation

<u>34</u> Total # of private school children from low-income families including those going to schools in other LSSs Use figure in Column K of the Title I Allocation Excel Worksheet.	÷	<u>1077</u> Total # of children from low-income families in Title I Public Schools Use figure in Column I of the Title I Allocation Excel Worksheet.	=	<u>.032</u> Proportion of reservation
<u>.032</u> Proportion of reservation	x	<u>0</u> reservation (Use the amount from Table 7-8, Line 1)	=	<u>0</u> Total Proportional monies available for equitable services to private school participants

Parental Involvement Reservation

<u>34</u> Total # of private school children from low-income families including those	÷	<u>1077</u> Total # of children from low-income families	=	<u>.032</u> Proportion of reservation
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going to schools in other LSSs Use figure in Column K of the Title I Allocation Excel Worksheet.		in Title I Public Schools Use figure in Column I of the Title I Allocation Excel Worksheet.		
<u>.032</u> Proportion of reservation	x	<u>\$25,000</u> reservation ⁷ (Use the amount from Table 7-8, Line 2)	=	<u>\$800</u> Total Proportional monies for equitable services to parents of private school participants
Total proportional monies for equitable instructional services and parent involvement activities for private school children. (Place this amount in Table 7-10, Line 3.) \$ <u>800</u>				

Table 7-10 BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)			
1	<u>Total Title I Allocation (Use the amount shown on the C-1-25)</u>	----	2,145,201
2	<u>Total reservations requiring equitable services. (Present final figure in Table 7-8, LINE 4)</u>	minus	25,000
3	<u>Private School Equitable Share (Total from Table 7-9)</u>	minus	800
4	<u>Total Reservations not requiring Equitable Services (Use number presented in Table 7-8 LINE 12.)</u>	minus	529,563
	<u>Total Title I LSS allocation minus all reservations:</u> Title I allocation (LINE 1 above) minus all Reservations (LINES 2, 3, and 4 above). (All LSSs, except for those serving schools below the 35% poverty line, should use this number to determine the per pupil allocation.) This number should equal the total of columns N and O on the Title I Allocation Excel Worksheet.	equals	1,589,838
5	Total PPA Allocation (set aside for instructional services) for private eligible school children. This total comes from the Title I Allocation Excel Worksheet Column O. (Present this number in Table 4-A Nonpublic Cost.) Table 7-10, line 3: \$800 + Allocation Worksheet Column O:\$43,390	----	\$44,190

Use the attached Title I Allocation Excel Worksheet to determine public and private school Title I allocations. If the LSS applies different PPA amounts to schools, the amounts must always be applied in descending order.

THE TITLE I ALLOCATION EXCEL WORKSHEET MUST BE SUBMITTED TO MSDE AS PART OF THE LSS MASTER PLAN.

IF APPLICABLE, THE TITLE I SKIPPED SCHOOL ALLOCATION EXCEL WORKSHEET MUST BE SUBMITTED TO MSDE AS PART OF THE LSS MASTER PLAN.

Table 7-11 ESTIMATE OF TITLE I CARRYOVER
Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2006 - September 30, 2007). LSSs have two options for the use of carryover funds: 1) add carryover funds to the LSS's subsequent year's allocation and distribute them to participating areas and schools in

accordance with allocation procedures that ensure equitable participation of non-public school children; 2) designate carryover funds for particular activities that could best benefit from additional funding. (Non-Regulatory Guidance, LEA Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to those Areas and Schools, August 2003, Question 3, page 8.)

1. Total amount of Title I 2007-2008 allocation: \$ 2,156,001
2. The estimated amount of Title I funds the school system will carryover as of September 30, 2008: \$ 151,096
3. The estimated percentage of carryover Title I funds as of September 30, 2008 7%
4. **Explain why this Carryover may occur.** The 7% carryover occurred primarily in the categories of salaries/wages/fringe benefits projections due to staff reassignments/retirements.
5. Within the past 3 years, has the system been granted a waiver? Yes X No Year

03+038Title I FY08 CARRYOVER Worksheet
School Year 2008-2009

St. Mary's County
 Local School System

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

B	C	D	E	F	G	H	I	J	K	L	M
MSDE Sch ID #	Public School Name (Rank order by % highest to lowest) Charter school(s) place * after school name	Specific Numeric Grade Spans (public)	Percent of Poverty (F/E=D)	Public School Enrollment Grades Pre K & up (as of 9/30/07)	Number of Low Income-Public School Children Grades Pre K & up (as of 10/31/07)	FTE Low Income Public School Children (10/31/07)	Number of Low-Income Private School Children Grades Pre-K & Up Residing in this School's Attendance Area	FTE Low Income Private School Children Residing in this School's Attendance Area	Carryover Per Pupil Allocation (PPA)	Public School Allocation (H x K = L)	Allocation for Private School Children (J x K =M)
1	0805 G.W. Carver Elem. School	Pk-5	55.43%	429	285	285.0	11	11.0	\$136.00	\$38,760.00	\$1,496.00
2	0803 Green Holly Elem. School	Pk-5	61.64%	438	270	270.0	2	2.0	\$136.00	\$36,720.00	\$272.00
3	0804 Lexington Park Elem. School	Pk-5	61.45%	428	263	263.0	6	6.0	\$136.00	\$35,768.00	\$816.00
4	0808 Park Hall Elem. School	Pk-5	46.75%	554	259	259.0	15	15.0	\$136.00	\$35,224.00	\$2,040.00
5			#DIV/0!							\$0.00	\$0.00
6			#DIV/0!							\$0.00	\$0.00
7			#DIV/0!							\$0.00	\$0.00
8			#DIV/0!							\$0.00	\$0.00
9			#DIV/0!							\$0.00	\$0.00
10			#DIV/0!							\$0.00	\$0.00
11			#DIV/0!							\$0.00	\$0.00
12			#DIV/0!							\$0.00	\$0.00
13			#DIV/0!							\$0.00	\$0.00
14			#DIV/0!							\$0.00	\$0.00
15			#DIV/0!							\$0.00	\$0.00
16			#DIV/0!							\$0.00	\$0.00
17			#DIV/0!							\$0.00	\$0.00
18			#DIV/0!							\$0.00	\$0.00
19			#DIV/0!							\$0.00	\$0.00
20			#DIV/0!							\$0.00	\$0.00
	Total				1077	1077.0	34	34.0		\$146,472.00	\$4,624.00

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET**

ORIGINAL GRANT BUDGET	\$ 2,146,637.00	AMENDED BUDGET		REQUEST DATE	08/21/08
GRANT NAME	ESEA Title I, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	010.08		
REVENUE SOURCE		SCHOOL NAME			
FUND SOURCE CODE		GRANT PERIOD	07/01/08	09/30/10	

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						59,720.00	59,720.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	153,749.00		2,500.00	2,400.00			158,649.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	1,138,003.00	28,200.00	57,263.00	10,290.00		41,363.00	1,275,119.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	33,575.00	71,784.00	8,922.00	27,524.00			141,805.00
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				4,900.00			4,900.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				475,581.00		2,027.00	477,608.00
214 Community Services		3,898.00	14,405.00	8,895.00		800.00	27,800.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	\$1,325,327.00	\$125,682.00	\$83,091.00	\$525,191.00	\$0.00	\$105,912.00	\$2,145,203.00

Finance Official Approval	Rhonda K. Meleen	<i>Rhonda K. Meleen</i>	October 13, 2008	301-475-5511 x 183
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Michael J. Maritano	<i>Michael J. Maritano</i>	10/20/08	301-475-5511 x 178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Appr				
	Name	Signature	Date	Telephone #

Form Budget P-1 08 Rev 03/08

Category / Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Administration & Supervision Salaries & Wages	Administrative Staff Goal 1.21.1.1	(1) 103,770+ (.5) 18,092+ (.3) 27,498	149,360	0	149,360
Fixed Charges for Administration	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	42,192	0	42,192
Instructional Administration & Supervision Supplies & Materials	Administrative supplies and materials Goal 1.21.1.1	10 x 250	2,500	0	2,500
Mid-level Travel	Administrative Staff Goal 1.21.1.1	10 mth x 240	2,400	0	2,400
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	4 Teachers x 45,971.25	183,885	0	183,885
Fixed Charges for Regular Instructional Program FTEs	FICA/Retirement/Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	58,020	0	58,020
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	5 Instructional Resource Teachers	470,630	0	470,630
Fixed Charges for Regular Instructional Program FTEs	FICA/Retirement/Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	170,229	0	170,229
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	9 Paraeducators	213,942	0	213,942

Fixed Charges for Regular Instructional Program FTEs	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	106,885	0	106,885
Parent Liaison	Family Involvement Goal 1.21.1.3	3 Parent Liaisons x 29,175.33	87,526	0	87,526
Fixed Charges for Parent Liaison	FICA/Retirement/Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	49,937	0	49,937
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Temporary paraeducator 11,025	11,025	0	11,025
Fixed Charges for Regular Instructional Program Hourly	FICA	Manually calculated for each employee	882	0	882
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Teacher extra pay/extra duty \$20/hr. x 646 hrs.	12,920	0	12,920
Fixed Charges for Regular Instructional Program Hourly	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	1,033	0	1,033
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Para extra pay/extra duty \$8.75/hr x 100	875	0	875
Fixed Charges for Hourly Staff	FICA	Manually calculated for each employee	70	0	70
Regular Programs Supplies & Materials	Research based instructional materials Goal 1.21.1.4	10,138.25 MOI x 4 schools	40,545	0	40,545

Central Title I Supplies and Materials to Title I Schools	Research based instructional materials Goal 1.21.1.4	\$100 x 122.18 teachers	12,218	0	12,218
Regular Programs Contracted Services	Consultants to provide enrichment programs for students Goal 1.21.1.4	4 schools x 800	3,200	0	3,200
Regular Program Non-Public Tutor wages	1 Non-Public Tutor 1.21.1.7	1 x 26,496	26,496	0	26,496
Non-Public Fixed Charges	FICA	Manually calculated for each employee	2,027	0	2,027
Non-Public Supplies & Materials	Non-Public materials	2 schools x 7,433.50	14,867	0	14,867
Eleven Month School Salaries & Wages	Instructional Staff Goal 1.21.6	20 Teachers x 7,000	140,000	0	140,000
Fixed Charges for 11 month school	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	42,000	0	42,000
Eleven Month Teacher Stipends	Instructional Staff Goal 1.21.6	4 Teachers x 4,300	17,200	0	17,200
Fixed Charges for Stipends	FICA	Manually calculated for each employee	1,376	0	1,376
Eleven Month Secretary Stipends	Instructional Staff Goal 1.21.6	3 Secretaries x 1,463	4,389	0	4,389
Fixed Charges for Stipends	FICA	Manually calculated for each employee	351	0	351

11 Month materials & supplies	Research based instructional materials Goal 1.21.1.6	3 schools x 1,500	4,500	0	4,500
Eleven Month Contracted Services	Instructional Staff Goal 1.21.6	Boys & Girls Club Staff:6 x 4,166.66	25,000	0	25,000
Instructional Staff Development Salaries & Wages	Prof. Dev. For research based programs Goal 1.21.1.2	Stipends for teacher \$20/hr x 746	14,920	0	14,920
Central Title I Instructional Staff Development Salaries & Wages	Prof. Dev. For research based programs Goal 1.21.1.2	Stipends for teachers \$20/hr x 50	1,000	0	1,000
Fixed charges for stipends	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	1,193	0	1,193
Instructional Staff Development Salaries & Wages	Prof. Dev. For research based programs Goal 1.21.1.2	Stipends for paras 8.75 x 84	735	0	735
Fixed charges for stipends	FICA	Manually calculated for each employee	59	0	59
Instructional Staff Development Salaries & Wages	Prof. Dev. For research based programs Goal 1.21.1.2	Substitutes \$60/day x 282	16,920	0	16,920
Fixed charges for subs	FICA	Manually calculated for each employee	1,354	0	1,354

Instructional Staff Development Contracted Services	Consultants to provide training in school imp., literacy, math Goal 1.21.1 2	\$1250x 46.4 days	58,000	0	58,000
Central Title I Instructional Staff Development Contracted Services	Consultants to provide training in school imp., literacy, math Goal 1.21.1 2	\$1374.30 x 10 days	13,784	0	13,784
Instructional Staff Development Supplies & Materials	Prof. Dev. Supplies & Materials Goal 1.21.1.2	367.45 x 20 sessions	7,349	0	7,349
Central Title I Instructional Staff Development Supplies & Materials	Prof. Dev. Supplies & Materials Goal 1.21.1.2	\$157.30 x 10 sessions	1,573	0	1,573
Instructional Staff Development other charges	Conferences Goal 1.21.1.2	50 teachers x 390.48/ conference	19,524	0	19,524
Instructional Central Staff Development other charges	Conferences Goal 1.21.1.2	8 attendees x \$1000	8,000	0	8,000
Regular Program Other Charges	Student incentives Goal 1.21.8	4 schools x 2,572.50	10,290	0	10,290
Student Transportation Other Charges	Educational field trips Goal 1.21.1	4 schools x 1,125	4,500	0	4,500
Community Services (Homeless educational support) Supplies & Materials	Educational Support to Homeless Students Goal 1.21.1 3	20 students x 100	2,000	0	2,000

Community Services Supplies & Materials	Family Literacy Program materials Goal 1.21.1.3	4 schools x 3,101.50	12,406	0	12,406
Community Services Other Charges	Family night expenses Goal 1.21.1.3	4 x 2,224	8,896	0	8,896
Community Services Contracted services	Family Programs 1.21.1.3	4 schools x 924.50	3,698	0	3,698
Community Services Non-Public	Family Involv. Non-Public Goal 1/21/1/3	2 schools x400	800	0	800
Administration Business Support Services/Transfers	Indirect Costs	2.67%	59,720	0	59,720
	TOTAL		2,145,201	0	2,145,201



St. Mary's County Public Schools

Central Administration
P.O. Box 641
23160 Moakley Street
Leonardtown, Maryland 20650
Phone: 301-475-5511, ext. 178
Fax: 301-475-4270

Board of Education
Mr. William M. Mittingly, Chairman
Mrs. Cathy Allen, Vice Chairman
Mr. Gary K. Kesler
Dr. Salvatore L. Rappa
Mrs. Mary M. Washington
Ms. Kate Rochester, Student Member
Dr. Michael J. Martirano, Secretary/Treasurer

August 20, 2008

Dear Parent:

In compliance with the "No Child Left Behind" Act of 2001, I am informing you that all parents/guardians have the right to request and receive information regarding the professional qualifications of your child's classroom teacher(s), including:

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

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

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

Sincerely,

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

(Date: School Year 08-09)

Dear Parent or Guardian:

The "*No Child Left Behind Act of 2001*," requires that all teachers of core content subjects in Title I schools meet the criteria of being "highly qualified". If, for any reason, students are taught for more than four weeks by a teacher that is not "highly qualified", the NCLB regulations require that parents be notified. At this time, your child's teacher, **(provide name of HQ teacher and reason for absence of HQ teacher)**. Your child is currently being instructed by **(provide name of non-HQ teacher and, if possible, duration of absence of HQ teacher)**.

(Provide name and additional information about non-HQ teacher) is a dynamic teacher who is enthusiastic and passionate about the content she teaches. In the short time she has been here, she has demonstrated a commitment to the students in her classroom and has the best interests of her students at heart.

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

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

Sincerely,

(Principal Name)
Principal

cc Director of Human Resources
Director of Elementary Education
Title I Supervisor

Regulation: Title I Parent Involvement PlanCode: KBC-RAdopted: _____ Revised: 7/27/04Page: 1 of 5

Policy Cross Reference: _____

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

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

SMCPS activities will include:

- Parental Involvement Plan – In collaboration with parents and schools, develop and distribute a written Title I Parent Involvement Plan. (NCLB Requirement)
- Communication Methods – Parents will be informed of statewide, local, and school events through the SMCPS website, local news media, and newsletters.
- School Report Card/Individual Student Report - Each parent will be provided with information detailing the progress of the school and the level of achievement of the parent's child in each of the state academic assessments required under the law. (NCLB Requirement)

School activities will include:

- Annual Meeting – Each Title I school will convene a meeting at the beginning of each school year to inform parents of their school's participation in the Title I program and the right of parents to be involved. (NCLB Requirement)
- Understandable Communication – Information related to school and parent programs should be sent to parents in a format and, to the extent practicable, in a language the parents can understand. (NCLB Requirement)
- Teacher/Paraprofessional Qualifications – Parents have the right to request information concerning the professional qualifications of their child's teacher and qualifications of classroom paraeducators. (NCLB Requirement)
- Parent Conference – Each Title I school will offer parents the opportunity to participate in a parent-teacher conference, at least annually, during which the school-parent compact shall be discussed as it relates to the child's achievement. (NCLB Requirement)
- Communication – Schools will respond promptly and positively to parents' phone calls, letters, and visits.

Additional parental/community activities may include:

- Community Organizations – Schools may invite community organizations such as the public library to co-sponsor activities to enhance communication between schools and families.

- Business Partners – Schools may involve business partners in supporting and enhancing curriculum through project-based learning and academic challenges involving parents and students.
- Meet the Principal – Schools may hold informal monthly meetings with the principal to address questions or concerns.

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

SMCPS activities will include:

- Promoting Family Literacy – Information will be disseminated on Adult Basic Education (ABE), General Educational Development (GED), and English as a Second Language (ESL) classes that are available in the county.
- Providing Family Support – Information will be disseminated on local sources of family support for health, nutrition, counseling, and other services.

School activities may include:

- Parent Workshops – Schools may hold workshops and sponsor speakers that address parenting and child-rearing skills, behavior management, gang and drug awareness, and child and adolescent development.
- Home Visits – Schools may schedule home visits.
- Parent Satisfaction Survey – Each Title I school shall conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement program in improving the academic quality of the school, including identifying barriers to greater participation by parents. (NCLB Requirement)

Additional parental/community activities may include:

- Public Library – Parents are encouraged to use the public library to promote early literacy.
- Safety Fair - Local law enforcement agencies may partner with schools to sponsor workshops on school, home, and community safety.
- Cultural Events – Schools may collaborate with local cultural institutions to provide family-friendly guides to local attractions.

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

SMCPS activities will include:

- Professional Development – Professional development will be provided to teachers to enhance and support the development of student academic performance using scientifically proven research-based programs. (NCLB Requirement)

School activities may include:

- School-Parent Compact – Each Title I school shall develop, in collaboration with parents, a school-parent compact that outlines how parents, the school staff, and

students will share the responsibility for improved student academic achievement. (NCLB Requirement)

- Parent Workshops – Schools may hold workshops for parents on at-home learning strategies.
- Academic Night – Schools may sponsor academic nights for students and parents that focus on the school’s curriculum.

Additional parent/community activities may include:

- Daily Reading Time – Families may encourage reading by establishing a daily reading time during which parents read to children or listen to children read.
- Reading Day – School may invite parents and community partners to visit classrooms and read to students.

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

SMCPS activities will include:

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

School activities will include:

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

Additional parental/community activities may include:

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

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

SMCPS activities will include:

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

- Providing Information – Decisions involving changes in policy and curriculum will be provided in a variety of formats allowing ample time for feedback.
- Building Capacity for Involvement – SMCPS shall provide assistance to parents in understanding such topics as the state’s academic content standards and student academic achievement standards. (NCLB Requirement)

School activities may include:

- School Improvement Team – Parents will be invited to participate in the regularly scheduled school improvement team meetings, including Title I school budget approval. (NCLB Requirement)
- Information Sessions – Schools may provide information sessions on various areas of the curriculum (e.g., new math or reading series) at times and places accessible to family and community members.
- School Newsletter – Schools may highlight specific educational issues being addressed by the school improvement team.
- Classroom Visits – Schools may encourage parents and community members to visit classrooms.

Additional parental/community activities may include:

- Speakers – Schools may invite school board members and central office professional staff to address parents and teachers.
- Advocacy – Schools may provide a table or bulletin board to increase community awareness of upcoming events that may impact educational decisions.

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

SMCPS activities will include:

- NCLB Compliance – SMCPS will facilitate dissemination of information and compliance with all requirements of the No Child Left Behind Act. (NCLB Requirement)
- Community Resources – SMCPS will disseminate information about community resources (e.g., health and welfare agencies, libraries, cultural events) to allow for easy access to information and services.

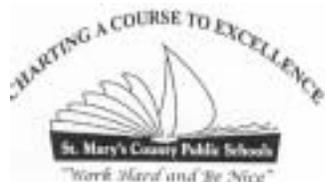
School activities may include:

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

Additional parental/community activities may include:

- Career Fair – Schools may collaborate with community partners to sponsor career fairs.

- Service Projects – Schools may partner with community agencies to identify student service learning projects.



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

St. Mary's County Public Schools

Attachment 4

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

Theo L. Cramer
Director

TITLE I SERVICES TO ELIGIBLE NON-PUBLIC SCHOOL CHILDREN

All children in grades preK-5 who reside in a Title I serviced school attendance area are potentially eligible for services regardless of where they attend school. Thus, school districts receiving Title I federal funds must identify, and where appropriate, serve children who attend non-public private schools. All children are selected based upon an annual assessment of residence in a participating public school attendance area and students' educational need. Residency and poverty information used to determine funding for 2008-2009 Title I services will be collected for students who were enrolled in the non-public school on or before September 30, 2007.

Procedures for the 2008-2009 School Year

1. All non-public schools interested in participating in the Title I Program for the 2008-2009 school year should return the Title I Participation Option Form to Carol Poe, Supervisor of Instruction for Title I, by February 14, 2008.
2. Non-public schools that elect to participate should provide an enrollment list with 911 addresses of all students in grades preK-5 by February 28, 2008 (including students enrolled on or before September 30, 2007). The SMCPS Title I Supervisor will verify that the eligible non-public school children reside in participating public school attendance areas. The public schools eligible to receive Title I funding for the 2008-2009 school year are: George Washington Carver Elementary School, Green Holly Elementary School, Lexington Park Elementary School, and Park Hall Elementary School.
3. Proportionality will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area.
4. The non-public students identified to receive Title I services must meet the criteria of residing in a public school Title I attendance area and demonstrating a need for academic intervention to increase achievement. In consultation with non-public school officials, the LEA must establish multiple, educationally related, objective criteria to determine which non-public eligible Title I students will be served.
5. Individual consultation will take place prior to August 1, 2008, between the SMCPS Title I Supervisor and each participating non-public school official to plan the design, implementation, and assessment of Title I services to eligible students.
6. Non-public teachers of Title I students will be invited to participate in professional development activities to increase their skills and knowledge regarding providing instruction to eligible Title I children.
7. Parent involvement of non-public Title I school participants is a component of the consultation with the public school Title I Supervisor. Parental notification, including receipt of permission to participate, should take place at each site.
8. Non-public school officials, in collaboration with the SMCPS Title I Supervisor, will review student results on Terra Nova and The Stanford Achievement Test to identify eligible low performing students for services. The progress of all preK-5 students participating in the Title I tutoring program will be assessed quarterly using DIBELS and the SMCPS mathematics assessment approved by non-public officials. The results of these assessments will be used to evaluate and improve services to non-public students.
9. Quarterly consultation meetings will be scheduled with each site to review delivery of Title I services: August, 2008; November, 2008; February, 2009; May, 2009.

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

2008-2009

Month	Activity	Date Completed
November(prior to next school year)	Obtain complete list of all private schools with students who reside in Title I attendance areas	11-08-07
January	Initial contact meeting with private school representatives	01-17-08
February	Title I Participation Form due to Title I office	02-14-08
March	Match addresses of private school students from low income families to participating public school attendance areas.	March
April	Complete public school ranking chart with per-pupil allocation to determine private school qualifying student allocation.	April
May	Assess the current year Title I program in a meeting with private school representatives using student data.	05-23-08
June	Meet with participating private school representatives to identify at-risk students from those who are eligible; determine standards and annual assessments for measuring progress of the Title I program; review SMCPS Procedures for Providing Services to Eligible Private School Students; review options for service, including third party providers; review and sign the Memorandum of Understanding; establish dates for regular consultation.	06-06-08
August	Schedule meetings at each participating private school with the private school representative and the SMCPS Highly Qualified teacher who provides tutoring to review expectations.	TBD
November	Schedule an observation of the Highly Qualified Teacher in each private school	TBD
January	Begin the process for the 2009-2010 school year with by scheduling an information meeting with all private school representatives	TBD
February	Schedule private school visits	TBD

St. Mary's County Public Schools

Title I Service to Private School Children Memorandum of Understanding The King's Christian Academy 2008-2009

Section 1120(b) of the No Child Left Behind Act and §200.63 of Title I regulations require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

The following topics will be discussed:

How SMCPS will identify student needs:

- Use classroom teacher and non-public principal recommendations of academic need
- Verify eligible students, based on residency requirements
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs
- Review assessment data and other criteria with a team comprised of the non-public principal, the SMCPS Title I teacher, and Title I supervisor to set goals for the tutoring program
- Maintain a portfolio for each identified student and collect work samples to show progress over time
- Ongoing adjustments of instruction to match the needs of the identified students

What services SMCPS will offer:

- Reading – reinforcement and re-teaching of basic skills aligned with the non-public school curriculum and provided by a SMCPS highly qualified teacher.
- Mathematics – reinforcement and re-teaching of basic skills aligned with the non-public school curriculum and provided by a SMCPS highly qualified teacher.

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

- Quarterly consultation with the non-public administrator will take place to discuss the delivery of service.
- The time sheet of the SMCPS highly qualified teacher will be signed by the non-public administrator and the Title I supervisor.

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

- Use of third-party providers to deliver services was discussed. It was decided by consensus of both parties not to pursue this option at this time.

- Highly qualified SMCPS teachers will provide services to identified students through direct instruction, individually or in small groups.
- Services will be provided at the non-public school site.
- Schedules will be developed with the individual schools to determine the amount of time for services at the school based upon student needs and the curriculum.

How SMCPS will academically assess the services and use the results to improve Title I services:

- Progress of all Pre-K-5 eligible students will be assessed quarterly using DIBELS and the mathematics assessment approved by non-public officials.
- Individual student support will be modified based upon assessment results.

The size and scope of the services SMCPS will provide and the proportion of funds SMCPS will allocate for those services:

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility.
- The SMCPS teacher will provide instruction to identified Title I students as individuals or in small groups.
- Training opportunities will be provided for SMCPS non-public school teachers and parents of identified Title I non-public students.

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

- Proportionality will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area.
- Services will be provided to the non-public school based on the number of students generating funds for the school.

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

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

Cooperation by the non-public school:

By choosing to participate in Title I, Part A of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPS Title I public school attendance areas.

St. Mary's County Public Schools

Title I Service to Private School Children Memorandum of Understanding Little Flower School 2008-2009

Section 1120(b) of the No Child Left Behind Act and §200.63 of Title I regulations require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

The following topics will be discussed:

How SMCPS will identify student needs:

- Use classroom teacher and non-public principal recommendations of academic need
- Verify eligible students, based on residency requirements
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs
- Review assessment data and other criteria with a team comprised of the non-public principal, the SMCPS Title I teacher, and Title I supervisor to set goals for the tutoring program
- Maintain a portfolio for each identified student and collect work samples to show progress over time
- Ongoing adjustments of instruction to match the needs of the identified students

What services SMCPS will offer:

- Reading – reinforcement and re-teaching of basic skills aligned with the non-public school curriculum and provided by a SMCPS highly qualified teacher.
- Mathematics – reinforcement and re-teaching of basic skills aligned with the non-public school curriculum and provided by a SMCPS highly qualified teacher.

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

- Quarterly consultation with the non-public administrator will take place to discuss the delivery of service,
- The time sheet of the SMCPS highly qualified teacher will be signed by the non-public administrator and the Title I supervisor.

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

- Use of third-party providers to deliver services was discussed. It was decided by consensus of both parties not to pursue this option at this time.

- Highly qualified SMCPs teachers will provide services to identified students through direct instruction, individually or in small groups.
- Services will be provided at the non-public school site.
- Schedules will be developed with the individual schools to determine the amount of time for services at the school based upon student needs and the curriculum.

How SMCPs will academically assess the services and use the results to improve Title I services:

- Progress of all Pre-K-5 eligible students will be assessed quarterly using DIBELS and the mathematics assessment approved by non-public officials.
- Individual student support will be modified based upon assessment results.

The size and scope of the services SMCPs will provide and the proportion of funds SMCPs will allocate for those services:

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility.
- The SMCPs teacher will provide instruction to identified Title I students as individuals or in small groups.
- Training opportunities will be provided for SMCPs non-public school teachers and parents of identified Title I non-public students.

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

- Proportionality will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area.
- Services will be provided to the non-public school based on the number of students generating funds for the school.

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

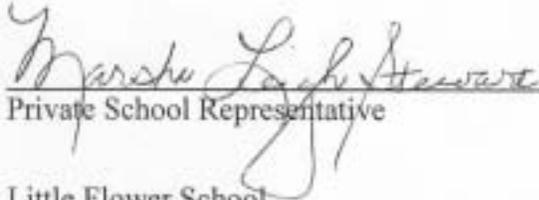
- Teachers of eligible Title I students will be invited to SMCPs professional development training activities.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.

Cooperation by the non-public school:

By choosing to participate in Title I, Part A of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPs Title I public school attendance areas.

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

Signature of Authorized Private School Official

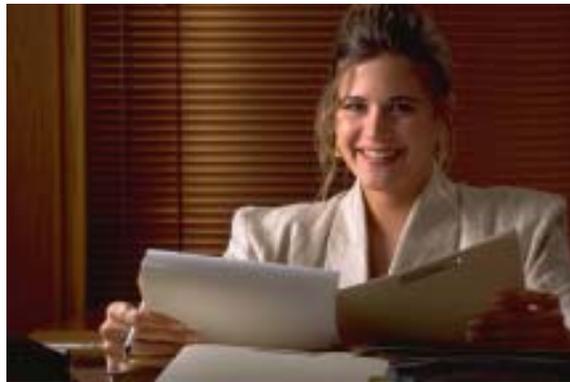
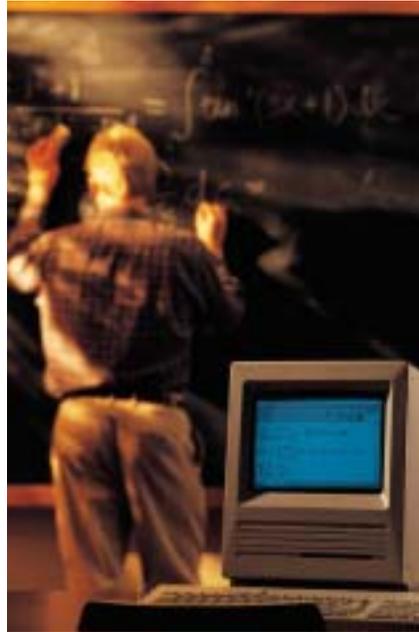
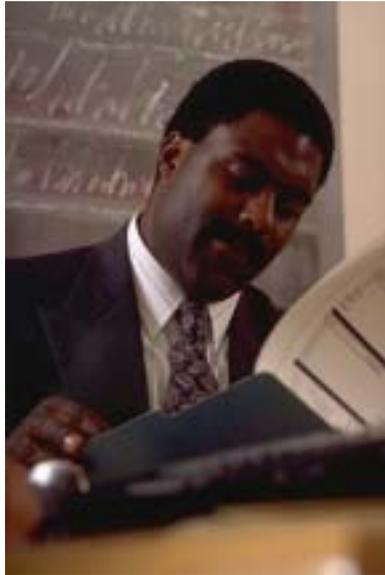

Private School Representative _____ Date 6/06/08

Little Flower School

Name of Private School Agency or School


Public School Official _____ Date 06/06/08

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 2009

Title II-A Coordinator: Jeff Maher, Director of Professional & Organizational Development

Telephone: 301-475-5511, ext 133

E-mail: jamaher@smcps.org

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

Table 8-1		
IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS		
Performance Goal	Performance Indicators	Performance Targets
Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.	3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA.	Percentage of Classes Taught by Highly Qualified Teachers State Aggregate* 2002-2003 Baseline: 64.5 2003-2004 Target: 65 2004-2005 Target: 75 2005-2006 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 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
	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 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: <u>St. Mary's County Public Schools</u>	Fiscal Year 2009
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B. ALLOWABLE ACTIVITIES [Section 2123]. For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. Use separate pages as necessary for descriptions.

1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
1.1 Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].			X
1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)]. *Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].	Recruitment incentives and critical shortage stipends. To be paid by October 1, 2007 to all hired by September 1, 2007, and within 2 months of hiring any additional critical shortage hires throughout the school year. Goal 3.2.1.1	\$21,600	
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	\$486,826	

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

Local School System: <u>St. Mary's County Public Schools</u> Fiscal Year 2009
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B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in: <i>(a) Content knowledge.</i> Providing training in one or more of the core academic subjects that the teachers teach; <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)].	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?" On-going throughout 2007-2008 school year	\$80,950	\$12,000
	Provide professional development to our Lead Teachers who coach the teachers and paraeducators at the elementary and middle schools. Monthly training sessions throughout the 2007-2008 school year	\$4,500	\$686
	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		
2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that – <ul style="list-style-type: none"> • Involve collaborative groups of teachers and administrators; • 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; 	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	\$35,856	\$5,616

<ul style="list-style-type: none"> • Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs; • Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and • Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)]. 	<p>content areas where students did not meet proficiency. On-going throughout 2006-2007 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: <u>St. Mary's County Public Schools</u>	Fiscal Year 2009
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B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
2.3 Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders [section 2123(a)(6)].	Provide professional development for aspiring leaders, current assistant principals and principals as well as supervisors, coordinators and directors. Implement the Leadership Development Plan. Goal 3.4.1.1; Goal 3.6.1.2; Goal 3.6.1.1	\$9,700	\$1,292
3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals			
3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a)(4)].	Promote the retention of highly qualified teachers through mentoring and coaching initiatives and programs. Goal 3.3.3.2; Goal3.3.3.3; Goal 3.4.2.3 Goal3.3.3.1; Goal 3.4.2.1	\$31,060	X
3.2 Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs. [section 2123(a)(5)].	Improve the quality of the teaching force through payment of test fees to teachers who take and pass the appropriate content area tests required to become highly qualified. Goal 3.5.1.3	\$3,000	
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	\$22,608	
TOTAL TITLE II-A FUNDING AMOUNTS		\$696,100 IC: \$18,367	\$19,594

**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 2009

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. The closing of the White Oak Secondary Center and the creation and staffing of the Fairlead Academy with highly qualified teachers will reduce gap at the secondary level.

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 and the related plans for professional development to the St. Mary's County Public Schools Department of Professional and Organizational Development. When non-public schools submit a request for expenditure of Title II dollars, they include a description of how the activities connect 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 (40 new hires at \$500 + FICA). The stipends will be paid by October 1, 2008 to those hired prior to September 1, 2007. Teachers hired later than September 1, 2008 will receive the stipend within two months of hiring. This is addressed in our Master Plan, (Goal 3.2.1.1) (\$21,600, 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 eight schools with either a 1.0 or a .5 FTE for 2008-2009. 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) (\$487,463 includes fringes)

Teacher (<i>Leonardtown Middle School</i>) .5 FTE	23,700.00
Teacher (<i>Ridge Elementary</i>) 1 FTE	54,833.00
Teacher (<i>White Marsh Elementary</i>) 1 FTE	50,997.00
Teacher (<i>Mechanicsville Elementary</i>) 1 FTE	43,968.00
Teacher (<i>Greenview Knolls Elementary</i>) 1 FTE	43,493.00
Teacher (<i>Ridge Elementary</i>) 1 FTE	52,858.00
Teacher (<i>Piney Point Elementary</i>) 1 FTE	43,493.00
Teacher (<i>Leonardtown Elementary</i>) 1 FTE	45,874.00
	127,610.00
Fringe Benefits	
TOTAL	486,826

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 mathematics 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 Voluntary State Curriculum (VSC), 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 teachers in analyzing instruction and assessment for the rigor of the VSC for their grade level. Four days @ \$1,500 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. Fifty-six thousand seven hundred dollars inclusive of salaries and fringes, in stipends is budgeted to fund 3 hours for 850 participating teachers. There is \$6,000 in funding available to send 6 staff members to professional conferences to build their capacity to lead others in this training. Up to 10 teachers or instructional leaders may apply to utilize the funding for conferences. 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 VSC), and (c) content-based professional development related to increasing teachers' knowledge and expertise for their content and maintaining high quality status. There is also \$12,250 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 (\$4,500) 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. This is inclusive of 3 lead IRTs attending the National Staff Development Council Conference in Washington, DC, at a cost of \$1,000 each, which is inclusive of registration and hotel for two nights (total \$3,000). 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 \$1,500). (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 \$80,950 to provide professional development to teachers, principals, and paraeducators. Professional development, monthly, for instructional resource teachers accounts for the remaining \$4,500.

We have allotted \$12,686 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 \$33,200, which will be provided to schools based on their size, but averaging \$1,230 per school, 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, and redesign the instruction based on that analysis and review all formative assessments. This year, teams at each school will create quarterly team action plans 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) (\$35,856, including fringes)

We have allotted \$5,616 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 \$9,700 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 nonpublic schools \$1,292 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. Four thousand eight hundred sixty dollars 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 \$6,250 is allotted for professional development materials

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

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 two 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 (\$2,000) 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 \$19,594. The total Indirect Cost is \$18,367.

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET**

ORIGINAL GRANT BUDGET	\$ 734,061.00	AMENDED BUDGET #		REQUEST DATE	08/21/08
GRANT NAME	Improving Teacher Quality, Title II, Part A		GRANT RECIPIENT NAME	St. Mary's County Public Schools	
MSOE GRANT #		RECIPIENT GRANT #	119.09		
REVENUE SOURCE		SCHOOL NAME			
FUND SOURCE CODE		GRANT PERIOD	07/01/08	06/30/10	

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						18,350.00	18,350.00
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.	379,216.00						379,216.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	120,300.00	21,250.00	24,500.00	12,000.00		19,594.00	197,644.00
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							
212 Fixed Charges				138,851.00			138,851.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	\$499,516.00	\$21,250.00	\$24,500.00	\$150,851.00	\$0.00	\$37,944.00	\$734,061.00

Finance Official Approval	Rhonda K. Meleen	<i>Rhonda K. Meleen</i>	August 21, 2008	301-475-5511 x 183
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Michael J. Martirano	<i>Michael J. Martirano</i>	8/25/08	301-475-5511 x 178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

TITLE II, PART A BUDGET NARRATIVE WORKSHEET

1	Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
	Salaries and Wages (G)	Recruitment stipends for critical shortage areas				
	Grant Title II, Part A	Allowable Activity 1.2 Goal 3.2.1.1	40 stipends x \$500.00	\$20,000		\$20,000
	Fixed Charges (H)		8% x			
	Grant Title II, Part A	Fringes	\$35,000	\$1,600		\$1,600
	1.2	TOTAL		\$21,600		\$21,600

1	Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
	Instructional Staff Salaries and Wages (A)	Highly Qualified Teachers to reduce class size				
	Grant Title II, Part A	Allowable Activity 1.3 Goal 3.2.8.1	7.5 FTE positions	\$359,216		\$359,216
	Fixed Charges	Total fringe benefits		\$127,610		\$127,610
	1.3	TOTAL		\$486,826		\$486,826

2	Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
	Instructional Staff Development Salaries and Wages	Stipends for Professional Development Activity 2.1				
	Grant Title II, Part A	Goal 1.8.1.1	875 teachers x \$20 hr x 3 hrs	\$52,500		\$52,500
	Fixed Charges		8% x			
	Grant Title II, Part A	Fringes	\$59,500	\$4,200		\$4,200
	Instructional Staff Development Other	Conference Registration Fees and Travel				
	Grant Title II, Part A	Allowable Activity 2.1	6 teachers x \$1000	\$6,000		\$6,000
	Instructional Staff Development Supplies and Materials	materials for Professional Days	\$12 x 875 teachers			
	Grant Title II, Part A	Continental breakfast Allowable Activity 2.1	\$2 x 875 teachers	\$12,250		\$12,250
	Instructional Staff Development Contracted Services	Consultant Fees for Professional Development	4 days x \$1,500			
	Grant Title II, Part A	Allowable Activity 2.1		\$6,000		\$6,000
2	2.1	Enhance Content TOTAL		\$80,950	\$12,000	\$92,950
	Instructional Staff Development Other	IRT Conference	3 x \$1000 Conference fee			
	Grant Title II, Part A	Allowable Activity 2.1		\$3,000		\$3,000
	Supplies and Materials	IRT Training				
	Grant Title II, Part A	Allowable Activity 2.1	50 IRTS x \$30 in materials	\$1,500		\$1,500
	2.1	Lead Teacher Dev TOTAL		\$4,500	\$686	\$5,186
	2.1	TOTAL		\$85,450	\$12,686	\$98,136

TITLE II, PART A BUDGET NARRATIVE WORKSHEET

2

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
A. Salaries and Wages	Collaborative Planning for TPAS	Collaborative funding 830 teachers x \$20 x 2 hrs	\$33,200		\$33,200
Grant Title II, Part A	Allowable Activity 2.2				
Grant Title II, Part A	Fringes	8% x \$0	\$2,656		\$2,656
2.2	Job Embedded TOTAL		\$35,856	\$5,616	\$41,472

2

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development Salaries and Wages	Teachers-in- Charge Training	25 teachers x \$20/hr x 5 hrs	\$2,500		\$2,000
Grant Title II, Part A	Allowable Activity 2.3				
Fixed Charges		8% x \$2,400	\$200		\$160
Grant Title II, Part A	Fringes				
Instructional Staff Development Contracted Services	Leadership Development	\$1500 x 3 days	\$4,500		\$3,000
Grant Title II, Part A	Allowable Activity 2.3				
Supplies and Materials	Leadership Development	100 administrators x \$26.00 study	\$2,500		\$2,500
Grant Title II, Part A	Allowable Activity 2.3				
2.3	TOTAL		\$9,700	\$1,292	\$10,992

3

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Salaries and Wages	New Teacher seminars	45 teachers x 2 session x \$50	\$4,500		\$4,500
Grant Title II, Part A	Allowable activity 3.1				
Fixed Charges		8% x \$4,500	\$360		\$360
Grant Title II, Part A	Fringes				
Salaries and Wages	Demonstration Classrooms	30 teachers x \$500	\$15,000		\$15,000
Grant Title II, Part A	Allowable activity 3.1				
Fixed Charges		8% x \$15,000	\$1,200		\$1,200
Grant Title II, Part A	Fringes				
Contracted services	Leadership Mentoring	5 mentors x \$750	\$3,750		\$3,750
Grant Title II, Part A	Allowable activity 3.1				
Supplies and materials	Training	150 participants x \$25	\$3,750		\$3,750
Grant Title II, Part A	Allowable activity				
Materials	Evaluation	100 administrators x \$25	\$2,500		\$2,500
Grant Title II, Part A	Allowable activity 3.1 Goal 3.4.2.1				
3.1	TOTAL		\$31,060		\$31,060

TITLE II, PART A BUDGET NARRATIVE WORKSHEET

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Other Grant Title II, Part A	PRAXIS and test Reimbursement Allowable Activity	3.2	\$3,000.00		\$3,000.00
		TOTAL	3000		\$3,000

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Supplies and materials Grant Title II, Part A	Coursework texts Allowable activity 3.3 Goal 3.5.1.3	100 participants x \$20	\$2,000		\$2,000
Salaries and Wages Grant Title II, Part A	Reading Courses Allowable activity 3.3	4 instructors x \$1,800	\$7,200		\$7,200
Fixed Charges Grant Title II, Part A	Fringes	8% x \$7,200	\$576		\$576
Salaries and Wages Grant Title II, Part A	Other courses for recertification Allowable activity 3.3 Goal 3.3.3.2	3 instructors x \$1,800	\$5,400		\$5,400
Fixed Charges Grant Title II, Part A	Fringes	8% x \$3,600	\$432		\$432
Contracted services Grant Title II, Part A	Online course support Allowable activity 3.3	\$7,000 contracted services	\$7,000		\$7,000
	3.3	TOTAL	\$22,608		\$22,608

Total Above	\$696,100
Indirect Cost	\$18,367
Non-public Cost	\$19,594
Total Grant	\$734,061
Grant Allowance	\$734,061

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**

Local School System: <u>St. Mary's County Public Schools</u>	Fiscal Year 2009
Title II-D Technology Coordinator: <u>Regina Greely</u>	
Telephone: 301-475-5511 ext.113	E-mail: rhgreely@smcps.org

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
<p>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.</p>			
<p>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>	<p>During the 2008-2009 school year, SMCPS will provide professional development opportunities for conferences or workshops to build strong technology leaders. Participants will relay information learned during county wide professional development meetings and at their own school professional meetings. Participants who attend conferences must complete a PD form that describes what sessions they will attend and how they will share their information. Principals are given a copy so that they are aware of the commitment. I will receive copies of the handouts and a signed memo back from the principal.</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 21st Century work skills in order to enhance student achievement for all students.</p>	<p>\$ 3,000</p>	

2. Strategies and Activities to Integrate Technology into the Educational Process			
2.1 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):		
2.2 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**

Local School System: St. Mary's County Public Schools	Fiscal Year 2009
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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
2. Strategies and Activities to Integrate Technology into the Educational Process			
2.3 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):		
2.4 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):		
3. Strategies and Activities to Improve Access to Technology			
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**

Local School System: <u>St. Mary's County Public School</u> Fiscal Year 2009

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
3. Strategies and Activities to Improve Access to Technology			
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 May 2009, SMCPS will purchase software and hardware linked to curriculum aimed at improving student achievement in mathematics, science, and reading/language arts. Non public schools will determine their needs and purchase accordingly. Teachers and administrators will be directly affected by the professional development provided and while individually evaluating software. SMCPS will be targeting the purchase of online resources and educational software like Kidspiration/Inspiration that is in limited quantities in our building. The media specialists provide the initial PD as they are required each year to offer a refresher training to their staffs.</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. 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 21st Century work skills in order to enhance student achievement for all students.</p>	\$13,761.00	\$2,378.00
3.4 Developing, enhancing, or implementing information technology courses [section 2416(b)(10)].			
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)			
4.1 Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts [section 2416(b)(8)].	<p>Alignment to Master Plan (Pg. #s): Alignment to Local Tech Plan (Pg. #s):</p>		

<p>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>	<p>By May 30, 2008 SMCPSS 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. SMCPSS' professional development office receives input from all professional development activities in the county. Teachers and administrators will be affected by professional development offered. This activity gets tied to the TL8 grant – our evaluator is a retired tech integrator who reviews the status of tech integration in SMCPSS.</p> <p>Alignment to Master Plan: SMCPSS will review the use of funds at yearly meetings.</p> <p>Alignment to Local Tech Plan Objective 5: Renew the SMCPSS Technology Plan based on evaluation and research results.</p>		
	Indirect Costs:	\$484.00	
TOTAL TITLE II-D ED TECH FUNDING AMOUNTS		\$17,245.00	\$2,378.00

**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 2009

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 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:
 - 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 the January and/or March. SMCPS also faxes information and make use of email to all nonpublic 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 nonpublic schools will also email or telephone with a questions or concerns. Nonpublic schools are given an amount based upon enrollment which they can spend to meet their needs as long as it falls into professional development and resources. We also order several data bases for use by the nonpublic schools.

- 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.

- 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 nonpublic school participants are invited to participate in workshops, conferences, or staff development opportunities.

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 sites:

<http://cte.jhu.edu/accessibility/Regulations.cfm>; <http://198.187.128.12/maryland/lpext.dll?f=templates&fn=fs-main.htm&2.0>

**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 2009

Please review the information submitted with the October 16, 2006 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 indicate changes in bold print.

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: <u>St. Mary's County Public Schools</u> Fiscal Year 2009
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PROCESS	IMPLEMENTATION	MONITORING
<p>1.a. SMCPSS will require all vendors to submit letters to show to what degree they comply with COMAR 508 in all RFPs and bids.</p> <p>1.b. SMCPSS 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.</p> <p>1.c. SMCPSS is again working to redesign the SMCPSS web site so that it meets 508 compliance standards. At this point, SMCPSS 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>2.a. SMCPSS in March 2002 notified all media specialists and technology contacts about MD COMAR 13A.05.02.03. This is an ongoing beginning of the year professional development activity for A & S and all media specialists.</p> <p>Media specialists are responsible for disseminating the information to staff.</p> <p>Technology-based products will offer equivalent accessibility for students with disabilities per the SMCPSS 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>3.a. 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 SMCPSS 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 MD COMAR 13A.05.02.03.</p>

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

Local School System: <u>St. Mary's County Public Schools</u>	Fiscal Year 2009
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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.**

School System

Authorizing Signature

Date

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET**

ORIGINAL GRANT BUDGET	\$ 19,623.00	AMENDED BUDGET	\$	REQUEST DATE	07/10/07
GRANT NAME	ESEA Title II, Part D		GRANT RECIPIENT NAME	St. Mary's County Public Schools	
MSDE GRANT #		RECIPIENT GRANT #	111.09		
REVENUE SOURCE		SCHOOL NAME			
FUND SOURCE CODE		GRANT PERIOD	07/01/07	08/30/09	

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						494.00	494.00
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.			13,761.00			2,378.00	16,139.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 06 School Library Media							0.00
Prog. 09 Instruction Staff Dev.				3,000.00			3,000.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 35 Remodeling							0.00
Total Expenditures By Object	00.00	00.00	13,761.00	3,000.00	00.00	2,872.00	19,633.00

Finance Official Approval	Rhonda K. Meleen	<i>Rhonda K. Meleen</i>	July 29, 2008	301-475-5511 x 183
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Michael J. Martirano	<i>Michael J. Martirano</i>	08/03/08	301-475-5511 x 178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Appr:				
	Name	Signature	Date	Telephone #

Grant Budget C.J.24 Rev 01/08

Title II, Part D 2008-2009

Category/ Object		Calculation	Amount	In- Kind	Total
1.1 Professional Development Local ____ Grant: Title II, Part D	Conferences/Worksh ops	15 participants X \$200 MICCA	\$3,000.00		\$3,000.00
Total for Activity 1.1			\$3,000.00		\$3,000.00
3.3 Instructional Staff Development Supplies Local ____ Grant: Title II, Part D	Software and hardware	25 public schools X \$540.00 10 nonpublic schools X \$265.00	\$13,761.00 \$2,378.00		\$13,761.00 \$2,378.00
Total For Activity 3.3			\$16,139.00		\$16,139.00
Administration Business Support Services/Transfers Local ____ Grant: Title II, Part D	Indirect Costs	2.5 x direct costs	\$ 484.00		\$ 484.00
	TOTAL		\$19,623.00		\$19,623.00

Title II, Part D
Budget Narrative
2008-2009

We will provide professional development opportunities for conferences and workshops for strong technology leaders. We plan to provide for 15 participants to attend MICCA. This amounts to **\$3,000.00**. Each participant will be expected to bring back information to share. The grant administrator will coordinate these workshops/conferences as they occur.

We will purchase software and hardware linked to the curriculum aimed at improving student achievement in mathematics, science, and reading/language arts. Approximately **\$13,561.00** will be spent on the 25 public schools and **\$2,324.00** on the participating nonpublic schools. Nonpublic schools will also be given some data bases, such as SIRS and World Book on Line. 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.

We have figured in **\$484.00** for indirect costs.

Our total is **\$19,623.00**.

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 2009
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A. REQUIRED ACTIVITIES [Section 3115 (c)]: For all required activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, (d) the amount of funding for services to public and nonpublic students and teachers, and e) any revision to the plan as part of this annual update (including page numbers). *Use separate pages as necessary for descriptions.*

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115 (c)(1)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
	a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).		
1.1 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)].	Department chairperson serves as lead teacher to provide instructional support to ESOL staff for the development of curriculum, implementation of effective instructional strategies, selection of instructional materials and coordination of overall program and assessment procedures. Lead teacher will also coordinate and monitor the development of curriculum maps aligned with the VSC	\$645 1x stipend	\$30
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 LEP students provided by hourly tutors in pull-out and sheltered instruction.	\$15,073	\$760

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

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

Fiscal Year 2009

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

2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
<p>Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. Also, high quality professional development shall 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)]</p>	<p>a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).</p>		
<p>Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].</p>	<p>Materials / resources for instruction including LAS Links scoring and assessments 2.2.1.1</p>	\$800	\$40
<p>Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for ELL children [section 3115(c)(2)(B)].</p>	<p>ESOL staff professional development (workshops, conferences, travel to and from destination) and curriculum development 2.2.1.2</p>	\$800	\$40
<p>Providing for professional development to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)].</p>	<p>Consultants' fee for training ESOL and mainstream teachers on the Sheltered Instruction Observation Protocol (push – in model for teaching ELLs)</p>	\$10,500	\$550

**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 2009
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B. ALLOWABLE ACTIVITIES [Section 3115(d)]: An eligible entity receiving funds under section 3114 (a) may use the funds to achieve one or more of the following activities:

3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
	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).		
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].			
3.2 Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].	Maintain an interpreters' pool to assist ELL students and their families at school meetings and teleconferences / ESOL program orientation.	\$400	\$40
4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(2)(3)]			
4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d) (3) (A)].			
4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].			
4.3 Providing for access to, and participation in electronic networks for materials, training and communication [section 3115(d)(7)(B)].			
4.4 Incorporation of educational technology and electronic networks into curricula and programs [section 3115(d)(7)(C)].			
4.5 Developing and implementing elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services [section 3115(d)(4)].			

**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 2009
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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	Descriptions	Public School Costs	Nonpublic Costs
	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).		
5.1 Administrative expenses may not use more than 2% for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs	\$460	
		\$28,678	\$1,460
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		\$30,138.00	

**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 2009

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

1. An eligible entity receiving funds under section 3114 (d) (1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. [section (e)(1)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
	a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).		
1.1 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)].	ELL Family Night and Information Session expenses (hand outs, door prizes, refreshments, travel, etc.)	\$1,945	\$97
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)].	Providing support to ESOL / mainstream teachers and ELLs by acquiring substitute teachers on the days scheduled for SIOP training.	\$5,650	\$278
1.3 Providing tutorials mentoring and academic or career counseling for immigrant children and youth [section 3115(e) (1) (C)].	Instructional tutors for after school tutorial services	\$6,226	\$310
1.4 Identifying and acquiring curricular materials, educational software, and technologies to be used carried out with these funds [section 3115(e) (1) (D)].	TransAct Online Communication Resource	\$6,898.50	\$345
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)].	Field Trips Math Investigations Activity Books Fundations for Reading Kit and other support resources for ELLs and Parents Selected reading materials for ELLs home use Materials of Instruction / resources	\$3,100	\$165
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).	Additional professional development needs and/or SIOP Training and consultant fees	\$2,885.50	
1.9 Administrative expenses may not use more than 2% for the cost of administering this subpart [section 3115(b)].		\$565	
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT			\$28,465

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 Title III-A grant. During this meeting an overview of the proposed program is provided so that participants may confirm their participation. Additionally, at the beginning of the school year, a letter is sent to principals of non public schools asking them to provide for the Supervisor of Instruction for ESOL the names of LEP students enrolled in the school.

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

Requests for support with LEP students are provided by ESOL teachers.

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

Services are provided in the schools requesting and /or needing support with their LEP population.

- 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.)

No differences exist in the services provided the non-public schools except in cases where the nonpublic school chose not to request the services.

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.

See Attachments 1, 2, 3

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET**

ORIGINAL GRANT BUDGET	\$ 58,000.00	AMENDED BUDGET		REQUEST DATE	07/21/08
GRANT NAME	Title III, English Language Acquisition	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #	000653.xx	RECIPIENT GRANT #	045.00		
REVENUE SOURCE	English Language Acquisition	SCHOOL NAME			
FUND SOURCE CODE	0040	GRANT PERIOD	07/01/08	06/30/10	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						1,025.00	1,025.00
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.	19,791.00		2,600.00			1,213.00	23,594.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	5,650.00	13,385.00	800.00	850.00		820.00	21,785.00
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				500.00			500.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				1,983.00		40.00	2,003.00
214 Community Services		7,299.50	1,945.00			482.00	9,726.50
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	25,441.00	13,684.50	4,545.00	2,833.00	80.00	1,547.00	26,530.50

Finance Official Approval	Rhonda K. Meleen	<i>Rhonda K. Meleen</i>	August 21, 2008	301-475-5511 x 183
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Michael J. Martirano	<i>Michael J. Martirano</i>	8/21/08	301-475-5511 x 178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET**

ORIGINAL GRANT BUDGET	\$ 30,138.00	AMENDED BUDGET		REQUEST DATE	07/01/08
GRANT NAME	Title III, English Language Acquisition - LEP	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #	900553.01	RECIPIENT GRANT #	045.09		
REVENUE SOURCE	English Language Acquisition - LEP	SCHOOL NAME			
FUND SOURCE CODE	6946	GRANT PERIOD	07/01/08	06/30/10	

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						460.00	460.00
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.	14,000.00					760.00	14,760.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 06 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	600.00	10,900.00	800.00	800.00		660.00	13,360.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				1,118.00			1,118.00
214 Community Services		400.00				40.00	440.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	\$14,600.00	\$10,900.00	\$800.00	\$1,818.00	\$0.00	\$1,300.00	\$30,138.00

Finance Official Approval	Rhonda K. Meleen	<i>Rhonda K. Meleen</i>	August 21, 2008	301-475-5511 x 183
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Michael J. Martirano	<i>Dr. Michael J. Martirano</i>	8/29/08	301-475-5511 x 178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Grant Budget Form 1275 (PDF Rev. 07/10/08)

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET**

ORIGINAL GRANT BUDGET	\$ 28,465.00	AMENDED BUDGET	\$	REQUEST DATE	07/21/08
GRANT NAME	Title III, English Language Acquisition - Immigrant	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #	900553.02	RECIPIENT GRANT #	045.09		
REVENUE SOURCE	English Language Acquisition - Immigrant Portion	SCHOOL NAME			
FUND SOURCE CODE	6949	GRANT PERIOD	07/01/08	06/30/10	

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						565.00	565.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Suprv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	5,781.00		2,600.00			403.00	8,784.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	2,290.00	2,486.50				260.00	5,036.50
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				300.00			300.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							
212 Fixed Charges				845.00		40.00	885.00
214 Community Services		2,290.50	1,945.00			442.00	4,677.50
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	811,021.00	60,784.00	64,545.00	11,345.00	80.00	11,760.00	959,485.00

Finance Official Approval	Rhonda K. Meleen	<i>Rhonda K. Meleen</i>	August 21, 2008	301-475-5511 x 183
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Michael J. Martirano	<i>Michael J. Martirano</i>	8/25/08	301-475-5511 x 178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Grant Budget D-1.07a (revised) Rev 07/07/08

Category /Object-LEP	Line Item	Calculation	Amount	In Kind	Total
Special Programs Instructional Staff Salaries and Wages	Hourly pay for hourly tutors 2.1.1.1	\$20/hour x 20 hrs/week x 38 weeks	\$15200		\$15200
Nonpublic Special Programs Instructional Salaries/ Wages	Hourly pay for part-time tutors 2.1.1.1		\$ 760		\$ 760
Fixed Charges	FICA	\$15200 x 8%	\$ 1216		\$ 1216
Nonpublic Fixed Charges	FICA	\$ 760 x 8%	\$ 60.80		\$ 60.80
Special Programs Instructional Salaries and Wages	ESOL Department chairperson/lead teacher	\$ 600 1 x stipend	\$ 600		\$ 600
Fixed Charges	FICA	\$ 600 x 8%	\$ 48		\$ 48
Nonpublic Fixed Charges	FICA	\$ 48 x 8%	\$ 3.84		\$3.84
Instructional Staff Development	ESOL teachers 2.2.1.2	workshops/conferences and travel to and from for ESOL staff	\$ 1000		\$ 50
Nonpublic Instructional Staff Development	ESOL teachers 2.2.1.2	workshops/conferences and travel to and from for ESOL staff	\$50		\$ 50
Instructional Staff Development Supplies and Materials	Resources and Materials 2.1	Resources / materials Including assessments and LAS Links scoring	\$800		\$800
Nonpublic Instructional Development Supplies and	Resources and Materials 2.1	Resources / materials	\$40		\$ 40

Materials					
Professional Development to Substantially increase the subject matter knowledge, teaching knowledge and skills of teachers	Nonpublic Training for ESOL and mainstream teachers	Professional Development	\$ 10,366		\$ 10366
Nonpublic Professional development	Nonpublic Professional Development	Professional Development	\$ 518.30		\$518.30
Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in school	Program to assist Parents in helping their children improve	Interpreters' pool of candidates to assist ELLs students and families	\$ 1000		\$ 50
Nonpublic Programs to assist parents in helping children	Nonpublic programs to assist parents with helping children improve		\$1172.06		\$1172.06
Total Fixed Charges on Salary					
		2% x 30,138	\$1172.06		
			\$ 30,138		\$30,138

Category/Object Immigrant Activities	Line Item	Calculation	Amount	In- Kind	Total
Family Literacy Parent Outreach and Training activities	Expenses for ELL Family Night (e.g. hand outs, door prizes, refreshments, etc.)	150 participants	\$2042		\$2042
Supporting personnel including teacher aides who have been specifically trained or being trained to provide services	Substitute teachers for ELL and mainstream teachers during training sessions	91 days@ \$65.00	\$5928		\$5928
Instructional Staff Development Stipends	Stipends for instructional tutors	327 hours @\$20 per hour	\$6536		\$6536
Curricular Materials, educational software and technologies	TransAct online communication resource	Contracted Service	\$7243.50		\$7243.50
Instructional Services Additional classroom supplies Field trips	Fieldtrips Math Activity Books Foundations Reading Kit and other resources for home use Materials of Instruction	\$500 Transportation \$2765 MOI	\$3265		\$3265
Other instructional Services that are designed to assist immigrant children and youth achieve in elementary schools in the USA	Additional professional development needs and/or SIOP training, collaborative time for ELL/mainstream teacher	Contracted Service	\$2885.50		\$2885.50
Administration Business Support Services/Transfers	Indirect Costs	2% x 28,465	\$565		
	TOTAL		\$28,465		\$28,465



Dr. Michael J. Martirano
Superintendent of Schools

St. Mary's County Public Schools

Attachment 1

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

To: Non-public School Principals

From: Carol Poe, Supervisor of Instruction/Title I *CP*

Date: July 16, 2008

Re: **Planning Meeting for Federally Funded Grants**

You are invited to attend the 2008-2009 school year planning meeting to discuss your school's eligibility and interest in participating in federal *Elementary and Secondary Act (ESEA)* programs, reauthorized by the *No Child Left Behind Act of 2001 (NCLB)*. This annual federally funded grants planning meeting for the St. Mary's County Public Schools has been scheduled for:

**August 7, 2008
10:00– 11:30 a.m.**

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

Information will be provided about the various federal programs (Title IA, IIA, IID, III, IV, V, Special Education, 21st Century Learning Center Grant) available to support the needs of your students for the 2008-2009 school year.

If you have any questions or if you are unable to attend but would like to submit input concerning the grants, please call Carol Poe at 301-475-5511, extension 140, or send your comments to Carol Poe at the Department of Academic Support by August 1, 2008.

Thank you.

Attachment

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



St. Mary's County Public Schools

Attachment 2

DR. MICHAEL J. MARTIRANO
Superintendent of Schools

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

Theo L. Cramer
Director

Annual Planning Meeting for Federally Funded Programs

August 7, 2008
10:00 p.m. – 11:30 p.m.
23160 Moakley Street
Leonardtown, Maryland 20650
Building 2, Administrative Conference Room

Agenda

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

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

Meeting for Federally Funded Grants Non-Public Schools

August 7, 2008

Representative	School	Address	Phone	E-Mail
Kharon Mellen	SMCS			
Judith W. Tyrone	DCI			
Regina H. Greeley	DCI			
LILA E. HOFMEISTER	St. Michael's	PO Box 359, Ridge, MD 20680	301 872-5454	HofmeisterL@ADW.org
SUSAN FATKA	Marceline Spalding		(301)	fathkas@adwuschool.org
Lynn Ennis	Starmaker Learning Ctr.	23443 Cottonwood Pkwy Calif	863-7740	ennisl@starmaker- senior.org
Pat Sweet	St. John's	4390 St. John's Road, Hollywood	301-533-2422	sweetpat@stjohns.org
Mark Smith	DAS			
Andrew P. Dever	DCI			
Trish W. D'Nece	St. Joseph's Student Services			
LINA MALONEY	Starkwood Public Schools			maloneyl@adw.org
Doreen Engel	Director of Sp. Ed. Catholic Schools Office	P.O. Box 29260 Washington, DC 20017	301-853- 4569	frandwh@verizon.net engeld@ndw.org
Self Nolen	POD-SMCS			
Melissa Chabonout	Dir. Sp. Ed.			
Paul Wood	SMR		301-373-4107	woodp@smrks.org

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**

<p>Local School System: St. Mary’s County Public Schools Fiscal Year 2009</p> <p>Title IV, Part A, SDFSCA Coordinator: Trish Wince</p> <p>Telephone: 301-475-5511 ext. 205 Email: pewince@smcps.org</p>
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A-1 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.

Table A-1		Safe and Drug-Free Schools and Communities Performance Goal, Indicators, and Targets
Performance Goal	Performance Indicators	Performance Targets
<p>Performance Goal 4: All schools will be safe, drug free, and conducive to learning.</p>	<p>4.1 The number of persistently dangerous schools.</p> <p>4.2 The level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey.</p> <p>4.3 The number of suspensions and expulsions by offense.</p>	<p>NOTE: Indicator 4.1 has been moved to the Safe Schools section of the Annual Update.</p> <p>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 10%.</p> <p>By the end of SY 2009-2010, reduce suspensions and expulsions for classroom disruptions, insubordination, and refusal to obey school policies/regulations by 10%.</p> <p>NOTE: SY 2002-03 is the baseline year.</p>

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

Local School System: St. Mary's County Public Schools	Fiscal Year 2009
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A-2 PROGRESS TOWARD PERFORMANCE TARGETS:

Table A-2 Performance Indicator	Baseline (2002 MAS) & SY 2009-10 Performance Targets	Actual Performance (2004 MAS)	Actual Performance (2007 MAS)	Actual Performance (2009 MAS)
<p>4.2</p> <p>The level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey (Last 30 Days).</p>	<p>By the end of SY 2009-10:</p> <p>Reduce cigarette use in: 6th grade (from 2.3% to 0.3%) 8th grade (from 6.6% to 4.0%) 10th grade (from 15.1% to 9%) 12th grade (from 28.2% to 15%)</p> <p>Reduce any form of alcohol use in: 6th grade (from 5.5% to 2.5%) 8th grade (from 18.9 to 9.5%) 10th grade (from 38.2% to 22%) 12th grade (from 47.4% to 45%)</p> <p>Reduce any drug other than alcohol or tobacco use in: 6th grade (from 4.1% to 1.7%) 8th grade (from 14.3% to 5.0%) 10th grade (from 25.8% to 14%) 12th grade (from 38.3% to 20%)</p>	<p>Cigarette use in: 6th grade: 2.8% 8th grade: 6.3% 10th grade: 20.4% 12th grade: 23.9%</p> <p>Any form of alcohol use in: 6th grade: 5.2% 8th grade: 16.1% 10th grade: 43.7% 12th grade: 46.7%</p> <p>Any drug other than alcohol or tobacco use in: 6th grade: 2.4% 8th grade: 7.4% 10th grade: 25.7% 12th grade: 25.5%</p>	<p>Cigarette use in: 6th grade: 0.3% 8th grade: 4.3% 10th grade: 9.5% 12th grade: 14.4%</p> <p>Any form of alcohol use in: 6th grade: 2.4% 8th grade: 9.9% 10th grade: 23.7% 12th grade: 48%</p> <p>Any drug other than alcohol or tobacco use in: 6th grade: 1.8% 8th grade: 5.3% 10th grade: 14.5% 12th grade: 21.1%</p>	

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

Cigarette Use: Cigarette usage in the 6th and 8th grades while minimal continued to decline by approximately two percentage points at both levels and exceeding performance targets. This is very encouraging as during the middle school years adolescents are very vulnerable to peer pressure. Tobacco use is more prevalent in the 10th and 12th grades, but has shown a significant decrease in both grades since the 2004 MAS data was released.

Alcohol Use: Alcohol usage in the 6th and 8th grades declined by over one-half and one-third respectively between the administrations of the MAS in 2004 and 2007. Performance targets were met. While the 10th grade showed a healthy decline and performance targets were met, the 12th grade data indicates that the use

of alcohol at this age continues to be a problem, especially since usage at that age is illegal. A new student driving program is being implemented this fall and alcohol usage prevention will require additional instructional time as a part of the required high school health education course

Any Drug Other than Alcohol or Tobacco Use: Other drug use met performance targets across all four grades, but of note is the considerable improvements seen at the 8th and 10th grade levels.

Table A-2 (Continued) Performance Indicator	Baseline (SY 2002-03) & SY 2009-10 Performance Targets	SY 2005-06 Performance (%)	SY 2006-07 Performance (%)	SY 2007-08 Performance (%)
<p>4.3</p> <p>The percentage of out-of-school school suspensions and expulsions by offense.</p>	<p>Reduce the percentage of suspensions and expulsions for:</p> <p>Classroom disruptions (from .1.1% to .1%_)</p> <p>Insubordination (from 0.99%_ to .9%)</p> <p>Refusal to obey school policies/regulations (from 2.5% to .2.4%)</p>	<p>Actual Performance: .1.85 _%</p> <p>Actual Performance: .1.44 _%</p> <p>Actual Performance: .3.27 _%</p>	<p>Actual Performance: .1.45 _%</p> <p>Actual Performance: .1.35 _%</p> <p>Actual Performance: .2.9 _%</p>	<p>Actual Performance: .1.1 _%</p> <p>Actual Performance: .0.99 _%</p> <p>Actual Performance: .2.5 _%</p>

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 are progressing; classroom disruption referrals have gone from 1.85% in 2004-2005 to a current 1.1%. Many factors have supported this positive trend. To name a few: PBIS, De-escalation/Restraint trainings and professional development.

Insubordination: We are progressing; insubordination referrals have gone from 1.44% in 2004-2005 to classroom disruptions have gone from 1.85% to a current .99%. Many factors have supported this positive trend. To name a few: PBIS, De-escalation/Restraint trainings and professional development.

Refusal to Obey School Policies/Regulations: We are progressing; refusal to obey school policy referrals has gone from 3.27 in 2004-2005 to a current 2.5%. Many factors have supported this positive trend. To name a few: PBIS, 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

Fiscal Year 2009

B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)] - Provide the following for all Title IV, Part A activities that will be implemented: (a) A brief description of the services (b) How the services will be targeted to schools and students with the greatest need, and (c) Timelines for when the services will be completed; (d) Cost of services for public schools; and (e) Cost of services to nonpublic schools.

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 Cost	Nonpublic School Cost
<p>1.1 Age appropriate and developmentally based activities that –</p> <ul style="list-style-type: none"> • Address the consequences of violence and the illegal use of drugs, as appropriate; • Promote a sense of individual responsibility; • Teach students that most people do not illegally use drugs; • Teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use; • Teach students about the dangers of emerging drugs; • Engage students in the learning process; and • Incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools [section 4115(b)(2)(A)]. 	<p>Program/Activity: Purchase the curriculum Second Step/Steps to Respect for all participating non-public schools. Second Step is a scientifically based researched program that has been shown to reduce violence, discipline referrals and improve school climate in elementary and secondary grades. This program also builds feeling of inclusiveness and respect which increases confidence and responsibility in students. Studies found that the Steps to Respect program reduced bullying incidents by 25% and children who were bystanders to bullying were less encouraging of it. Students demonstrate less aggressive victimization and encouragement of bullying when teachers model the bullying prevention as well as interact with students.</p> <p>Targeting: All public schools provide the curriculum Second Step/Steps to Respect to improve school climate and reduce discipline referrals. The provision of this curriculum will ensure all non-public students have equitable access to this program which supports essential life skills and vital social skills in the classroom, and on the playground.</p> <p>Timeline: September 2008-June 2009</p> <p>Outcome: Baseline data on incidents will be identified for the 2008-2009 school year. By the end of the 2008-2009 school year 90% of the students in grades 3 through 9 at the non-public schools will correctly identify bullying behavior and appropriate responses to bullying as documented by a pre and post assessment.</p> <p>Program/Activity: Purchase and implement the curriculum “The Resilience Revolution: Discovering Strengths in Challenging Kids” program to be used with all students identified</p>	<p></p> <p>\$1,617</p>	<p>\$8,856</p>

	<p>School” for K through 8 grades. These materials will be used to support the anti-bullying and harassment program. These materials will provide and reinforce consistent anti-bullying messages bringing key concepts to the school setting. Students will engage in the development of bulletin boards, posters and banners that will communicate antibullying messages.</p> <p>Targeting: Kindergarten through 8th grade students, because this is the target population for the anti-bullying programs.</p> <p>Timeline: September 2008-June 2009.</p> <p>Outcomes: Program outcomes will be tied to the anti-bullying curriculum outcomes of Steps to Respect and Second Step.</p>		
<p>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)].</p>			

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

Local School System: St. Mary's County Public Schools	Fiscal Year 2009
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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

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>Program/Activity: Stipend for a school counselor to provide training after the duty day for the curriculum, "The Resilience Revolution: Discovering Strengths in Challenging Kids" to all of the non-public schools. This would include 16 hours to effectively provide training to 8 non-public schools. This service is provided to equip the teachers to effectively deliver the curriculum to all students.</p> <p>Targeting: A school counselor and or teacher at each of the participating non-public schools.</p> <p>Timeline: September 2008-November 2008</p> <p>Outcomes: School counselor agenda, sign-in sheet documentation.</p>		\$397.44
	<p>Program/Activity: Plan to send two staff members, from Student Services and/or Health Education to the National Student Assistance Symposium 2009 which focuses on the development and maintenance of safe learning within the K-12 environment.</p> <p>Targeting: High School students using any form of alcohol and/or other drugs (other than tobacco) as the 2007 MAS data indicates that adolescent usage often increase with age.</p> <p>Timeline: Symposium dates April 3rd and 4th 2009.</p> <p>Outcomes: Identification and implementation of strategies to further reduce alcohol and other drug use by high school aged adolescents.</p>	\$3,940	
	<p>Program/Activity: Training for returning Positive Behavior Intervention and supports systems approach teams (PBIS). PBIS is a scientifically based researched program that is proactive, comprehensive, systemic and individualized continuum of support designed to provide opportunities to all students, including students with disabilities, for achieving social and learning success, while</p>	\$10,459.60	

	<p>preventing problem behaviors.</p> <p>Targeting: The nine school teams that are targeted include: schools with high mobility, Title I populations, and economically disadvantaged populations.</p> <p>Timeline: July 2009</p> <p>Outcomes: By the end of the 2009-2010 school year reduce suspensions for refusal to obey school policy from 222 to 210 in the nine PBIS schools.</p>		
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)].	<p>Activity/Program: Participate with other Maryland counties in subscribing to the State Collaborative on Assessment and Student Standards (SCASS) and Health Education Assessment Project (HEAP) with a particular focus on resources related to alcohol, tobacco and other drugs.</p> <p>Targeting: 100% of all secondary schools will administer health education assessments that address issues related to alcohol, tobacco and other drug use.</p> <p>Timeline: August 2008 through June 2009.</p> <p>Outcomes: Utilize the SCASS bank of test items in the revision and development of end of course assessments. Results data is reviewed and curriculum is revised as needed.</p>	\$490.96	
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 reenter 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**

Local School System: St. Mary's County Public Schools	Fiscal Year 2009
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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

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
1.11 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)].			

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

Local School System: St. Mary's County Public Schools	Fiscal Year 2009
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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

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
1.17 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>Activity/Program: Purchase Equipment to Enhance Employee Background Screening.</p> <p>Targeting: Assessing new employee's background history to protect students from exposure to individuals who should not have contact with SMCPS students.</p> <p>Timeline: August 2008 through June 2009</p> <p>Outcome: By the end of school year 2009 SMCPS will have enhanced background screening of employees, preventing unwanted individuals from having contact with students.</p>	\$13,895	
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)].			

Amount for PROGRAMS and ACTIVITIES:	\$34,582.56	\$11,331.44
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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	Fiscal Year 2009
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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 percent of the Title IV, Part A funds may be used to carry out activities identified with an asterisk (*). Of this 40 percent, not more than 50 percent (i.e., no more than 20 percent of the total Title IV-A distribution) may be used for security measures or activities identified with a plus (+), <u>only if funding for these activities is not received from other federal agencies.</u>			
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)].			
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)].	<p>Activity/Program: Instructor's expenses for School Violence and Threat Assessment Initiative Training for school administrators to develop and put in place an established threat assessment protocol. This course is presented by recognized experts in the fields of psychology and violence threat assessment to include former members of the United States Secret Service. The course utilizes the United States department of Education guidelines set forth for responding and assessing to school threats as documented in the USDOE Threat Assessment in Schools Publication, July 2004.</p> <p>Targeting: 100%of schools public and non-public crisis teams and administrators.</p> <p>Timeline: January 2009</p> <p>Outcomes: By the end of school year 2008-2009 school staff will be able to identify at risk students having a propensity for violence, engage in a formal threat assessment and analysis of the student's intent, and develop a response plan to meet the needs of the student.</p>	\$2,300	\$357
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)].			
Amount FOR SECURITY MEASURES		\$2,300	\$357

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

Local School System: St. Mary's County Public Schools	Fiscal Year 2009
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C. DRUG AND VIOLENCE PREVENTION PROGRAMS AND ACTIVITIES: Provide the information requested below for the drug & violence prevention programs and activities that will be used during SY 2008-09. 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.

TABLE C-1	Drug & Violence Prevention Programs, Activities, and Curricula		
Grade	Programs/Activities/Curricula <i>(i.e., Life Skills, Here's Looking At You, Second Step, etc.)</i>	Scientifically Based Researched (Yes/No)	SDFSCA Funds Used (Yes/No)
K	7 out of 17 elementary schools participate in PBIS and MSAP for the 2008-2009 school year CPI Health Teacher: Teaching Health Concepts and Skills	Yes to PBIS No to MSAP site teams Yes to CPI No to Curriculum	Yes for PBIS and CPI training No for MSAP site teams, and curriculum
1	7 out of 17 elementary schools participate in PBIS and MSAP for the 2008-2009 school year CPI Health Teacher: Teaching Health Concepts and Skills	Yes to PBIS No to MSAP site teams Yes to CPI No to Curriculum	Yes for PBIS and CPI training No for MSAP site teams, and curriculum
2	7 out of 17 elementary schools participate in PBIS and MSAP for the 2008-2009 school year CPI Health Teacher: Teaching Health Concepts and Skills	Yes to PBIS No to MSAP site teams Yes to CPI No to Curriculum	Yes for PBIS and CPI training No for MSAP site teams, and curriculum
3	7 out of 17 elementary schools participate in PBIS and MSAP for the 2008-2009 school year CPI Health Teacher: Teaching Health Concepts and Skills Steps to Respect	Yes to PBIS No to MSAP site teams Yes to CPI No to Curriculum Yes to Steps to Respect	Yes for PBIS and CPI training No for MSAP site teams, and curriculum
4	7 out of 17 elementary schools participate in PBIS and MSAP for the 2008-2009 school year CPI	Yes to PBIS No to MSAP site teams Yes to CPI	Yes for PBIS and CPI training No for MSAP site teams, Steps to Respect and

	Health Teacher: Teaching Health Concepts and Skills Steps to Respect	No to Curriculum Yes to Steps to Respect	curriculum
5	7 out of 17 elementary schools participate in PBIS and MSAP for the 2008-2009 school year CPI Health Teacher: Teaching Health Concepts and Skills Steps to Respect	Yes to PBIS No to MSAP site teams Yes to CPI No to Curriculum Yes to Steps to Respect	Yes for PBIS and CPI training No for MSAP site teams, and curriculum
6	2 out of 4 middle schools participate in PBIS CPI Health Teacher: Teaching Health concepts and Skills MSAP site teams	Yes for PBIS and CPI No for Curriculum and MSAP site teams	Yes for PBIS and CPI training No for MSAP site teams, and curriculum
7	2 out of 4 middle schools participate in PBIS CPI Health Teacher: Teaching Health concepts and Skills MSAP site teams Second Step	Yes for PBIS, Second Step and CPI No for Curriculum and MSAP site teams	Yes for PBIS and CPI training No for MSAP site teams, Second Step and curriculum
8	2 out of 4 middle schools participate in PBIS CPI Health Teacher: Teaching Health concepts and Skills MSAP site teams	Yes for PBIS and CPI No for Curriculum and MSAP site teams	Yes for PBIS and CPI training No for MSAP site teams, and curriculum
9	1 out of 3 high schools participate in Building Developmental Assets CPI Lifetime Health Curriculum MSAP site teams	Yes for Building Developmental Assets and CPI No for Curriculum and MSAP site teams	Yes for PBIS and CPI training No for MSAP site teams, and curriculum
10	1 out of 3 high schools participate in Building Developmental Assets CPI MSAP site teams	Yes for Building Developmental Assets and CPI No for Curriculum and MSAP site teams	Yes for PBIS and CPI training No for MSAP site teams, and Building Developmental Assets
11	1 out of 3 high schools participate in Building Developmental	Yes for Building Developmental Assets and	Yes for PBIS and

	Assets CPI MSAP site teams	CPI No for Curriculum and MSAP site teams	CPI training No for MSAP site teams, and Building Developmental Assets
12	1 out of 3 high schools participate in Building Developmental Assets CPI MSAP site teams	Yes for Building Developmental Assets and CPI No for Curriculum and MSAP site teams	Yes for PBIS and CPI training No for MSAP site teams, and Building Developmental Assets

Percentage of schools using scientifically based researched programs (SBRPs) to reduce disruption. 100%

Percentage of schools using SBRPs to reduce disruption in which the staff is trained to implement the SBRP. 100%.

Does the LSS conduct school climate surveys? YES NO. If YES, what percentage of students reports a positive connection to school? ____% NO

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

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

Fiscal Year 2009

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

- 1. Participating Private Schools and Services: Complete information in Attachment 6-B on page 31 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the 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 non-public schools to attend two meetings of all non-public schools interested in participating in the services and programs provided by Safe and Drug-Free Schools and Communities grant. During these meeting 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 non-public schools through written communication. Equitable participation is provided on the expressed need of the individual schools. No differences exist in the services provided the non-public 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.

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET**

ORIGINAL GRANT BUDGET \$	49,562.00	AMENDED BUDGET #		REQUEST DATE	08/25/08
GRANT NAME	Title IV, Part A, Safe & Drug Free Schools		GRANT RECIPIENT NAME	St. Mary's County Public Schools	
MSDE GRANT #		RECIPIENT GRANT #	065.09		
REVENUE SOURCE		SCHOOL NAME			
FUND SOURCE CODE		GRANT PERIOD	07/01/08	06/30/10	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
291 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						991.00	991.00
Prog. 23 Centralized Support							0.00
292 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.		2,290.00	500.00		11,145.00		13,865.00
203-206 Instruction Categories							
Prog. 01 Regular Prog.		490.96	5,797.00			11,302.00	17,589.96
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 06 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	7,000.00	2,300.00		6,839.60		367.00	16,496.60
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				960.00		29.44	989.44
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	\$7,000.00	\$5,040.96	\$6,297.00	\$7,399.60	\$11,145.00	\$12,679.44	\$49,562.00

Finance Official Approval	Rhonda K. Meleen	<i>Rhonda K. Meleen</i>	August 27, 2008	301-475-5511 x 183
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Michael J. Martirano	<i>Michael J. Martirano</i>	8/27/08	301-475-5511 x 178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Appr.				
	Name	Signature	Date	Telephone #

Grant Budget Form 1-25 Rev 01/08

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Nonpublic Instruction Supplies and Materials	Purchase Second Step/Steps to Respect curriculum for 3 rd – 9 th grade Activity: 1.1	5 Second Step kits X \$800 for 5 schools (\$4,000), 6 Steps to Respect kits X \$700 (\$4,200) with 8% shipping cost (\$656) Total= \$8,856	\$8,856		\$8,856
Regular Instruction Supplies and Materials	Purchase The Resilience Revolution: Discovering Strengths in Challenging Kids curriculum Activity: 1.1	42 kits X \$35 for 26 schools (\$1,470), with 10% shipping cost (\$147) Total= \$1,617	\$1,617		\$1,617
Regular Instruction Supplies and Materials	Purchase materials Cyberbullying and Cyberthreats: Responding to the Challenge of Online Cruelty, Threats, and Distress for grades 5-12 Activity 1.3	50 kits X \$55 for school counselors at each school (\$2,750), 10% for shipping and handling (\$275) Total= \$3,025	\$3,025		\$3,025
Nonpublic Instruction Supplies and Materials	Purchase materials Cyberbullying and Cyberthreats: Responding to the Challenge of Online Cruelty, Threats, and Distress for grades 5-12 Activity 1.3	21 kits X \$55 for a teacher and/or school counselor at all non-public schools (\$1,155), 10% for shipping cost (\$115) Total= \$1,270	\$1,270		\$1,270

Regular Instruction Supplies and Materials	Purchase Bully Free Bulletin Boards, Posters, and Banners; Creative Displays for a Safe and Caring School for K-8 Activity 1.3	30 kits X \$35 for a school counselor and/or teacher at all elementary and middle schools (\$1,050), 10% for shipping and handling (\$105) Total= \$1,155	\$1,155		\$1,155
Nonpublic Instruction Supplies and Materials	Purchase Bully Free Bulletin Boards, Posters, and Banners; Creative Displays for a Safe and Caring School for K-8 Activity 1.3	21 kits X \$35 for a school counselor or teacher at all non-public elementary and middle schools (\$735), 10% for shipping and handling (\$73) Total= \$808	\$808		\$808
Nonpublic Student Personnel Services Salaries and Wages	Instructional School Counselor Activity: 1.5	Provide 16 hours of training to all non-publics for Steps to Respect/Second Step Curriculums 16 X \$23 per hour	\$368		\$368
Professional Staff Development and Training	National Student Assistance Symposium Activity # 1.5	2 staff X \$700 for registration 2 staff airfare and hotel, 2 nights X 2 people, (\$2,400) 2 staff X \$35 a day for food	\$3,940		\$3,940

		for 2 days, 2X \$70 for food, (\$140)			
Professional Staff Development and Training	PBIS Training for seven returning teams Activity # 1.5	45 participants X \$50 for registration fee, (\$2,250) Stipend for 35 participants for 2 days at \$100 a day (\$7,000) Mileage: 14 cars at 80 miles round trip (.58), (\$649.60)	\$9,899.60		\$9,899.60
Other Contracted Charges Regular Instruction	Utilize SCASS to Support Health Education Activity: 1.6	Annual Fee	\$490.96		\$490.96
Equipment Purchase	Employee background screening equipment Activity: 1.18	Cross Match Guardian 10- Print Live Scan system (FBI certified hardware) (\$9,595) ID 500 Hardware and Software and License (\$1,850) Live Scan Implementation/ system installation and training (\$2,250) E-pad signature	\$13,895		\$13,895

		pad (\$200)			
Professional Staff Development Contracted Services	Consultant to provide professional development training for School Violence and Threat Assessment Protocol Activity # 2.3	1 day X \$2,300	\$2,300		\$2,300
Nonpublic Instructional Staff Development Contracted Services	Consultant to provide professional development training for School Violence and Threat Assessment Protocol for all non-public administrators Activity # 2.3	1 day X \$357	\$357		\$357
Fixed Charges	FICA & Worker's comp. 8%	8% X \$7,368	\$589.44		\$589.44
Administrative Business Support	Indirect Costs	2% X total direct cost	\$991		\$991
	TOTAL		\$49,562		\$49,562

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

Local School System: St. Mary's County Public Schools	Fiscal Year 2009
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TRANSFER OF TITLE IV, PART A ESEA FUNDS [Section 6123(b)]

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

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.

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**

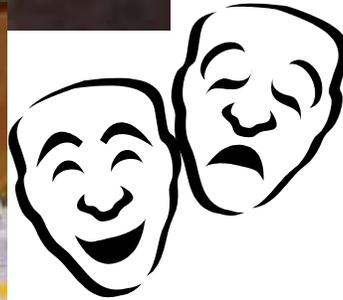
Local School System: St. Mary's County Public Schools	Fiscal Year 2009
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BUDGET SUMMARY

FY 2009	PUBLIC	PRIVATE	TOTAL
	\$34,582.56	\$11,331.44	\$45,914
Programs and Activities			
	\$2,300	\$357	\$2,657
SECURITY MEASURES			
SALARIES (FOR FULL AND PART-TIME SDFSCA STAFF – INCLUDE ALL BENEFITS)			\$0
			\$991
2% ADMINISTRATIVE COST			
Carryover to FY 2010 (See NOTE 1 below)			\$12,390
Transfers under Section 6123(b)			\$0
Total FY 2009 Expenditures			\$61,952

NOTE 1: 75% OF THE FY 2009 ALLOCATION MUST BE SPENT BY JUNE 30, 2009. 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].

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).

Activity #2: Provide a fine arts resource staff position to supplement the completion of non-supervisory tasks.

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

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

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

Activity #6: Provide supplemental funds for high school uniforms on a three-year 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 Gala.
- Activity #9:** Provide increased performance opportunities for fine arts and non-fine arts students within the community, such as Rotary Clubs, County Commissioners' Meetings, Board of Education Meetings, and other civic and business groups.
- Activity #10:** Expand the opportunities for high school music, theatre, and visual arts students to partner with higher institutions of learning, such as St. Mary's College of Maryland and the College of Southern 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 for gifted and talented students (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 PreK-8 and Maryland State Department of Education terminology in grades 9-12.

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

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

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

Activity #4: Provide visual arts material to support the Alternative Learning Center (Alternative Learning Center was renamed in 2007-2008 to White Oak Secondary Center).

1. Describe the **progress** that was made in 2007-2008 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

During the 2007-2008 cycle of the St. Mary's County Public Schools' Master Plan, progress was made in all areas, except the implementation of a dance curriculum during the school day, due to facilities and program funding. 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 2007-2008 cycle. The most significant stride was the completion of the two-year cycle of the fine arts textbook adoption. This was so important to the overall success of the Fine Arts Master Plan. Before the adoption, the current textbooks for music and visual arts were over ten (10) years old and the theatre textbooks were eight (8) years old. With the completion of the textbook adoption cycle, all fine arts courses have new textbooks and resources as follows: music (grades PreK-12); fine arts (grades 9-12); theatre (grades 9-12); and visual arts (grades PreK-12). Another significant stride was the adoption of the curriculum maps for music (grades PreK-12); theatre (grades 9-12); and visual arts (grades PreK-12). The budget for FY 2008 incorporated new FTE (Full Time Employees) positions 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 2007-2008 cycle of the St. Mary's County Public Schools' Master Plan progress was made in all areas, except the implementation of a dance curriculum during the school day, due to facilities and budgetary constraints.

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 2007-2008 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:

Two elementary school music positions: This allowed the growing population and prekindergarten classes 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 tri-county library to be completely inventoried and missing parts/scores to be ordered. Forty percent of this is paid through the Fine Arts Initiative Grant and 60 percent is from General Funds.

Goal #1, Objective #13, Strategy #1, Activity #3, 4, 5, 6, 7, 8, 9, 10, and 11;

Goal #1, Objective #13, Strategy #3, Activity #1, 2, 3, and 4;

Goal #1, Objective #13, Strategy #4, Activity # 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, Activity #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 Goal #1, Objective #13, Strategy #1, Activity #5; Goal #1, Objective #13, Strategy

#3, Activity #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, Activity #7, 9, 11; Goal #1, Objective #13, Strategy #3, Activity #4; and Goal #1, Objective #13, Strategy #4, Activity #4. 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 constraints.

Goal #1, Objective #13, Strategy #2, Activity #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 was expanded to include theatre at the elementary and middle school levels. Dance was not added, due to facility needs. Approximately 300 campers were enrolled. Student scholarships were available for our FARM population.

Goal #1, Objective #13, Strategy #2, Activity #8, 9, 10, and 11:

Opportunities for students to partner 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, Activity #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:

With the adoption of a new textbook series in grades PreK-12, innovative technology and enrichment activities were added to all schools. Funding was provided from the General Fund through the textbook adoption cycle.

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 2007-2008 programs in Fine Arts goals. Additional grants (St. Mary's Arts Council) were written to enhance activities and strategies. Time for professional development is always a challenge, but adjustments have been made in the 2008-2009 master calendar to include an additional professional development day.

4. Describe the goals, objectives, and strategies that will be implemented during 2008-2009 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 2008-2009 school year calendar. Teachers will be inserviced on the new "CTE's Electronic Learning Community" 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 communities. Teachers will have inservice sessions on August 15, September 19, and a final session on April 1, 2009. Established county assessment committees will share collected artifacts and begin the process of constructing pilot assessment tools.

Goal #1, Objective #13, Strategy #4, Activity #4, will be discontinued in 2008-2009. St. Mary's County Public Schools has terminated White Oak Secondary Center as of June 30, 2008. It will open Fairlead Academy in September 2008, but it will not have course offerings in career technology, physical education, or fine arts.

A. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Fine Arts Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at www.marylandpublicschools.org.
2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 11-13 of this guidance document). The accompanying budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals, objectives, and strategies identified in Attachment 13 of the BTE Master Plan.**

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET**

ORIGINAL GRANT BUDGET \$	36,748.00	AMENDED BUDGET \$		REQUEST DATE	07/21/08
GRANT NAME	Fine Arts Initiative		GRANT RECIPIENT NAME	St. Mary's County Public Schools	
MSDE GRANT #		RECIPIENT GRANT #	047.09		
REVENUE SOURCE		SCHOOL NAME			
FUND SOURCE CODE		GRANT PERIOD	07/01/08	05/30/10	

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						735.00	735.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 10 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	11,620.00			2,850.00			14,470.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	13,000.00	3,000.00	1,660.00	2,000.00			19,660.00
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							
212 Fixed Charges				1,885.00			1,885.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	\$24,620.00	\$3,000.00	\$1,660.00	\$6,735.00	\$0.00	\$735.00	\$36,748.00

Finance Official Approval	Rhonda K. Meehan	<i>Rhonda K. Meehan</i>	October 17, 2008	301-475-5511 x 183
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Michael J. Martirano	<i>Michael J. Martirano</i>	10/22/08	301-475-5511 x 178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Appr.				
	Name	Signature	Date	Telephone #

Grant Budget C-1-25 Rev 01/2008

St. Mary's County Public Schools
Budget Narrative
Fine Arts
2008-2009

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Fine Arts Assistant: Staff	40% of FTE Salary	40% of FTE Salary	\$11,620		\$11,620
Fixed Charges	Fringe Benefits	Fixed Charges on FTE 7.65 x \$11,620	\$ 889		\$ 889
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #1, 2, and 3	100 participants x \$20 per hour x 6.5 hours	\$13,000		\$13,000
Fixed Charges	Fringe Benefits	7.65 % x \$13,000	\$ 994		\$ 994
Instructional Staff Development Contracted Services	Consultants to provide professional development training Strategy #2 and 3	15days x \$200	\$ 3,000		\$ 3,000
Instructional Staff Development Supplies	Training materials for professional development Strategy #1, 2, 3, and 4	83 participants x \$20	\$ 1,660		\$ 1,660
Other Charges	Conference Fees Strategy 2, Marching Band Fees, Strategy 2	40 participants x \$50.00 3 bands x \$950.00	\$ 2,000 \$ 2,850		\$ 4,850
Administration Business Support Services/Transfers	Indirect Costs	2% x direct costs	\$ 735		\$ 735
	TOTAL		\$36,748		\$36,748

Additional Federal and State Reporting Requirements



**Victims of Violent Criminal Offenses in Schools (VVCO)
Report for School Year 2007-08**

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

NOTE: See attached guidance for completing the VVCO in Schools Report.

Guidance for Completion of the SY 2007-08 Victims of Violent Criminal Offenses in Schools (VVCO) Report

Authority:

- Section 9532 (Unsafe School Choice Option) of the No Child Left Behind Act of 2001; and
- Code of Maryland Regulations 13A.08.01.18-.20 (Unsafe School Transfer Policy).

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

COLUMN 2: This column captures the total number of transfers that were requested by VVCO after the "conviction or adjudication" of a perpetrator.

COLUMN 3: This column captures those transfers that were made by the local school system prior to "conviction or adjudication" of a perpetrator and/or without being requested by a VVCO (i.e. in the interest of safety and/or good order and discipline).

**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: Kathleen M. Lyon

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

Telephone: 301-475-5511 ext. 198

FAX: 301-475-2469

Email: kmlyon@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.



8/25/08

Signature - Local Superintendent of Schools/Chief Executive Officer

Date

Please completed certification statement and submit as part of your 2008 Master Plan Annual update
If you have questions, please contact:

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

Phone: (410) 767-0295

Email: jmcginnis@msde.state.md.us

Bridge to Excellence Master Plan

Review of Adequacy of Existing School Facility Needs

Updated July 2008



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*.

The *Bridge to Excellence Act* restructures Maryland's public school finance system and increases State aid to public schools to \$2.2 billion over six fiscal years (FY 2003 – FY 2008). The funding formula adopted by the General Assembly ensures *equity* and *adequacy* for Maryland's public school systems by linking resources to the needs of students and distributing \$74 of State aid inverse to local wealth. The new finance structure is modeled after the recommendations of the Commission on Education Finance, Equity, and Excellence (Thornton Commission).

As a result of this legislation, Maryland has embraced a *standards-based approach to public school financing*. Under this approach, and consistent with the federal *No Child Left Behind Act of 2001*, the State must set academic content and student achievement standards, ensure that schools and students have sufficient resources to meet those standards, and hold schools and school systems accountable for student performance.

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 prekindergarten programs for economically disadvantaged students and full-day kindergarten for all students by the 2007 – 2008 school year. 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 prekindergarten programs for economically disadvantaged students and full-day kindergarten for all students by the 2007 – 2008 school year; 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, are 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 fulfill the promise in every child.

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 2008, it is estimated that 181 drivers and 24 bus assistants will travel 215,231 hours in 197 vehicles traveling over 4,000,000 miles on 907 daily routes.

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

Special Needs transportation is available to all St. Mary's County special needs students. Currently the Department of Transportation transports special needs students to and from their home school and also outside of their district to attend specialized programs. Some of those programs are with-in 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 Operation 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:

- Employee identification badges
- Automated visitor registration interfaced with data base checks to include the known sex offender registry
- Interior barrier access gates in larger schools
- Bus transportation and traffic flow (school arrival and departure)
- Trespass notification and monitoring
- Background checks and screening for all school volunteers
- Mandatory daily morning 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
- Assist in the implementation of School Safety Patrols (elementary schools)
- Conduct bi-annual school safety and security 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 at schools
- Monitor and audit site based drills of emergency response protocols
- Annual site based professional development staff training on safety and security procedures and

- current trends in youth crime
- Annual review and revision of crisis manuals, procedures, protocols and school emergency plans as needed

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. The school system currently has a new Leadership in Energy and Environmental Design silver level elementary school under construction and scheduled for occupancy in August of 2009. 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 16 years in 2008. 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 rising construction costs, instability in the economy, continued changes in state environmental regulations, an increasing elementary school enrollment growth, a pattern of limited growth at the secondary level, continued fluctuation in the birth rate, and availability of school sites within designated development areas. Together these trends interact to produce a complex environment for developing long-range plans for the school system. The growth in the state of Maryland has dropped by nearly 9,850 students alone in 2006, representative of a decline for the past three years. However, St. Mary's County has seen an increase in both the birth rate and overall residency, which results in higher current and projected enrollment. The state projections indicate that although the state enrollment is down, seventeen jurisdictions including Calvert, Charles, and St. Mary's are expected to have their highest enrollment totals in 2016. The bulk of the absolute gains between 2006 and 2016 are likely to occur in a handful of jurisdictions, with the largest seen for Montgomery (10,550 or 7.8%), Frederick (5,900 or 15.0%), Washington (4,200 or 20.0%), Charles (3,350 or 13.0%), Cecil (2,900 or 18.0%) and St. Mary's (2,550 or 16.0%) counties. Since 2000, the population of St. Mary's County has grown by 14.6% for an increase of 12,622 for a total of 98,854 residents. St. Mary's County ranks second in total population in Southern Maryland after Charles County at 140,416, with Calvert ranking third at 88,804. However, in terms of percent change in population, St. Mary's County has ranked third in the state for the past three (3) years, having surpassed both Calvert and Charles counties. 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, three new elementary schools have been included in the six-year capital plan. These new elementary schools and the completed expansion of Leonardtown Elementary School will assist with meeting capacity needs for the next ten years. In addition, the interest in continuing to reduce class size will play a major role in the additional capacity new elementary schools will provide.

In addition to a growing elementary school population, the school system must meet federal requirements for offering 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 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. 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. Both a new middle school and a new high school are included in the school systems current six-year capital plan; however, the enrollment trends do not indicate sufficient enrollment to support the approval of these projects by the state in the next five years.

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.

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. Over the last five years, there has been an increase in the per square foot cost of school construction of \$76.39, although there was no increase in the cost for the FY 2008 budget year. This increase has resulted in a substantial increase each year to the school systems capital improvements program projects. The school system will continue to monitor the bidding across the state as we prepare the budgets this fall.

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

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 16,693 students in grades PreK-12 as of September 30, 2007. 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 2008 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 slight decrease in middle school enrollment through FY 2012, with an increase to begin in FY 2013 through FY 2017 when enrollment will level off. It will take three to four years for this increase to be seen in 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 a false sense of urgency based on the closure

of two Adequate Public Facility areas based on the current zoning procedures. At the time a developer receives record plat approval, the entire student yield for the development is deducted from the available capacity. However, large subdivisions build out over a number of years, which is how the enrollment projections are formulated. While the school system shows the new students arriving from new subdivisions in the ten year projections, the county's Department of Land Use and Growth Management must count all students as having arrived at the school at the time of approval for the subdivision. This scenario has caused two adequate public facilities districts to close down when the school system is able to accommodate additional students as we work towards building the population required for the new school. Currently, a St. Mary's County Chamber of Commerce Task Force is reviewing the Adequate Public Facilities Ordinance to propose recommendations for better aligning the approval of new subdivisions with the actual timeframe for occupancy and student yield assessment. The project is slated for design to begin in FY 2018, based on a projected shortfall of 641 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 prekindergarten programs for economically disadvantaged students 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 2008 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 though 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 FY 2010 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's 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, three additional new elementary schools are included in the school system's six-year capital improvements program. The planning approval for the next three elementary schools will be sought in: FY 2011 for the second new elementary school, FY 2014 for the third new elementary school and FY 2015 for the fourth 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 is currently working with county government to acquire the site required for the second new elementary school site in a designated growth area in the central portion of the county. The school system is working collaboratively with county government on obtaining future school sites that will be utilized for third and fourth 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 five 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 middle schools, with an actual surplus of approximately 175 seats. Although we have experienced individual school overcrowding, we have addressed this issue through the use of relocatable classrooms. There are insufficient capacity needs at this time to support the request for additional capacity needs for a new middle school through the state procedures. Starting with FY 2012, 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 projections indicate that the trend may show that the enrollment will begin to level off again starting in FY 2018. These demographics will have to be monitored closely as we continue to forecast the middle school enrollment over the next few years. The system-wide enrollment projections indicate that there will be a shortfall of seats at the middle school level totaling 615 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 2013 the growth will level off with a period of no growth. The Maryland Department of Planning's spring 2008 enrollment projections indicate that there will be four year decline in high school enrollment starting in FY 2013 and lasting through FY 2016, with an increase in enrollment starting in FY 2017. 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 affects 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, and 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 (142) 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 (197) 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 prekindergarten programs for economically disadvantaged students by the 2007 – 2008 school year. The school system currently offers prekindergarten to 584 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 reviewing the need for additional capacity to house prekindergarten at all elementary schools and will include capital projects to address the needs through prekindergarten additions or through consolidation through a new elementary school.

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. The planning should address capital improvements necessary to implement full-day kindergarten programs for all students by the 2007 – 2008 school year. For the 2008 – 2009 school year the school system will offer full-day kindergarten to a projected 1,241 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 2,004 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 2008 – 2009 school year the Fairlead Academy will provide educational programs for select ninth 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 fulfill the promise in every child.