

# St. Mary's County Public Schools

## Bridge to Excellence Master Plan 2006 Annual Update

### Part II: Attachments



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Mr. Gary K. Kessler, Vice Chairman  
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Mr. J. Bradley Clements, Chief Operating Officer  
Mrs. Linda J. Dudderar, Chief Academic Officer  
Mr. Daniel L. Carney, Chief Financial Officer  
Mrs. Kathleen M. Lyon, Executive Director of Student Services  
Mr. Jeffrey A. Maher, Director of Professional and Organizational Development  
Dr. Edward T. Weiland, Director of Human Resources  
Mr. Theo L. Cramer, Director of Academic Support  
Dr. Charles E. Ridgell, Director of Curriculum and Instruction  
Mrs. Kelly M. Hall, Director of Elementary Instruction,  
Administration, and School Improvement  
Mr. J. Scott Smith, Director of Secondary Instruction,  
Administration, and School Improvement  
Ms. Marilyn E. Mathes, Director of Special Education  
Mr. William C. Caplins, Director of Technology  
Mrs. Zina McGowan-Thomas, Communications Specialist

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  
23160 Moakley Street, Suite 101  
Leonardtown, Maryland 20650  
301- 475-5511, Extension 108

**The St. Mary's County Public School System does not discriminate on the basis of race, color, sex, age, marital status or sexual orientation, national origin, religion or disability in matters affecting employment, or in providing access to programs. Inquiries related to this policy may be addressed to the Director of Human Resources,  
St. Mary's County Public Schools, P.O. Box 641, Leonardtown, MD 20650, 301-475-5511, Extension 169.  
October 2006**

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**Bridge to Excellence Master Plan  
2006 Annual Update**

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

**Part II: Attachments—Due: August 15, 2006**

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

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

**Local Point of Contact:**

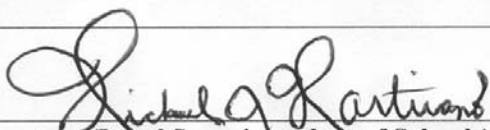
**Name:** Linda Dudderar

**Telephone:** 301 475-5511, x109

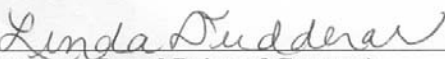
**Fax:** 301 475-4229

**E-Mail:** ljdudderar@smcps.org

**WE HEREBY CERTIFY** that, to the best of our knowledge, the information provided in the 2006 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)

7/27/06  
Date

  
Signature (Local Point of Contact)

July 27, 2006  
Date

**ATTACHMENT 4-A  
SCHOOL LEVEL BUDGET SUMMARY  
Fiscal Year 2007**

**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**

<b>SCHOOL NAME</b> <b>Rank Order All Schools by</b> <b>Percentage of Poverty – High to</b> <b>Low Poverty</b>  <b>After School Name Indicate as</b> <b>appropriate:</b> <ul style="list-style-type: none"> <li>• (SW) for T-I Schoolwide Schools</li> <li>• (TAS) for Targeted Assistance T-I Schools</li> <li>• (CH) for Charter Schools</li> </ul>	<b>Percent</b> <b>Poverty</b> <b>Based on Free</b> <b>and Reduced</b> <b>Price Meals</b>	<b>Title I-A</b> <b>Grants to Local</b> <b>School Systems</b>	<b>Title I-D</b> <b>Delinquent and</b> <b>Youth At Risk of</b> <b>Dropping Out</b>	<b>Title II, Part A</b> <b>Teacher and</b> <b>Principal</b> <b>Training and</b> <b>Recruiting Fund</b>	<b>Title II-D</b> <b>Ed Tech</b> <b>Formula Grants</b>	<b>Title III-A</b> <b>English</b> <b>Language</b> <b>Acquisition</b>
Valley View Elem. (SW)	86.4%	\$	\$	\$	\$	\$
<b>ELEMENTARY</b>						
Carver (SW)	64%	\$220,800.00	N/A	\$83,818.00	\$311.90	\$0
Lexington Park (SW)	57%	\$264,000.00	N/A	\$40,729.00	\$311.90	\$0
Green Holly (SW)	48%	\$226,800.00	N/A	\$47,544.00	\$311.90	\$0
Park Hall (TAS)	35%	\$83,500.00	N/A	\$20,145.00	\$311.90	\$0
Ridge	28%	\$0	N/A	\$98,519.00	\$311.90	\$0
Greenview Knolls	22%	\$0	N/A	\$42,083.00	\$311.90	\$0
Dynard	22%	\$0	N/A	\$0	\$311.90	\$0

<b>SCHOOL NAME</b> <b>Rank Order All Schools by</b> <b>Percentage of Poverty – High to</b> <b>Low Poverty</b>  <b>After School Name Indicate as</b> <b>appropriate:</b> <ul style="list-style-type: none"> <li>• (SW) for T-I Schoolwide Schools</li> <li>• (TAS) for Targeted Assistance T-I Schools</li> <li>• (CH) for Charter Schools</li> </ul>	<b>Percent</b> <b>Poverty</b> <b>Based on Free</b> <b>and Reduced</b> <b>Price Meals</b>	<b>Title I-A</b> <b>Grants to Local</b> <b>School Systems</b>	<b>Title I-D</b> <b>Delinquent and</b> <b>Youth At Risk of</b> <b>Dropping Out</b>	<b>Title II, Part A</b> <b>Teacher and</b> <b>Principal</b> <b>Training and</b> <b>Recruiting Fund</b>	<b>Title II-D</b> <b>Ed Tech</b> <b>Formula Grants</b>	<b>Title III-A</b> <b>English</b> <b>Language</b> <b>Acquisition</b>
Oakville	20%	\$0	N/A	\$0	\$311.90	\$0
Leonardtown	19%	\$0	N/A	\$0	\$311.90	\$0
Piney Point	19%	\$0	N/A	\$0	\$311.90	\$0
Benjamin Banneker	16%	\$0	N/A	\$0	\$311.90	\$0
Town Creek	14%	\$0	N/A	\$0	\$311.90	\$0
Mechanicsville	12%	\$0	N/A	\$0	\$311.90	\$0
White Marsh	12%	\$0	N/A	\$43,806.00	\$311.90	\$0
Hollywood	12%	\$0	N/A	\$0	\$311.90	\$0
Lettie Marshall Dent	12%	\$0	N/A	\$0	\$311.90	\$0
<b>MIDDLE</b>						
Spring Ridge	43%	\$0	N/A	\$0	\$311.90	\$0
Esperanza	21%	\$0	N/A	\$0	\$311.90	\$0
Leonardtown	17%	\$0	N/A	\$24,439.00	\$311.90	\$0

<b>SCHOOL NAME</b> <b>Rank Order All Schools by</b> <b>Percentage of Poverty – High to</b> <b>Low Poverty</b>  <b>After School Name Indicate as</b> <b>appropriate:</b> <ul style="list-style-type: none"> <li>• (SW) for T-I Schoolwide Schools</li> <li>• (TAS) for Targeted Assistance T-I Schools</li> <li>• (CH) for Charter Schools</li> </ul>	<b>Percent Poverty</b> <b>Based on Free and Reduced</b> <b>Price Meals</b>	<b>Title I-A</b> <b>Grants to Local</b> <b>School Systems</b>	<b>Title I-D</b> <b>Delinquent and</b> <b>Youth At Risk of</b> <b>Dropping Out</b>	<b>Title II, Part A</b> <b>Teacher and</b> <b>Principal</b> <b>Training and</b> <b>Recruiting Fund</b>	<b>Title II-D</b> <b>Ed Tech</b> <b>Formula Grants</b>	<b>Title III-A</b> <b>English</b> <b>Language</b> <b>Acquisition</b>
Margaret Brent	13%	\$0	N/A	\$0	\$311.90	\$0
<b>HIGH</b>						
Alternative Center	59%	\$0	N/A	\$0	\$0	\$0
Great Mills	30%	\$0	N/A	\$0	\$311.90	\$0
Leonardtown	12%	\$0	N/A	\$0	\$311.90	\$0
Chopticon	9%	\$0	N/A	\$0	\$311.90	\$0
<b>Total Public school allocations</b> <b>(Should add up to the total</b> <b>number from Title I Allocation</b> <b>Excel Worksheet Column I.)</b>		<b>\$795,100.00</b>	N/A	<b>\$401,083.00</b>	<b>\$7,173.70</b>	<b>\$0</b>
<b>School System Administration</b> <b>(Use # on Table 7-8 LINE 5)</b>		<b>\$447,485.00</b>	N/A	<b>\$18,946.00</b>	<b>\$543.00</b>	<b>\$440.00</b>
<b>System-wide Programs and School</b> <b>System Support to Schools</b> <b>(Use # on Table 7-8 LINE 16)</b>		<b>\$747,925.00</b>	N/A	<b>\$289,620.00</b>	<b>\$9,619.30</b>	<b>\$21,066.00</b>
<b>Nonpublic Costs (Column J)</b> <b>(Use # on Table 7-10 LINE 5)</b>		<b>\$23,250.00</b>		<b>\$18,900.00</b>	<b>\$3,566.00</b>	<b>\$947.00</b>
<b>TOTAL LSS Title I Allocation</b> <b>(Should match # presented on</b> <b>C-1-25)</b>		<b>\$2,013,760.00</b>	N/A	<b>\$728,549.00</b>	<b>\$20,902.00</b>	<b>\$22,453.00</b>

**ATTACHMENT 4-B  
SCHOOL LEVEL "SPREADSHEET" BUDGET SUMMARY  
Fiscal Year 2007**

**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**

<b>SCHOOL NAME In Rank Order by Percentage of Poverty – High to Low Poverty  After School Name Indicate: • (SW) for T-I Schoolwide Schools • (TAS) for Targeted Assistance T-I schools • (CH) for Charter Schools</b>	<b>Percent Poverty Based on Free and Reduced Price Meals</b>	<b>Title IV-A Safe and Drug Free Schools and Communities</b>	<b>Title V-A Innovative Programs</b>	<b>Title VI-B Rural and Low-Income Schools</b>	<b>Other 21<sup>st</sup> Century Grant</b>	<b>Other</b>	<b>Total ESEA Funding by School</b>
<b>Valley View Elem. (SW)</b>	<b>86.4%</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	
<b>ELEMENTARY</b>							
George Washington Carver (SW)	64%	\$0	\$206.00	N/A	\$106,250.00		<b>\$411,385.90</b>
Lexington Park (SW)	57%	\$0	\$206.00	N/A	\$106,250.00		<b>\$411,496.90</b>
Green Holly (SW)	48%	\$0	\$206.00	N/A	\$0		<b>\$274,861.90</b>
Park Hall (TA)	35%	\$0	\$206.00	N/A	\$0		<b>\$104, 162.90</b>
Ridge	28%	\$0	\$206.00	N/A	\$0		<b>\$99,036.90</b>
Greenview Knolls	22%	\$0	\$206.00	N/A	\$0		<b>\$42,600.90</b>
Dynard	22%	\$0	\$206.00	N/A	\$0		<b>\$517.90</b>
Oakville	20%	\$0	\$206.00	N/A	\$0		<b>\$517.90</b>

<b>SCHOOL NAME In Rank Order by Percentage of Poverty – High to Low Poverty</b>  <b>After School Name Indicate:</b> <ul style="list-style-type: none"> <li>• (SW) for T-I Schoolwide Schools</li> <li>• (TAS) for Targeted Assistance T-I schools</li> <li>• (CH) for Charter Schools</li> </ul>	<b>Percent Poverty Based on Free and Reduced Price Meals</b>	<b>Title IV-A Safe and Drug Free Schools and Communities</b>	<b>Title V-A Innovative Programs</b>	<b>Title VI-B Rural and Low-Income Schools</b>	<b>Other 21<sup>st</sup> Century Grant</b>	<b>Other</b>	<b>Total ESEA Funding by School</b>
Leonardtown	19%	\$0	\$206.00	N/A	\$0		<b>\$517.90</b>
Piney Point	19%	\$0	\$206.00	N/A	\$0		<b>\$517.90</b>
Benjamin Banneker	16%	\$0	\$206.00	N/A	\$0		<b>\$517.90</b>
Town Creek	14%	\$0	\$206.00	N/A	\$0		<b>\$517.90</b>
Mechanicsville	12%	\$0	\$206.00	N/A	\$0		<b>\$517.90</b>
White Marsh	12%	\$0	\$206.00	N/A	\$0		<b>\$44,323.90</b>
Hollywood	12%	\$0	\$206.00	N/A	\$0		<b>\$517.90</b>
Lettie Marshall Dent	12%	\$0	\$206.00	N/A	\$0		<b>\$517.90</b>
<b>MIDDLE</b>							
Spring Ridge	43%	\$0	\$206.00	N/A	\$106,250.00		<b>\$106,767.90</b>
Esperanza	21%	\$0	\$206.00	N/A	\$0		<b>\$517.90</b>
Leonardtown	17%	\$0	\$206.00	N/A	\$0		<b>\$24,956.90</b>
Margaret Brent	13%	\$0	\$206.00	N/A	\$0		<b>\$517.90</b>

<b>SCHOOL NAME In Rank Order by Percentage of Poverty – High to Low Poverty</b>  <b>After School Name Indicate:</b> <ul style="list-style-type: none"> <li>• (SW) for T-I Schoolwide Schools</li> <li>• (TAS) for Targeted Assistance T-I schools</li> <li>• (CH) for Charter Schools</li> </ul>	<b>Percent Poverty Based on Free and Reduced Price Meals</b>	<b>Title IV-A Safe and Drug Free Schools and Communities</b>	<b>Title V-A Innovative Programs</b>	<b>Title VI-B Rural and Low-Income Schools</b>	<b>Other 21<sup>st</sup> Century Grant</b>	<b>Other</b>	<b>Total ESEA Funding by School</b>
<b>HIGH</b>							
Alternative Center	59%	\$0	\$206.00	N/A	\$0		<b>\$206.00</b>
Great Mills	30%	\$0	\$206.00	N/A	\$0		<b>\$517.90</b>
Leonardtown	12%	\$0	\$206.00	N/A	\$0		<b>\$517.90</b>
Chopticon	9%	\$0	\$206.00	N/A	\$0		<b>\$517.90</b>
<b>School System Administration</b>		<b>\$1,150.00</b>	<b>\$492.00</b>	N/A	<b>\$6,250.00</b>		
<b>Systemwide Programs and School System Support to Schools</b>		<b>\$50,975.00</b>	<b>\$10,657.00</b>	N/A	<b>0</b>		
<b>Nonpublic Costs</b>		<b>\$6,544.00</b>	<b>\$2,835.00</b>	N/A	<b>0</b>		
<b>TOTAL</b>		<b>\$58,669.00</b>	<b>\$18,928.00</b>	N/A	<b>\$318,750.00</b>		

<b>ATTACHMENT 5-A</b> <b>TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]</b> <b>Fiscal Year 2007</b>	<b>Local School System: St. Mary's County Public Schools</b>
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Local school systems may transfer ESEA funds by completing this page as part of the Bridge to Excellence Master Plan Annual Update submission, or at a later date by completing and submitting a separate Attachment 5-A form. Receipt of this Attachment as part of the Annual Update will serve as the required 30 day notice to MSDE. A local school system may transfer up to 50 percent of the funds allocated to it by formula under four major ESEA programs to any one of the programs, or to Title I (Up to 30 percent if the school system is in school improvement)<sup>1</sup>. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

<b>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.</b>								
<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>St. Mary's County Public Schools does not use this option at this time.</b> </div>								
Funds Available for Transfer	Total FY 2006 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								

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

**ATTACHMENT 5-B  
CONSOLIDATION OF ESEA FUNDS FOR LOCAL  
ADMINISTRATION [Section 9203]  
Fiscal Year 2007**

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

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.**

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

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

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2007</b>	<b>Local School System: St. Mary's County Public Schools</b>
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Enter the complete information for each participating nonpublic school, including mailing address. Use 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	13	13	22	283	22	0	0
	Public School								
	Neutral Site								
Little Flower School 20410 Point Lookout Road Great Mills, MD 20634	Private School	X	14	14	19	212	19	1	0
	Public School								
	Neutral Site								
St. Michael's School 16560 Three Notch Road Ridge, MD 20680	Private School	X	0	0	14	134	14	0	0
	Public School								
	Neutral Site								

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2007</b>				<b>Local School System: St. Mary's County Public Schools</b>					
<b>NONPUBLIC SCHOOL</b> <b>NAME AND ADDRESS</b>	<b>Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)</b>								
	<b>Title I-A</b>			<b>Title II-A</b>	<b>Title II-D Ed Tech</b>		<b>Title III-A</b>		
	<b>Number nonpublic</b> <b>T-I students to be</b> <b>served at the</b> <b>following locations:</b>	<b>Students</b> <b>Reading/Lang.</b> <b>Arts</b> <b>(Can be a</b> <b>duplicated</b> <b>count)</b>	<b>Students</b> <b>Mathematics</b> <b>(Can be a</b> <b>duplicated</b> <b>count)</b>	<b>Staff</b>	<b>Students</b>	<b>Staff</b>	<b>Students</b>	<b>Staff</b>	
St. John's School P.O. Box 69 Hollywood, MD 20636	<b>Private</b> <b>School</b>	X	0	0	16	204	16	0	0
	<b>Public</b> <b>School</b>								
	<b>Neutral</b> <b>Site</b>								
Father Andrew White School P. O. Box 1756 Leonardtown, MD 20650	<b>Private</b> <b>School</b>	X	0	0	19	280	19	2	0
	<b>Public</b> <b>School</b>								
	<b>Neutral</b> <b>Site</b>								
St. Mary's Ryken 22600 Camp Calvert Road Leonardtown, MD 20650	<b>Private</b> <b>School</b>	X	0	0	48	670	48	0	0
	<b>Public</b> <b>School</b>								
	<b>Neutral</b> <b>Site</b>								

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2007</b>	<b>Local School System: St. Mary's County Public Schools</b>
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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
Holy Angels-Sacred Heart School 21335 Coltons Point Road Avenue, MD 20609	Private School	X	0	0	12	115	12	2	0
	Public School								
	Neutral Site								
Leonard Hall Jr. Naval Academy P.O. Box 507 Leonardtown, MD 20650	Private School	X	0	0	10	121	10	0	0
	Public School								
	Neutral Site								
Mother Catherine Spalding School 38833 Chaptico Road Helen, MD 20635	Private School	X	0	0	15	180	15	0	0
	Public School								
	Neutral Site								

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2007</b>	<b>Local School System: St. Mary's County Public Schools</b>
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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
Starmaker Learning Center 23443 Cottonwood Parkway California, MD 20619	Private School	X	0	0	4	14	4	0
	Public School							
	Neutral Site							
	Private School							
	Public School							
	Neutral Site							
	Private School							
	Public School							
	Neutral Site							

<b>ATTACHMENT 6-B</b> <b>NONPUBLIC SCHOOL</b> <b>INFORMATION FOR ESEA</b> <b>PROGRAMS</b> <b>Fiscal Year 2007</b>	<b>Local School System : St. Mary's County Public Schools</b>
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**Enter the complete information for each participating nonpublic school, including mailing address. Use separate pages as necessary.**

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)				
	Title IV-A		Title V-A		Comments (Optional)
	Students	Staff	Students	Staff	
The King's Christian Academy 20738 Point Lookout Road Callaway, MD 20620	283	22	283	22	
Little Flower School P.O. Box 257 Great Mills, MD 20634	212	19	212	19	
St. Michael's School P.O. Box 259 Ridge, MD 20680	134	14	134	14	
St. John's School P.O. Box 69 Hollywood, MD 20636	204	16	204	16	
Father Andrew White School P. O. Box 1756 Leonardtown, MD 20650	280	19	280	19	

<b>ATTACHMENT 6-B</b> <b>NONPUBLIC SCHOOL</b> <b>INFORMATION FOR ESEA</b> <b>PROGRAMS</b> <b>Fiscal Year 2007</b>	<b>Local School System : St. Mary's County Public Schools</b>
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Enter the complete information for each participating nonpublic school, including mailing address. *Use separate pages as necessary.*

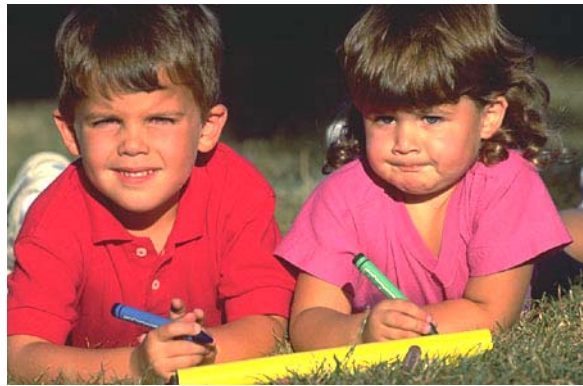
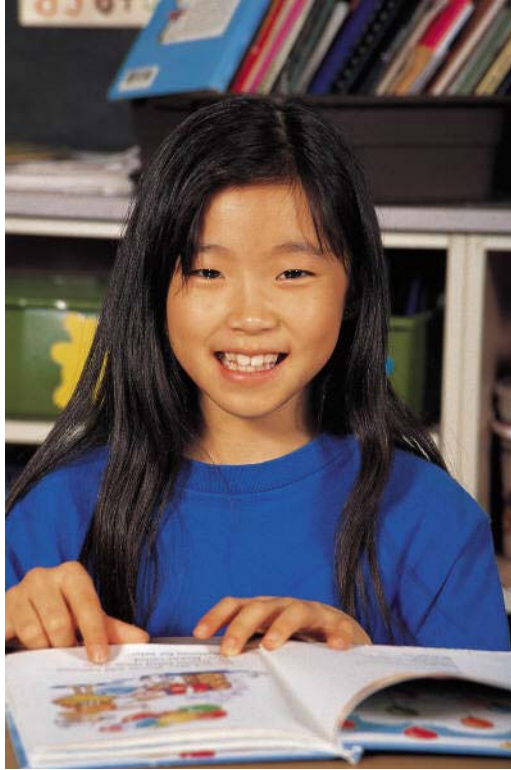
NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)				
	Title IV-A		Title V-A		Comments (Optional)
	Students	Staff	Students	Staff	
St. Mary's Ryken 22600 Camp Calvert Road Leonardtown, MD 20650	670	48	670	48	
Holy Angels-Sacred Heart School 21335 Coltons Point Road Avenue, MD 20609	115	12	115	12	
Leonard Hall Jr. Naval Academy P.O. Box 507 Leonardtown, MD 20650	121	10	121	10	
Mother Catherine Spalding School 38833 Chaptico Road Helen, MD 20635	180	15	180	15	

<b>ATTACHMENT 6-B</b> <b>NONPUBLIC SCHOOL</b> <b>INFORMATION FOR ESEA</b> <b>PROGRAMS</b> <b>Fiscal Year 2007</b>	<b>Local School System : St. Mary's County Public Schools</b>
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**Enter the complete information for each participating nonpublic school, including mailing address. *Use separate pages as necessary.***

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)				
	Title IV-A		Title V-A		Comments (Optional)
	Students	Staff	Students	Staff	
Starmaker Learning Center 23443 Cottonwood Parkway California, MD 20619	14	4	14	4	

## 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 EDUCATIONAL AGENCIES**

<b>Local School System: St. Mary's County Public Schools</b>	<b>Fiscal Year 2007</b>
<b>Title I-A Coordinator: Carol Poe</b>	
<b>Telephone: 301-475-5511 ex. 140</b>	<b>E-mail: cmpoe@smcps.org</b>

**A. 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 bulleted item separately**. **ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 7.**

***SCHOOLS IN IMPROVEMENT:***

1. **DESCRIBE** the step-by-step process **including specific timeline/dates**, will use to inform parents of each student enrolled in a Title I school identified for improvement, corrective action, or restructuring. **Address each lettered item separately**. Sec. 1116 (b)(6)(A-E)
  - 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; and
  - e) how parents can become involved in addressing the academic issues that caused the school to be identified for school improvement.

**DOCUMENTATION:** **Include** sample copies of letters for school year 2006-2007 and documentation to support that the above items a-e have been accomplished.

- a) Two St. Mary's County Title I schools have been identified for improvement. George Washington Carver Elementary School met AYP expectations for the 2006 administration of the Maryland School Assessment (MSA) but continues as a School in Improvement, Year 1. Lexington Park Elementary School did not make AYP for two consecutive years and is now a School in Improvement, Year 1. The School Choice Transfer Option will be offered at both schools to allow parents the choice to transfer their child/children to other public schools in St. Mary's County that have made AYP.

Dates/Timelines:

- School Choice News Release: Within one week after the 2006 MSA AYP results are available.
- Parent Choice Letter: Within one week after the 2006 MSA AYP results are available.
- School Choice Parent Information Night: July 17, 2006 and July 19, 2006.
- School Choice parent request deadline for currently enrolled students: August 15, 2006.
- School Choice for new students moving into the George Washington Carver Elementary School and Lexington Park Elementary School attendance area: open enrollment all year for new students.

Attachment 1: School Choice Transfer Option News Release

- b) George Washington Carver Elementary School continues as a School in Improvement Year 1 and must achieve AYP for two consecutive years to exit school improvement. Lexington Park Elementary School enters School Improvement Year 1 because the school did not make the Annual Measurable Objective (AMO) for two consecutive years, in Reading (African American) and Reading (FARMS)..

Attachment 1: School Choice Transfer Option News Release

- c) Both Title I schools are addressing the problem of low achievement by implementing the research based *Houghton Mifflin* reading program and *Investigations* mathematics program. Low reading achievement is also being addressed by implementation of research based reading interventions, such as *Foundations*, *Read Naturally*, and *REWARDS*. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is administered quarterly to all students to monitor reading progress. Burns and Roe Informal Reading Inventory and Rigby Running Records

additionally provide classroom teachers with assessment information to allow them to create data driven instruction. The Eleven Month School Program provides an additional month of school beyond the regular school year for identified low performing students at George Washington Carver and Lexington Park Elementary Schools. Additionally, the Education Trust , will be working with the teachers and leadership teams at those schools to address the student achievement issues and promote learning at high levels.

d) St. Mary's County Public Schools Technical Assistance Teams (TAT) are in place at George Washington Carver Elementary School and Lexington Park Elementary School. The TAT meets monthly with the school instructional leadership team to provide timely and appropriate support and intervention in the areas of:

- School improvement planning
- Disaggregated data analysis
- Identification and implementation of professional development, instructional strategies, and methods of instruction based on scientifically based research
- School organization, support structure, leadership, and staffing
- Budget review and development to confirm direct alignment of funding sources with identified school improvement initiatives.

Attachment 2: Technical Assistance Team Support Plan

e) Parents can become involved in addressing academic issues that caused the schools to be identified for school improvement by joining and participating in school decision making on the School Improvement Teams and Parent Student Teacher Associations. To assist parents with home involvement in reading instructional support, parents can attend the regularly scheduled Partners in Print workshops which take place at the schools.

2. **DESCRIBE** the step-by-step process **including specific timelines/dates** will use to inform parents of students attending a Title I school in school improvement about student transfer and supplemental educational services options. Provide a projected start-up date for these services. Sec. 1116 (b)(6)(F)

School Choice Transfer Option step-by step process:

- The School Choice receiving schools were identified based on their achievement of Adequate Yearly Progress (AYP) on the 2006 administration of the MSA.
- The informational news release concerning the School Choice Transfer Option for parents of students enrolled or scheduled to be enrolled at George Washington Carver and Lexington Park Elementary Schools for the 2006-2007 school year appeared in the local newspaper, local radio station, and on the SMCPs website.
- Letters were mailed to parents of students scheduled to attend George Washington Carver and Lexington Park Elementary Schools for the upcoming school year (2006-2007) providing information on the School Choice Transfer Option.
- Parent School Choice Information Nights were scheduled for Monday, July 17, 2006 at Lexington Park Elementary School, and Wednesday, July 19, 2006 at George Washington Carver Elementary School.
- The start-up date for the School Choice Transfer Option is the first day of school: August 23, 2006.

Include sample copies of letters and documentation used to accomplish these tasks.

Attachment 1: School Choice Transfer Option News Release

Attachment 3: Title I School Choice Transfer Option

Procedures for the 2006-2007 School Year

Attachment 4: Title I School Choice Transfer Option

Parent Information Sheet

Attachment 5a: Parent letter for George Washington Carver Elementary School

Attachment 5b: Parent letter for Lexington Park Elementary School

Attachment 6a: George Washington Carver Parent School Choice Information Night Agenda

Attachment 6b: Lexington Park Parent School Choice Information Night Agenda

**DOCUMENTATION:** Include sample copies of letters for school year 2006-2007 and documentation used to accomplish these tasks.

### ***HIGHLY QUALIFIED:***

3. **DESCRIBE** the step-by-step process **including specific timelines/dates** will use 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) notify the parents of each student attending any school receiving funds that they may request information regarding the professional qualification of the student's classroom teachers.

Parents of students in all Title I schools are notified about their right to request information on the qualifications of their child's teachers and paraeducators during the first week of each school year: August 23, 2006.

Attachment 7a: Parent Letter concerning teacher and paraeducator qualifications.

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 7b: Parent Letter concerning the fact that their child has been taught for 4 or more weeks by a teacher who is not highly qualified.

**DOCUMENTATION:** Include sample copies of letters for school year 2006-2007 and documentation used to accomplish this task.

### ***SCHOOLWIDE PROGRAMS:***

4. 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 consolidates** federal, state, and local funds for schoolwide programs (**if the system is not consolidating funds, describe how the system coordinates resources to develop programs**);
  - b) **Describe how the system and schools adopt** research based strategies and methods to improve student achievement;
  - c) **Describe how the system and schools follow** the progress of each student subgroup;
  - d) **Describe how the system and schools provide** extended learning time, such as an extended school year, before- and after-school, and summer program opportunities;
  - e) **Describe** the accelerated, high quality curriculum used in **Title I, Part A schools**; and
  - f) **Describe** formative benchmark assessments aligned with the Voluntary State Curriculum.
  - g) **Describe the process to assure that the 10 Components of a Schoolwide Program are part of the development, implementation, and monitoring of Schoolwide/School Improvement Plans.**
  - h) **Describe specific steps to be taken to review and analyze the effectiveness of schoolwide programs.**

In addition to the LSS Title I coordinator, **identify** by name the person/s responsible for **monitoring** activities a-f, as appropriate.

- a) 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. The School Improvement Plan for each school is reviewed and approved by an assigned School Improvement Plan review team composed of representative members from the Departments of Academic Support, Curriculum and Instruction, Pupil Services and Special Education.

Persons responsible: School Improvement Plan Review Team: Team Directors: Linda Dudderar, Kelly Hall, Kathleen Lyon, Charles Ridgell, Marilyn Mathes.

- b) Scientifically based strategies and methods implemented at Title I schools include the *Houghton Mifflin* reading program. The program has been adopted in grades pre-kindergarten through five at all Title I schools to ensure that all components of literacy are included in the 90 minute literacy instructional blocks. The primary mathematics resource used to teach the Voluntary State Curriculum is *Investigations*, one of

only three research based mathematics curricula currently available. Additional supplemental materials for the core reading and mathematics programs are provided for Title I schools, including Teacher Resource Kits, student workbooks, leveled texts and targeted intervention programs such as Wilson Rewards, Foundations, and Read Naturally.

Persons responsible: School leadership teams; Instructional Supervisors; Title I Supervisor: Carol Poe

c) Each school maintains a data base of formative and summative assessment data for every student.

Data includes individual student MSA data and formative assessment data using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) in preK- 5. Pre and post mathematics benchmark assessments are provided at each grade. Each pre and post assessment focuses on grade level objectives in the VSC. Unit assessments are also administered at grades 3-5 (See Master Plan Update). The assessments demonstrate for teachers and students the level of knowledge and rigor MSA demands. Grade level teams develop Team Action Plans to monitor student data and impact classroom instructional decision making.

Persons responsible: The literacy and mathematics coaches assigned to each Title I school assist classroom teachers with collection and interpretation of individual student data. The SMCPs Assessment Specialist is available to provide analysis and disaggregation, when requested. Assessment Specialist: Deanna Mingo

d) All Title I schools have 21<sup>st</sup> Century Community Learning Center after school programs in place. The Eleven Month School Program will be provided during the summer of 2006 for identified students who need additional assistance to achieve AYP. More than eighty per cent of the students who attended the 2005 program demonstrated progress in both reading and mathematics. This program will be implemented at the three Title I schools that have schoolwide programs in place.

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

e) The SMCPs Bridge to Excellence Master Plan, Goal 1, Objective 21, Strategy 1, provides for increasing challenge and achievement of all students through research based high quality curricula.

Persons responsible: Chief Academic Officer: Linda Dudderar; Supervisor of Gifted and Talented Programs: Laura Carpenter

f) Formative benchmark assessments aligned with the Voluntary State Curriculum have been developed for all grades in the areas of reading and mathematics. The DIBELS literacy assessment is in place in all Title I school for the 2006-2007 school year. The results of these tests are included in grade level Team Action Plans which are monitored by the school leadership team and assist teachers with instructional decision making (See Master Plan Update).

Persons responsible: Title I Literacy Coaches; Supervisor of Instruction for Reading: Liz Cooper; Supervisor of Instruction for Mathematics: Marian Steinbach

g) The 10 Components of the Schoolwide Program are part of the development, implementation, and monitoring of Schoolwide/School Improvement Plans. All SMCPs Title I schools use the approved MSDE Title I format for their school improvement plans, which includes specific criteria for each of the 10 components. In additions, all SMCPs Title I schools maintain Schoolwide Program notebooks (10 components) which are reviewed for content at the scheduled quarterly Title I Principals' Meetings. Persons responsible: Supervisor of Title I: Carol Poe; Director of Academic Support: Theo Cramer.

h) 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 decision makers. Teacher representatives provide input for development of quarterly benchmark assessments. **Timely Additional Assistance** is differentiated, based upon student need. 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, ESOL, special education inclusion, Title II, and the 21<sup>st</sup> Century Learning Center Grant which supports after school programs in Title I schools.

Person Responsible: Supervisor of Title I: Carol Poe; Director of Academic Support: Theo Cramer.

**TARGETED ASSISTANCE SCHOOLS:**

5. **DESCRIBE the step-by-step process including timelines/dates used to rank students using a 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.  
Students in grades 3 through 5 who attend Targeted Assistance Schools will be identified based upon failure to achieve proficiency on the Maryland School Assessment, indication of the need for intensive reading remediation based upon the DIBELS assessment, and teacher recommendation. Students in preschool through grade 2 will also be assessed using DIBELS. Additional criteria will include teacher recommendation, parent interviews, and developmentally appropriate measures. The initial identification and rank order will be completed by July, 2006. Revisions/additions will be addressed based upon new enrollment at the beginning and throughout the 2006-07 school year.

**Selection Criteria for Targeted Assistance Students**

<b>Timeline</b>	<b>Selection Criteria</b>
July 2006	Utilizing end of year assessment data, identify students for Targeted Assistance. Data used for initial identification: DIBELS End of Year Math Assessments IRI data Student level of performance in reading and mathematics Teacher recommendation Mail letters to parents indicating student is identified for Targeted Assistance
November 2006	Updated Targeted Assistance students based on the following criteria: Progress monitoring based on DIBELS Students level of performance based on report cards Teacher recommendation Mail letters to parents indicating student is identified for Targeted Assistance
February 2007	Updated Targeted Assistance students based on the following criteria: Progress monitoring based on DIBELS Students level of performance based on report cards Teacher recommendation Mail letters to parents indicating student is identified for Targeted Assistance
April 2007	Updated Targeted Assistance students based on the following criteria: Progress monitoring based on DIBELS Students level of performance based on report cards

	Teacher recommendation Mail letters to parents indicating student is identified for Targeted Assistance
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6. For LSSs with Title I Targeted Assistance programs, **DESCRIBE** how the school system will/has helped targeted assistance schools identify and implement and monitor effective methods and instructional strategies that are based on best practices and scientific research that strengthens the core academic program of the school. Be sure **to address each lettered item separately**. Section 1115.

On the Attachment 7 working document provided by MSDE, the letters listed below are a), c), d), e), f) (omitting b).

- a) **Describe how the system/school provides extended learning time, such as an extended school year, before-and after-school, and summer program opportunities;**
- c) **Describe how the system/school minimizes the removal of children from regular classroom instruction for additional services;**
- d) **Describe how the system/school provides additional opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff;**
- e) **Describe the process for developing, implementing, and monitoring Targeted/School Improvement Plans.**
- f) **Describe specific steps to be taken to review and analyze the effectiveness of Targeted Assistance programs.**

a) Extended learning time is provided for identified low achieving students in the after school program. Student selection is data driven based upon the TAS multiple selection criteria and includes MSA results, county developed mathematics assessments that are aligned with the VSC, DIBELS, and Rigby scores.

c) The research based *Houghton Mifflin* reading program and *Investigations* mathematics program provide the basis for differentiated and appropriately accelerated, high quality instruction to address the goals of the Voluntary State Curriculum. Because instruction is differentiated to meet the specific needs of each student, this minimizes the removal of children from the regular classroom. Also, to minimize the removal of children from regular classroom instruction for additional services, Title I funded paraeducators provide small group instruction in the classroom under the direct supervision of the classroom teacher.

d) Regular school system professional development days are scheduled to address the professional development needs of teachers, administrators, and paraeducators. School based professional development based upon a comprehensive needs assessment is focused and ongoing to meet the professional development needs of all school staff and thus increase student achievement.

e). Prior to the beginning of each school year, the Targeted Assistance school improvement plan is reviewed by both a principal peer review committee and selected central office representatives. The development, implementation, and monitoring of the effectiveness of the Targeted Assistance School improvement plan is conducted quarterly by the Supervisor of Title I. The site-based comprehensive needs assessment assures that instructional programs are data driven. Targeted Assistance school improvement plan initiatives are reviewed to ensure alignment with the SMCPS Master Plan and State and Federal TAS requirements.

f) The site-based comprehensive needs assessment assures that instructional programs are data driven. Targeted Assistance school improvement plan initiatives are reviewed to ensure alignment with the SMCPS Master Plan and State and Federal TAS requirements. Monthly School Improvement Team meetings provide opportunities for stakeholder involvement and review and monitoring of plan initiatives.

7. **What schools (currently implementing a Targeted Assistance program) are planning to become Schoolwide programs for the next school year?**

In addition to the LSS Title I coordinator, **identify** by name the person/s responsible for **monitoring** activities a-f, as appropriate.

Park Hall Elementary School will be implementing a TAS program for the 2006-07 school year.

Projections indicate, however, that this school may exceed the 40% FARMS when September 30, 2006 data is compiled. For this reason, school staff, parents, and community stakeholders will be involved in

planning during the 2006-07 school year to implement a Schoolwide program at Park Hall Elementary School for the 2007-08 school year if FARMS numbers continue to increase. This decision will be finalized in late fall of 2006.

Person responsible for monitoring activities a-f, as appropriate: Carol Poe, Supervisor of Instruction/Title I.

- B. PARENT INVOLVEMENT POLICY** 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.

***LOCAL SCHOOL SYSTEM POLICY:***

**1. The Local School System policy shall include the following:**

- Involves parents in the joint development of the Title I program activities under section 1112, and the process of school review and improvement under section 1116.  
Attachment 8: St. Mary's County Public Schools Title I Parent Involvement Policy: Goal 1  
Annual review conducted by SMCPS Parent Involvement Coordinator: Mary Bradford
- Provides the coordination, technical assistance, and other support necessary to assist participating Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance, including the development and review of the home-school compact that each Title I school must develop with parents annually.  
Attachment 8: Reference - SMCPS Title I Parent Involvement Policy: Goal 5
- Builds the schools' and parents' capacity for strong parental involvement.  
Attachment 8: Reference - SMCPS Title I Parent Involvement Policy: Goals 1-5
- Coordinates and integrates Title I parental involvement strategies with parental involvement strategies under other programs, such as the Head Start program, the Reading First program, Even Start program  
Attachment 8: Reference - SMCPS Title I Parent Involvement Policy: Goals 1-5
- Parents as Teachers program, Home Instruction Program for Preschool Youngsters, special education services, and other federal and state programs.  
SMCPS has an active partnership with the St. Mary's County Interagency Children's Committee that oversees the Head Start Program at the Judy Center which provides services for parents and children of SWP Title I schools. Goal 2 identifies family parenting support provided to both families of regular education and special education students.
- Conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving academic quality of the schools served under Title I.  
Attachment 8: Reference - SMCPS Title I Parent Involvement Policy: Goal 2
- Involves parents in the activities of the schools served under Title I. (Schoolwide and/or Targeted Assistance).  
Attachment 8: Reference – SMCPS Title I Parent Involvement Policy: Goals 1-5

**2. Have there been changes made to the Local School System Parent Involvement Policy?**

\_\_\_\_ Yes \_\_\_\_X\_\_ No

**3. 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.

**4. 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 activities.

**DOCUMENTATION:** Attach a copy of the school system's most current distributed Parent Involvement Policy that addresses the requirements presented above. Indicate where changes have been made.

***SCHOOL LEVEL PARENT INVOLVEMENT POLICY/PLAN:***

**5. Does each Title I school in your system have a school-level Parent Involvement Policy/Plan that meets the specific needs of the parents in that school?**

☒ Yes ☐ No

a) If no, how many schools have not adopted a Parent Involvement Policy/Plan?   N/A   # of schools

b) Describe, including a timeline/dates, the LSS's plan to ensure that all Title I schools will adopt a school-level Parent Involvement Policy/Plan. N/A

**6. How are parents involved in the joint development, implementation, and annual review of the school-level parent involvement policy/plan?**

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 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 throughout the year to assist them with helping their children at home.

The SMCPS Parent Involvement Coordinator, Mary Bradford, meets annually with the Parent Involvement Liaisons and representative parents from each Title I school to review, update, and revise the school's Parent Involvement Plan. 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.

***HOME/SCHOOL COMPACT:***

**7. Does each Title I school have a Home/School Compact? ☒ Yes ☐ No**

a) If no, how many schools do not have a Home/School Compact?   N/A   # of schools

b) Describe, including a timeline/dates the LSS's plan to ensure that all Title I schools annually adopt a home school compact. N/A

**8. How were parents involved in the joint development and implementation of the home/school compact?**

The information gathered by the parent involvement survey which is administered at the end of each school year is used to update and revise each Title I school's parent involvement plan, home-school compact, and parent education program offerings. At the beginning of each school year, all Title I schools also provide a Title I program information meeting. This informational meeting also includes review of the school's home/school compact. The compact is sent home with each child on the first day of each school year. It is signed by the principal, classroom teacher, parent, and child. A copy is kept on file at school and one copy is sent home. The home/school compact expectations are reviewed at each parent/teacher

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

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

**Fiscal Year 2007**

**C. 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 only once in arriving at a total count. **The data source(s) must be maintained in the applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit – if there was one.**

	Free Lunch
<b>X</b>	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): _____ A weighted process has been used as follows: _____ An unduplicated count has been verified.

**PRIVATE SCHOOLS:**

A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. **According to Title I Guidance B-4, if available, an 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)

	A.	Use FARMS to identify low-income students ( <b>Private schools that participate in the FARM program must use the FARM program to identify low-income students.</b> );
	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;
<b>X</b>	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; or
	G.	Use an equated measure of low-income correlated with the measure of low-income used to count public school children.

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

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

**Fiscal Year 2007**

**C. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]**

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

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

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

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

- ☐ **Percentages** -- schools at or above the district-wide average noted in Table 7-2 above. Schools must be served in rank order of poverty. Title I-A funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**
- ☒ **Grade span grouping/district-wide percentage** -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 4.**
- ☐ **35% rule** -- all schools at or above 35% are eligible for services. Schools must be served in rank order of poverty. Title I –A funds may run out before serving all schools above 35%. **Complete Tables 7-3.**
- ☐ **Grade-span grouping/35% rule** -- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 4.**
- ☐ **Special Rule:** Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. **Complete Tables 7-3 and 4.**

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

**ATTACHMENT 7 TITLE I, PART A – IMPROVING BASIC PROGRAMS  
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<b>Local School System: St. Mary's County Public Schools</b>	<b>Fiscal Year 2007</b>
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**C. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]**

<b>Table 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN</b>				
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, <b>CALCULATE</b> the district-wide average of low-income children below. <b>Use the official number of students approved for FARM as of October 29, 2005 to complete this table along with the September 30, 2005 enrollment data. It is local discretion to include Pre-k in these numbers.</b>				
<b>3,451</b> Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2005)	÷	<b>15,897</b> Total Local School System Student Enrollment (September 30, 2005)	=	<b>22%</b> District-Wide Average (percentage) of Low-Income Children

<b>Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging.)</b>				
A school system's organization of its schools defines its grade span groupings. For example, if the district has elementary schools serving grades 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. 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, <b>INDICATE</b> below the district-wide grade span poverty averages for each grade span groupings.				
<b>DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS</b>				
Grade Span	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (Grades K-5)	<b>1,709</b>	÷	<b>6,913</b>	<b>25%</b>
Middle (Grades 6-8)	<b>859</b>	÷	<b>3,732</b>	<b>23%</b>
High (Grades 9-12)	<b>883</b>	÷	<b>5,252</b>	<b>17%</b>

<b>Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT THAT SERVE SCHOOLS BELOW 35% POVERTY (125% RULE)</b>				
<b>N/A</b> Local School System Title I-A Allocation (Taken from Table 7-10) (Should match # on C-1-25)	÷	<b>N/A</b> 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.)	=	<b>\$N/A</b> Per Pupil Amount
<b>Per-Pupil Amount \$ _____ X 1.25 = Minimum Per Pupil Allocation \$N/A</b> <b>MULTIPLY</b> the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation.				

**ATTACHMENT 7 TITLE I, PART A – IMPROVING BASIC PROGRAMS  
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**Local School System: St. Mary's County Public Schools**

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**C. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]**

**Table 7-6 CONTINUED ELIGIBILITY**

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

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

**Table 7-7 TITLE I SKIPPED SCHOOLS**

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 supplemental funds from other state and local sources that are spent according the requirements of section 1114 and 1115.
- ☐ The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

<b>Name of School(s)</b>	<b>Percent Poverty</b>	<b>Title I Allocation</b>	<b>Amount and Source of Other Funding</b>
<p>Fill in the name of the schools not being served even through they may fall within rank order.</p> <p><b>(Refer to Chart 4 A)</b></p> <p>N/A</p>		<p><b>Fill in the amount of Title I funding the school would have received if it continued to be served.</b></p>	

**ATTACHMENT 7 TITLE I, PART A – IMPROVING BASIC PROGRAMS  
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<b>Local School System: St. Mary's County Public Schools</b>	<b>Fiscal Year 2007</b>
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**D. BUDGET INFORMATION**

**TABLE 7-8 LOCAL SCHOOL SYSTEM RESERVATIONS FROM TITLE I ALLOCATION**

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

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

**Table 7-8 LOCAL SCHOOL SYSTEM RESERVATIONS FROM TITLE I  
ALLOCATION<sup>2</sup>**

<b>Total Title I 2005-2006 Allocation</b>			<b>\$ 2,013,760 (Taken from the C-1-25)</b>	
<b>Reservations Requiring Equitable Services for Non-Public Schools</b>	<b>ACTIVITY</b>		<b>RESERVA-TION</b>	<b>DETAILED BUDGET DESCRIPTION (including how, where, and for what funds were reserved)</b>
	1	District-wide Title I Instructional Program(s) Reservation (such as extended day, family literacy programs [not Even Start], home tutoring, etc.) Federal Register (Reg). Sec. 200.64.	N/A	
	2	Parent Involvement (not less than 1%) Sec. 1118 (a)(3)(A)	\$28,000	<ul style="list-style-type: none"> <li>• \$13,497 Family Literacy Materials</li> <li>• \$12,503 Workshop expenses</li> <li>• \$2,000 Contracted Services</li> </ul>
	3	Professional Development to train teachers to become highly qualified (not less than 5%) Sec. 1119 (1) <b>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.</b>	N/A	All teachers in St. Mary's County Public Title I Schools are currently Highly Qualified
	4	<b>TOTAL</b> reservations requiring equitable services. <b>(Present this number in Table 7-10 LINE 2.)</b>	\$28,000	

<sup>2</sup> 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) <b>(Present this number in Table 4-A School System Administration.)</b>	\$447,485	<ul style="list-style-type: none"> <li>\$134,731 Administrative Salaries</li> <li>\$37,646 Fringe Benefits</li> <li>\$52,369 Indirect Cost</li> <li>\$1,500 Office supplies</li> <li>\$168,000 11 Month School Salaries(3 sites)</li> <li>\$50,400 Fringe Benefits</li> <li>\$2,839 Materials/Supplies</li> </ul>
	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) See Attachment 10	\$44,808	<ul style="list-style-type: none"> <li>School Choice for George Washington Carver Elementary and Lexington Park Schools – (Attached documentation of need for lesser amount than 20% -Transportation costs to provide 6 buses to transport 51% of the enrolled students (360).</li> </ul>
	7	Support to Low Performing Title I Schools Sec. 1116 (b)(4) A-B Local discretion. This reference describes required technical assistance.	N/A	Technical Assistance Teams are assigned to two Title I schools that did not make AYP. No Title I funding is used for the Technical Assistance Teams.
	8	Services to LEP Students. <b>(Local Discretion).</b>	N/A	
	9.	Services to Neglected Children Sec. 1113(c)(3) (B)(C)  <b>(Must) Only reserve funds if N &amp; D programs exist.</b>	N/A	
	10	Services for Homeless Children <b>(must)</b> Sec. 1113(c)(3)(A) and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3.	\$3,000	Educationally related support services to homeless children.
	11	<i>Pre-School Programs (Local Discretion). (Section 1112(b)(1)(K) and Non-Regulatory Guidance, Serving Preschool Children under Title I-D1)</i>	N/A	
	12	<i>Professional Development</i>	\$672,117	\$462,631 Literacy (3) and Math (3) coaches \$155,033 Fringe Benefits \$26,000 Prof. development consultant fees \$3,453 In-service fees \$20,000 Conference fees \$5,000 Prof. development supplies and materials
	<b>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. N/A</b> <b>2. School level PD funds can be included when factoring the 10%.</b>			
	13	Other (explain)	N/A	
	14	Incentives for Title I Teachers <b>(Local Discretion)</b> (not more than 5%) for schools in improvement, corrective action, and restructuring. Sec. 1113(c)4	N/A	
	15	<b>Total Reservations Not requiring Equitable Services (Use this number in Table 7-10 LINE 3 below.)</b>	\$1,167,410	

	16	<b>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.)</b>	<div> <div>Total Non-Equitable LINE 15</div> <div>\$1,167,115</div> </div> <div> <div><b>Plus</b></div> <div></div> </div> <div> <div>Equitable Reservations LINE 4</div> <div>\$28,000</div> </div> <div> <div><b>Equals</b></div> <div>\$1,195,410</div> </div> <div> <div><b>Minus</b></div> <div></div> </div> <div> <div>Administration – LINE 5</div> <div>\$447,485</div> </div> <div> <div><b>Equals:</b></div> <div>\$747,925</div> </div>
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## ATTACHMENT 7 TITLE I, PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

	<b>Local School System: St. Mary’s County Public Schools</b>	<b>Fiscal Year 2007</b>	
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### E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) 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 for providing equitable participation to students in private schools. **Address each lettered item separately.**
  - a) The manner and extent of consultation with the officials of interested private schools during all phases of the design and development of the Title I-A services;  
Attachment 13: *Title I Services to Eligible Non-Public School Children; Procedures for the 2006-2007 School Year*. Attachments: 11, 12: *SMCPS Memorandum of Understanding* describes in detail the following manner and extent of consultation with officials of private schools:
    - How SMCPS will identify student needs
    - What services SMCPS will offer
    - How and when SMCPS will make decisions about delivery of services
    - How, where, and by whom SMCPS will provide services, including whether a third party will provide them
    - How SMCPS will academically assess the services and use the results to improve Title I services
    - The size and scope of the services SMCPS will provide and the proportion of funds SMCPS will allocate for those services
    - How SMCPS will determine the number of non-public children from low-income families residing in participating public school attendance areas
    - The services SMCPS will provide for teachers and families of participating students
  - b) The basis for determining the needs of private school children, families, and teachers;  
In consultation with non-public school officials, SMCPS will establish multiple, educationally related, objective criteria to determine the needs of non-public eligible Title I students. The Title I Supervisor will meet quarterly with the Highly Qualified teachers of eligible Title I students to determine teacher needs. Families of private school students will be included in planning and identification of needs of their children.
  - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and  
The two participating non-public schools requested reading and/or mathematics tutoring provided by highly qualified teachers hired by SMCPS. Services will be provided at both sites to eligible students in grades k-5.

- d) The differences, if any, between the Title I-A services that will be provided to public and private school students and teachers, and the reasons for those differences. (Note: The school system provides services on an equitable basis to private school participants whether or not the services are the same Title I-A services the district provides to public schools. The expenditures for such services, however, must be equal to the proportion of funds allocated to participating Title I schools based on the number of low income children from low-income families who attend private schools, which the local school system may determine each year or every 2 years.)

Non-public individual and/or small group tutoring which takes place at the private schools differs from the schoolwide Title I public school programs due to the small number of students to be served in the private schools.

- e) How the Title I services provided to private school participants will be academically assessed and how the results of that assessment will be used to improve services.

Non-public school officials, in collaboration with the highly qualified Title I teacher, will review student results on Terra Nova and the Stanford Achievement Test. The progress of all students participating in the Title I tutoring program will be assessed quarterly using DIBELS. The results of these assessments will be used to evaluate and improve services to non-public students.

**DOCUMENTATION: ATTACH WRITTEN AFFIRMATION** (meeting dates, agendas, sign-in sheets, letters) for school year 2006-2007 signed by officials at each participating nonpublic school and/or their designee that consultation has occurred. **DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 7.**

**TOTAL** number of private school children from low-income families residing in participating public school attendance area, including those students going to schools in other LSSs: **27**

**This number comes from the Title I Allocation Excel Work Sheet – the total from Column G “Number of low-income private school children grades Pre-K & Up residing in this schools Attendance Area.” Use this number for the reservation calculations in Table 7-9.**

3. **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.**

<b>Table 7-9</b>				
<b><u>District-wide Instructional Program(s) Reservation (Does Not Apply To Preschool Programs)</u></b>				
In participating public school attendance areas:				
<b>27</b> Total # of <u>private school children</u> from low-income families including those going to schools in other LSSs (Assumes only ES are Served) (Use number comes the Title I Allocation Excel Worksheet. Column G.)	÷	<b>807</b> Total # of children from low-income families in <u>Title I Public Schools</u> (Use number from the Title I Allocation Excel Worksheet Column F)	=	<b>.033</b> Proportion of reservation

<b>.033</b> Proportion of reservation	x	<b>0</b> reservation <sup>6</sup> (Use # from Table 7-8, Line 1)	=	<b>0</b> Proportional monies available for equitable services to private school participants
<b><u>Parental Involvement Reservation</u></b>				
In participating public school attendance areas:				
<b>27</b> Total # of <u>private school children</u> from low-income families including those going to schools in other LSSs	÷	<b>807</b> Total # of children from low-income families in <u>Title I Public Schools</u>	=	<b>.033</b> Proportion of reservation
<b>.033</b> Proportion of reservation	x	<b>\$28,000</b> reservation <sup>7</sup> (Use # from Table 7-8, Line 2)	=	<b>\$924</b> Proportional monies available for equitable services to parents of private school participants
<b><u>Professional Development Reservation</u></b>				
In participating public school attendance areas:				
<b>27</b> Total # of <u>private school children</u> from low-income families including those going to schools in other LSSs	÷	<b>807</b> Total # of children from low-income families in <u>Title I Public Schools</u>	=	<b>.033</b> Proportion of reservation
<b>.033</b> Proportion of reservation	x	<b>0</b> reservation <sup>8</sup> (Use # from Table 7-8, Line 3)	=	<b>N/A</b> Proportional monies available for equitable services for professional development to private school teachers of participants. (To be used to raise the quality of their instruction.)

<sup>6</sup> Reservation is for the district-wide instructional programs. (Use the number presented in Table 7-8 LINE 1)

<sup>7</sup> Reservation for parent involvement is defined under Section 1118(a)(3)(A) and (200.65) as the 1% reservation off the top of the LSS's total Title I allocation. (Use the number presented in Table 7-8 LINE 2)

<sup>8</sup> Reservation for professional development under Section 1119(l) is defined as the not less than 5% off the top of the total LSS Title I allocation. (Use the number presented in Table 7-8 LINE 3.)

**ATTACHMENT 7 TITLE I, PART A – IMPROVING BASIC PROGRAMS  
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Total proportional monies available for equitable services for District-wide Instructional Programs, Parental Involvement, and Professional Development set aside for private school participants. (Totaled from Table 7-9) **\$ 924**

**Table 7-10**

**BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)**

1	<u>Total Title I Allocation</u> (Use amount shown on C-1-25)	-----	<b>\$2,013,760</b>
2	Total reservations <b>requiring</b> equitable services. (Present final figure in Table 7-8, LINE 4)	minus	<b>\$28,000</b>
3	Total Reservations <b>not requiring</b> Equitable Services (Use number presented in Table 7-8 LINE 15.)	minus	<b>\$1,167,410</b>
4	<b>Total Title I LSS allocation minus all reservations:</b> Title I allocation (LINE 1 above) minus all Reservations (LINES 2 & 3 above). (All LSSs, except for those serving schools below the 35% poverty line, should use this number to determine the per pupil allocation.) <b>This number should equal the total of columns I and J on the Title I Allocation Excel Worksheet.</b>	equals	<b>\$818,350</b>
5	Total <b>PPA</b> Allocation (set aside for instructional services) for private eligible school children. This total comes from the Title I Allocation Excel Worksheet Column J. (Present this number in Table 4-A Nonpublic Cost.)	----	<b>\$23,250</b>

1. 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.**

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

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

**Fiscal Year 2007**

**F. CARRYOVER INFORMATION**

**Table 7-11 ESTIMATE OF TITLE I CARRYOVER (Annually as of September 30)**

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2004 - September 30, 2005). **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 2005-2006 allocation: **\$2,036,255**
  
2. The amount of Title I funds the school system will carryover: **\$285,228**
  
3. **Explain why this Carryover occurred even after substantive discussions among the LSS Title I program, budget, finance, accounting, human resource, and procurement offices.** The 14% carryover occurred primarily in the categories of salaries/wages/fringe benefits projected for the summer Eleven Month School Program. Each year we have a goal of staffing the Eleven Month School Program at three schoolwide Title I schools with one teacher for every ten students (100 students per site for a total of 300 students and 30 teachers). Although we begin notifying parents in January that their children are being considered for this intensive intervention, the program is optional and some families do not choose to participate. Therefore, staff is hired to support only the students who enroll.
  
4. The percentage of carryover Title I funds as of September 30, 2006 14% **(THIS IS A PROJECTION.)**
  
5. Within the past 3 years, has the system been granted a waiver? X Yes No 2004Year

## TITLE I FY06 CARRYOVER REPORT (Submit by October 16, 2006)

This report was developed for local school systems (LSSs) to report carryover from their total FY06 allocation. In addition to Table 7-11, please complete this report to project and inform MSDE about the amount of FY06 carryover and its proposed use.

<b>Local School System</b>	St. Mary's County	<b>Carryover Reported Table 7-11, line 2</b>	\$285,228
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In the chart below, identify carryover coming from any of the three categories listed. Carryover in any of these categories must remain in the category if the original requirement has not been met.

- If any of these categories did not have carryover – insert a 0
- If you have no schools offering Choice and SES, insert an NA (not applicable)
- If your system is not in improvement, insert an NA
- If your system has met the 1% requirement for parent involvement and/or the 10% professional development for LSS in improvement, insert an NA

Activity/Category	Amount carried over in this category
<b>Parent Involvement</b> (If the 1% requirement has been expended, any funds beyond the 1% requirement need not be reallocated or reported in this category.)	0
<b>School Improvement Initiatives - Choice and SES</b>	0
<b>Professional Development for LSS in Improvement</b> (If the 10% requirement has been expended, any funds beyond the 10% requirement need not be reallocated or reported in this category.)	0

**LSSs have options for the use of carryover funds. Please indicate which option your system is selecting to use.**

1.   x   **PER PUPIL ALLOCATION:** Distribute FY06 carryover funds to participating areas and schools in accordance with allocation procedures that ensure equitable participation of non-public school children. **(COMPLETE AND SUBMIT THE TITLE I CARRYOVER EXCEL WORKSHEET TO DOCUMENT THESE ADDITIONAL FUNDS AVAILABLE FOR PER PUPIL ALLOCATIONS FOR THE 2006-2007 SCHOOL YEAR.)**
2.        **SCHOOL SYSTEM RESERVATIONS:** Designate FY06 carryover funds for particular activities/categories (Lines 1-14 on the next pages) that could best benefit from additional funding keeping in mind equitable participation of non-public school children. (COMPLETE THIS CARRYOVER REPORT TO DOCUMENT THESE ACTIVITIES.)
3.        **COMBINATION:** School systems may also select to allocate their FY06 carryover funds via a combination of per pupil allocation and school system expenses. (IN THIS CASE, BOTH THE CARRYOVER EXCEL WORKSHEET AND THIS CARRYOVER REPORT MUST BE COMPLETED.)

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

**NOTE 1:** In order to maintain equitable services for Non-Public Schools, carryover allocated to any of the following Activities/Categories must be shared proportionally with private schools according to the FY06 proportion of reservation presented in Table 7-9 of Attachment 7.

1. District-wide Title I Instructional Program(s) Reservation
2. Parent Involvement

3. Professional Development to train teachers to become highly qualified

**NOTE 2:** Keep in mind that changes within Activities/Categories may trigger a need to request a budget amendment.

## PROPOSED CARRYOVER REQUIRING EQUITABLE SERVICES

Carryover Requiring Equitable Services for Non-Public Schools			Total dollar amount of the carryover going into this activity/ category for the 06- 07 school year	DETAILED BUDGET DESCRIPTION (including how, where, and for what funds were reserved)	
	1	<b><u>District-wide Title I Instructional Program(s) Reservation</u></b>	0	• \$ • \$	
	2	<b><u>Parent Involvement</u></b>	0	• \$ • \$	
	3	<b><u>Professional Development to train teachers to become highly qualified</u></b> Sec. 1119 (1)	0	• \$ • \$	
	4	<b><u>TOTAL Carryover requiring equitable services.</u></b>	0	\$	
		<div style="text-align: center;">0</div> <div>Total carryover allocated to District- wide Title I <b>Instructional Programs</b></div>	x		<div style="text-align: center;">=</div> <div style="text-align: center;">N/A</div> <div>Proportional carryover monies available for equitable services to private school participants</div>
		<div style="text-align: center;">0</div> <div>Total carryover allocated for <b>Parental Involvement</b></div>	x		<div style="text-align: center;">=</div> <div style="text-align: center;">N/A</div> <div>Proportional carryover monies available for equitable services to private school participants</div>
		<div style="text-align: center;">0</div> <div>Total carryover allocated for <b>Professional Development</b></div>	x		<div style="text-align: center;">=</div> <div style="text-align: center;">N/A</div> <div>Proportional carryover monies available for equitable services to private school participants</div>

## PROPOSED CARRYOVER NOT REQUIRING EQUITABLE SERVICES

Carryover Not Requiring Equitable Services	ACTIVITY/CATEGORY		Total dollar amount of the carryover going into this activity/ category for the 06-07 school year	DETAILED BUDGET DESCRIPTION (including how, where, and for what funds were reserved)	
	5	<u>Administration</u>	0	•	\$
				•	\$
	6	<u>School Improvement Initiatives</u> - Choice and SES	0	•	\$
				•	\$
	7	Support to Low Performing Title I Schools	0	•	\$
				•	\$
	8	<u>Services to LEP Students</u> (Local Discretion.)	0	•	\$
				•	\$
	9.	Services to Neglected Children	0	•	\$
				•	\$
	10	Services for Homeless Children	0	•	\$
				•	\$
	11	<u>Pre-School Programs</u> (Local Discretion)	0	•	\$
				•	\$
	12	<u>Professional Development for LSS in Improvement</u>	0	•	\$
				•	\$
	13	<b>Other (Not Applicable)</b>		+++++	
	14	<u>Incentives for Title I Teachers</u> (Local Discretion)	0	•	\$
				•	\$
	15	<u>Total carryover Not Requiring Equitable Services</u> (Sum of LINES 5- 14.)	0		\$
<b>PER PUPIL ALLOCATION</b>					
	17	<u>Total carryover to be allocated to schools via a per pupil allocation for FY06.</u> (Taken from the Attachment 7, Excel Title I FY07 Estimated Carryover Worksheet for the <b>2006-2007</b> <b>school year.</b> Add Column I and J and present that <u>total.</u> )		\$285,228	

## **G. PROPOSED BUDGET FORM AND NARRATIVE**

1. **COMPLETE** A DETAILED BUDGET ON THE *MSDE TITLE I, PART A PROPOSED BUDGET FORM (C-1-25)*. THE PROPOSED BUDGET MUST REFLECT HOW THE FUNDS WILL BE SPENT AND ORGANIZED ACCORDING TO THE BUDGET OBJECTIVES. MSDE BUDGET FORMS ARE AVAILABLE THROUGH THE LOCAL FINANCE OFFICER OR AT THE *MSDE BRIDGE TO EXCELLENCE MASTER PLAN WEB SITE* AT [WWW.MARYLANDPUBLICSCHOOLS.ORG](http://WWW.MARYLANDPUBLICSCHOOLS.ORG).
2. **Provide** a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 10-12 of this guidance document). The accompanying budget narrative should:
  - a) detail how the school system will use Title I-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title I-A program, and
  - b) demonstrate the extent to which the budget is both reasonable and cost-effective.

## **ATTACHMENTS 4-A & B, 5-A & B, and 6-A & B**

Be certain to **complete** all appropriate templates in Part II:

Attachment 4 & B: School Level “Spreadsheet” Budget Summary

Attachment 5 & B: Transferability of ESEA Funds & Consolidation of ESEA Funds for Local Administration

Attachment 6 & B: Nonpublic School Information for ESEA Programs **FY ‘07**

## Title I FY 07 Allocation Worksheet School Year 2006-2007

St. Mary's County Public Schools

Local School System

Pre-School Students \_\_\_\_ are / X are not  
included in enrollment counts

A	B	C	D	E	F	G	H	I	J
MSDE Sch ID #	Public School Name (Rank order by % highest to lowest)	Specific Numeric Grade Span (public)	Percent of Poverty (F/E=D)	Public School Enrollment Grades Pre-K & up (as of 9/30/05)	Number of Low Income-Public School Children Grades Pre-K & up (as of 10/29/05)	Number of Low-Income Private School Children Grades Pre-K & Up Residing in this School's Attendance Area.	Per Pupil Allocation (PPA)	Public School Allocation (F x H =I)	Allocation for Private School Children (G x H =J)
805	G.W. Carver Elementary Sch.	Pk-5	64.34%	286	184	4	\$1,200.00	\$220,800.00	\$4,800.00
804	Lexington Park Elementary Sch	Pk-5	56.60%	424	240	7	\$1,100.00	\$264,000.00	\$7,700.00
803	Green Holly Elementary Sch.	Pk-5	48.00%	450	216	5	\$1,050.00	\$226,800.00	\$5,250.00
808	Park Hall Elementary Sch.	Pk-5	34.65%	482	167	11	\$500.00	\$83,500.00	\$5,500.00
	<b>Total</b>				807	27		<b>\$795,100.00</b>	<b>\$23,250.00</b>
					Table 7-9	Table 7-9		Table 4 A & B	Table 4 A & B Table 7-10 /5

## Title I FY 06 Carryover Worksheet School Year 2006-2007

St. Mary's County Public Schools

Local School System

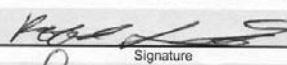
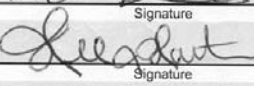
Pre-School Students \_\_\_\_ are / X are not  
included in enrollment counts.

A	B	C	D	E	F	G	H	I	J
MSDE Sch ID #	<b>Public School Name (Rank order by % highest to lowest)</b>	Specific Numeric Grade Spans (public)	Percent of Poverty (F/E=D)	<b>Public School Enrollment Grades Pre-K &amp; up (as of 9/30/04)</b>	Number of Low Income- Public School Children Grades Pre-K & up (as of 10/29/04)	Number of Low- Income Private School Children Grades Pre-K & Up Residing in this School's Attendance Area.	<b>Estimated Carryover Per Pupil Allocation (PPA)</b>	<b>Public School Allocation (F x H = I)</b>	Allocation for Private School Children (G x H = J)
805	G.W. Carver Elementary Sch.	Pk-5	64.34%	286	184	4	\$342.00	\$62,928.00	\$1,368.00
804	Lexington Park Elementary Sch.	Pk-5	56.60%	424	240	7	\$342.00	\$82,080.00	\$2,394.00
803	Green Holly Elementary Sch.	Pk-5	48.00%	450	216	5	\$342.00	\$73,872.00	\$1,710.00
808	Park Hall Elementary Sch.	Pk-5	34.65%	482	167	11	\$342.00	\$57,114.00	\$3,762.00
	<b>Total</b>				807	27		<b>\$275,994.00</b>	<b>\$9,234.00</b>

**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET**

Proposed Original Grant Budget	\$ 2,013,760.00	Proposed Amended Grant Budget #		Request Date	6/30/2006
Grant Name	ESEA Title I, Part A		Grant Recipient	St. Mary's County Public Schools	
MSDE Grant #			Grant Recipient Grant #	010-07	
Revenue Source			School Name		
Fund Source Code			Grant Period	July 1, 2006 - June 30, 2008	

CATEGORY/PROGRAM	OBJECT						Budget by Cat./Prog.
	01- Salaries & Wages	02 - Contract Services	03- Supplies & Materials	04 - Other Charges	05 - Equipment	08 - Transfers	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						52,369.00	52,369.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	134,731.00		1,500.00				136,231.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	672,301.00	3,600.00	44,255.00	4,200.00		22,130.00	746,486.00
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.	499,030.00	69,000.00	11,000.00	36,473.00			615,503.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>				300.00			300.00
<b>209 Student Transportation</b>				47,764.00			47,764.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				382,987.00		1,120.00	384,107.00
<b>214 Community Services</b>		2,000.00	15,606.00	12,470.00		924.00	31,000.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	1,306,062.00	74,600.00	72,361.00	484,194.00	0.00	76,543.00	2,013,760.00

Finance Official Approval	Robert Springer		301-475-5511 x185
Superintendent/Agency Head Approval	Dr. Michael J. Martirano		7/11/06 301-475-5511 x178
MSDE Grant Manager Approval			

**Title I, Part A Budget Narrative  
2006-2007**

<b>Category / Object</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In-Kind</b>	<b>Total</b>
Instructional Administration & Supervision Salaries & Wages	Administrative Staff Goal 1.21.1.1	(1) 93,799 + .5 (15,472) + .3 (25,460)	134,731	0	134,731
Fixed Charges for administration	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	37,646	0	37,646
Instructional Administration & Supervision Supplies & Materials	Administrative supplies and materials Goal 1.21.1.1	10 mths x 150	1,500	0	1,500
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	5 Teachers 203,725 1.5 Mentors 85,344 FTE Paras 155,284	444,353	0	444,353
Fixed Charges for Regular Instructional Program FTEs	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	132,199	0	132,199
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Hourly paras \$8.75 x 5850 hrs.	51,188	0	51,188
Fixed Charges for Regular Instructional Program Hourly	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	4,095	0	4,095
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Teacher extra pay/extra duty \$20/hr x 438	8,760	0	8,760
Fixed Charges for Regular Instructional Program Hourly	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	701	0	701
Regular Programs Supplies & Materials	Research based instructional materials Goal 1.21.1.4	Instructional Materials 4 schools x 10,354	41,416	0	41,416

Regular Programs Contracted Services	Consultants to provide enrichment programs for students Goal 1.21.1.4	1200 x 3	3,600	0	3,600
Regular Program Non-Public Tutor wages	1 Non-Public Tutor 1.21.1.7	1x 14,000	14,000	0	14,000
Non-Public Fixed Charges	FICA	14,000 x 8%	1,120	0	1,120
Non-Public Supplies & Materials	Non-Public materials	2 school x 4065	8,130	0	8,130
Eleven Month School Salaries & Wages	Instructional Staff Goal 1.21.6	3 lead teachers x 8000; 30 teachers x 4,800	168,000	0	168,000
Fixed Charges for 11 month school	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	50,400	0	50,400
11 Month materials & supplies	Research based instructional materials Goal 1.21.1.6	3 schools x 1,500	2,839	0	2,839
Instructional Staff Development Salaries & Wages	Professional Dev for research based programs Goal 1.21.1.2	Literacy/math coaches 6 x 77,105	462,631	0	462,631
Fixed Charges for prof. dev. coaches	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	155,033	0	155,033
Instructional Staff Development Salaries & Wages	Prof. Dev. For research based programs Goal 1.21.1.2	Stipends \$20/hr x 1262 Subs \$60/hr x 186	36,399	0	36,399
Fixed charges for stipends/subs	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	2,913	0	2,913
Instructional Staff Development Contracted Services	Consultants to provide training in school imp., literacy, math Goal 1.21.1.2	2000/day x20 \$600/day x 5	43,000	0	43,000

Instructional Staff Development Contracted Services(central)	Consultants to provided training in school imp., literacy, math Goal 1.21.1 2	2,600/day x 10	26,000		26,000
Instructional Staff Development Supplies & Materials	Prof. Dev. Supplies & Materials Goal 1.21.1.2	200 x 30 sessions	6,000	0	6,000
Instructional Staff Development Supplies & Materials(Central)	Prof. Dev. Supplies & Materials Goal 1.21.1.2	200 x 25 sessions	5,000	0	5,000
Instructional Staff Development other charges	Prof. Dev. Other Charges Goal 1.21.1.2	Other charges/in service 10 x 345.30	3,453	0	3,453
Instructional Staff Development other charges	Conferences Goal 1.21.1.2	10 Conferences x 1,302 Travel/per diem/regs to support teacher training	13,020	0	13,020
Instructional Staff Development other charges (central)	Conferences Goal 1.21.1.2	Regis Fees 500 x 20 = 10,000 Travel/perdiem 10,000	20,000	0	20,000
Regular Program Other Charges	Student incentives Goal 1.21.8	4 schools x 1050	4,200	0	4,200
Student Health Other Charges	Provide supplemental heath services to low income students Goal 1.21.9	5 students x 60	300	0	300
NCLB School Choice	Provide school choice to elgible students Goal 1.21.1 8	6 buses x 7468	44,808	0	44,808
Student Transportation Other Charges	After school program transportation Goal 1.21.6	4 buses x 739	2,956	0	2,956
Community Services (Homeless educational support) Supplies & Materials	Educational Support to Homeless Students Goal 1.21.1 3	30 students x 100	3,000	0	3,000

Community Services Supplies & Materials	Family Literacy Program materials Goal 1.21.1.3	4 x 3151.5	12,606	0	12,606
Community Services Other Charges	Family night expenses Goal 1.21.1.3	4 x 3008.75	12,035	0	12,035
Community Services Contracted services	Family Programs 1.21.1.3	2 x 1000	2,000	0	2,000
Community Services Other Charges (central)	Family Involv. Goal 1.21.1.3	Family workshop expenses \$87 x 5	435	0	435
Community Services Non- Public	Family Involv. Non-Public Goal 1.21.1.3	2 schools x 462	924	0	924
Administration Business Support Services/Transfers	Indirect Costs	2.67%	52,369	0	52,369
	<b>TOTAL</b>		2,013,760	0	2,013,760



Dr. Michael J. Martirano  
Superintendent of Schools

## St. Mary's County Public Schools

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

Theo L. Cramer  
Director

Attachment 1

### PRESS RELEASE

#### School Choice Transfer Option for 2006-2007 School Year

The *No Child Left Behind Act* of 2001 is a federally funded program that provides additional services for students in high poverty schools to help them meet the same Maryland State Department of Education standards and performance that apply to all students. The Title I federal requirements include a provision that gives students enrolled in Title I schools that have been identified for school improvement in St. Mary's County Public Schools, and all Maryland schools, the option to request transfers to other selected public schools in the school system.

The St. Mary's Public Schools affected by this provision for the 2006-2007 school year are **George Washington Carver Elementary School and Lexington Park Elementary School.**

- **G. W. Carver Elementary School did meet the Adequate Yearly Progress (AYP) standards for the 2006 administration of the Maryland School Assessment (MSA).** George Washington Carver did not, however, meet the AYP standards for the 2005 administration of the MSA. Once a school has been identified for improvement, school choice will continue to be offered to all students for the next school year. To exit school improvement status, the school must make AYP for two consecutive years. Students who attended a choice school last year (2005-2006) may continue at that school through grade five or may elect to return to George Washington Carver. Students may choose to attend a choice school with transportation provided for the 2006-2007 school year. If George Washington Carver meets AYP MSA standards for the 2007 administration of the MSA, school choice transportation will not be provided by St. Mary's County Public Schools.
- **Lexington Park Elementary School** did not meet the AYP standards for the 2005 and 2006 administration of the MSA. Students who are scheduled to attend Lexington Park Elementary for the 2006-2007 school year may choose to attend one of the two school choice transfer schools. Students who elect to attend one of the choice schools may continue at that school through grade five.

Parents of students scheduled to attend George Washington Carver Elementary School or Lexington Park Elementary School for the 2006-2007 school year have the option to transfer their child/children to **Greenview Knolls Elementary School or Town Creek Elementary School.** Both of the selected school choice transfer schools achieved AYP on the 2006 administration of the MSA. Transportation to the school choice transfer schools will be provided by St. Mary's County Public Schools.

Parents who wish to take advantage of the transfer option must complete the *Student Transfer Request Form PS 105*, available at the George Washington Carver or Lexington Park Elementary School offices. The *Student Transfer Option Request Form* is also available at the Student Services Office at the Board of Education Office in Leonardtown. The form must be submitted for approval to the Executive Director of Student Services by **September 15, 2006**. For additional information, please contact Carol Poe in the Department of Academic Support, 301-475-5511, Ext. 140.

Submitted by

Carol M. Poe  
Supervisor of Instruction/Title I

08/28/06

## ***St. Mary's County Public Schools Technical Assistance Team Support Plan***

- Technical Assistance Teams (TATs) will be provided for each school that has been identified as low performing either because it is not making adequate yearly progress or because it is in local alert status (required by the *Master Plan*).
- The teams will be comprised of representative members from the departments of Academic Support, Curriculum and Instruction, Student Services, and Special Education.
- Identified Title I schools will have a one-day retreat before the start of each school year with a focus on school improvement planning that ensures that the ten components of school improvement plans (as outlined in NCLB sec. 1116) are present.
- The TAT will meet, at a minimum, quarterly with the instructional leadership team from each identified school to review, make recommendations, and provide timely and appropriate support and intervention in the areas of:
  - School improvement planning
  - Disaggregated data analysis related to formative classroom assessments
  - Identification and implementation of professional development, instructional strategies, and methods of instruction based on scientifically based research
  - School organization, support structure, leadership, and staffing
  - Budget review and development to confirm direct alignment of funding sources (Title I, other grant funds, and general fund) with identified school improvement initiatives.

All quarterly meetings will take place at school sites.

- The TAT, in collaboration with the school leadership team, will identify the focus of classroom “walk-throughs” which may take place regularly throughout the school year. TAT teams will also collaborate with school leadership teams to look at the implementation of the VSC/High School Core Learning Goals by reviewing student work.
- The TAT will provide a written feedback summary after each review meeting to the school leadership team who will share the feedback, as appropriate, with school staff.
- The first Technical Assistance Team meeting will take place no later than October 15, 2006.



## St. Mary's County Public Schools

Attachment 3

Department of Academic Support  
P.O. Box 641  
23160 Moakley Street  
Leonardtown, Maryland 20650  
301-475-5511, ext. 133  
301-475-4238 – fax

June 12, 2006

### TITLE I SCHOOL CHOICE TRANSFER OPTION

#### Procedures for Student Transfer for 2006-2007 School Year

1. Requests for student transfers under Title I will be handled on an individual basis, as received. Requests must be processed in a timely manner by the principal and take priority over other transfer requests.
2. Parents are encouraged, but not required, to schedule an appointment to meet with the principal of the school which the student is scheduled to attend. During this meeting, parents/guardians should be fully informed about the transfer option, as well as, school improvement planning and the resources provided by the school.
3. Students who reside in the George Washington Elementary School or Lexington Park Elementary School attendance areas may elect to transfer to Greenview Knolls Elementary School or Town Creek Elementary School. This applies to students currently enrolled and attending in grades kindergarten through five, incoming kindergarten students, and students new to the school attendance area. Students new to the attendance area after the beginning of the school year, and throughout the school year, may elect to participate in the school transfer option.
4. **Student Transfer Request form PS 105 must be completed by the parents/guardians and submitted to the Director of Pupil Services to obtain transfer approval.**
5. The Executive Director of Student Services will send a notice of transfer status/approval to parents/guardians. All transfer requests must be submitted on an annual basis.
6. After approval of the transfer, parents/guardians are encouraged to schedule an appointment with the principal of the receiving school.
7. Transportation for students who transfer from George Washington Carver Elementary School or Lexington Park Elementary School to an identified receiving school will be funded through Title I. Transportation will be provided to the transfer school as long as the home school remains in school improvement.
8. **The deadline for submission of the request for transfer of students who are currently enrolled, including incoming kindergarten students is August 15, 2006.**
9. For additional information, contact the Department of Academic Support, Title I Supervisor at 301-475-5511 Ext.140.

## St. Mary's County Title I School Choice Program

### PARENT INFORMATION

#### INTRODUCTION

Federal law requires school districts to offer parents in Title I public schools that have been identified for school improvement, the chance to transfer their children to other public schools in the same school district. Your child's school will participate in the school choice program beginning in the upcoming 2006-2007 school year. To help you understand how the choice program can work for you, here are some answers to questions you may have.

#### 1. DO I HAVE TO TRANSFER MY CHILD TO ANOTHER SCHOOL?

No. We're providing parents with this opportunity as an option. The decision is entirely up to you. You should base your decision on what you think is best for your child. If you think your child would be better off remaining at your current school, all you have to do is make sure your child is at your school on the first day of class.

#### 2. TO WHICH SCHOOL(S) MAY MY CHILD TRANSFER?

The following schools that have both achieved Adequate Yearly Progress (AYP) on the 2006 administration of the Maryland School Assessment (MSA) have been identified by the St. Mary's County Public School System as Accepting Schools:

Greenview Knolls Elementary School  
45711 Military Lane  
Great Mills, MD 20634

Town Creek Elementary School  
45805 Dent Drive  
Lexington Park, MD 20653

Parents should rank the choice of Accepting School as #1 (first choice) and #2 (second choice).

#### 3. HOW WILL STUDENTS BE CHOSEN?

We want to accommodate as many choices as possible, but if many parents request transfers, we may not be able to transfer everyone. Under federal law, we must give first priority to the lowest-achieving, lowest-income students. Achievement will be based on the student's score on the 2006 results of the Maryland School Assessment for grades 3-5 and developmentally appropriate measures for grades K through 2. Income will be based on a student's eligibility for free or reduced lunch.

#### 4. WHAT IF I WANT TO TRANSFER MORE THAN ONE CHILD?

If you choose to transfer more than one child to the same Accepting School, we will make every effort to transfer children in the same immediate family to that school. This decision may be impacted by specific program needs of a child.

#### 5. HOW WILL MY CHILD GET TO AN ACCEPTING SCHOOL?

If your transfer is approved, your child will have free busing to the Accepting School for as long as your current school does not make adequate yearly progress on the statewide assessment program standards. But in the future, we will not be able to provide free busing to the Accepting School if your current school improves and starts meeting state standards.

#### 6. WHAT'S THE DEADLINE FOR APPLYING?

If you decide you want to send your child to one of the Accepting Schools, you must complete the Student Transfer Request form PS 105 and return it to us no later than August 15, 2006. Forms are available in the school office. Please mail the form to: Kathleen Lyon, Executive Director of Student Services, 23160 Moakley Street, P.O. Box 641, Leonardtown, MD 20650

#### 7. WHAT IF MY TRANSFER APPLICATION ISN'T APPROVED?

If your transfer is not approved, your child will stay in your current school.

#### 8. WHEN WILL YOU TELL ME IF MY TRANSFER APPLICATION IS APPROVED?

We will let you know by August 15, 2006 if your transfer is approved.

#### 9. QUESTIONS

If you have any more questions about the school choice program or your options, please call Carol Poe at 301-475-5511 ext.140. Also, we encourage you to attend one of the Parent School Choice Information Nights scheduled at 6:30 p.m. on Monday, July 17, 2006 at Lexington Park Elementary School and 6:30 p.m. on Wednesday, July 19, 2006 at G. W. Carver Elementary School.



### George Washington Carver Elementary School

46155 Carver School Blvd.

Great Mills, Maryland 20634

Phone: (301) 863-4076 Fax: (301) 862-1217

Principal: Annette Wood

Assistant Principal: Karla Brown

<http://www.smcps.k12.md.us/ces/>

July 07, 2006

Dear Parents/Guardians:

The No Child Left Behind Act of 2001 is a federal program that provides services for students in high poverty schools to help them meet the same Maryland State Department of Education performance standards that apply to all students. The Title I federal requirements include a provision that gives students enrolled in Title I schools that have been identified for school improvement in St. Mary's County Public Schools, and all Maryland schools, the option to request transfers to other selected public schools in the school system.

The St. Mary's County Title I schools affected by this provision for the 2006-2007 school year are George Washington Carver Elementary School and Lexington Park Elementary School.

We are very pleased to report that George Washington Carver Elementary School did meet the Adequate Yearly Progress (AYP) standards for the 2006 administration of the Maryland School Assessment (MSA). However, George Washington Carver did not meet the AYP standards for the 2005 administration of the Maryland School Assessment. Once a school has been identified for improvement, school choice will continue to be offered to all students for the next school year. To exit school improvement status, the school must make AYP for two consecutive years.

George Washington Carver Elementary School will continue to receive technical assistance for implementing scientifically based instructional strategies and developing a school improvement plan to continue to improve the academic achievement of all students in the school.

Since your child is scheduled to attend George Washington Carver Elementary School for the 2006-2007 school year, you have the option to transfer your child to **Greenview Knolls Elementary School or Town Creek Elementary School**. Both schools have consistently achieved AYP on the MSA. Transportation for students to the school of your choice will be provided by St. Mary's County Public Schools as long as George Washington Carver remains in school improvement. Student Transfer Request form PS 105, available at the school office, must be completed and submitted for approval to the Executive Director of Student Services by August 15, 2006.

A Parent School Choice Information Night is scheduled for 6:30 p.m. Wednesday, July 19, 2006 at George Washington Carver Elementary School. I encourage you to schedule an appointment to discuss the school choice option and your child's instructional program with me by contacting the school office at 301-863-4076. If you wish further information about the school choice option, please contact Carol Poe at the Department of Academic Support, 301-475-5511, Ext. 140.

Sincerely,

Annette Wood  
Principal

cc: Dr. Martirano  
SSST  
Mrs. Miluski  
Mr. Hazuda



Mr. Rudell Jones  
Principal

## Lexington Park Elementary School

46763 South Shangri La Drive

Lexington Park, MD 20653

Phone: (301) 863-4085 Fax: (301) 863-4089

Attachment 5b

Ms Erika Haggard  
Assistant Principal

July 7, 2006

Dear Parents/Guardians:

The No Child Left Behind Act of 2001 is a federal program that provides services for students in high poverty schools to help them meet the same Maryland State Department of Education performance standards that apply to all students. The Title I federal requirements include a provision that gives students enrolled in Title I schools that have been identified for school improvement in St. Mary's County Public Schools, and all Maryland schools, the option to request transfers to other selected public schools in the school system.

The St. Mary's County Title I schools affected by this provision for the 2006-2007 school year are G. W. Carver Elementary School and Lexington Park Elementary School.

Lexington Park Elementary School did not meet the AYP (Adequate Yearly Progress) standards for the 2005 and 2006 administration of the MSA (Maryland School Assessment) in the area of Reading for African American students.

Lexington Park Elementary School will continue to receive technical assistance and support for implementing scientifically based instructional strategies and developing a school improvement plan to improve the academic achievement of all students in that school. All St. Mary's County elementary schools, including Lexington Park Elementary School, implement the same research based instructional programs.

Since your child is scheduled to attend Lexington Park Elementary School for the 2006-2007 school year, you have the option to transfer your child to **Greenview Knolls Elementary School or Town Creek Elementary School**. Both schools have consistently achieved Adequate Yearly Progress on the Maryland School Assessment. Transportation for students to the school of your choice will be provided by St. Mary's County Public Schools as long as Lexington Park remains in school improvement. Student Transfer Request form PS 105, available at the school office, must be completed and submitted for approval to the Executive Director of Student Services by August 15, 2006.

A Parent School Choice Information Night is scheduled for 6:30 p.m. Monday, July 17, 2006, at Lexington Park Elementary School. I encourage you to schedule an appointment to discuss the school choice option and your child's instructional program with me by contacting the school office at 301-863-4085. If you wish further information about the school choice option, please contact Carol Poe at the Department of Academic Support, 301-475-5511, Ext. 140.

Sincerely,

Rudell Jones  
Principal

cc: Dr. Martirano  
SSST  
Mrs. Miluski  
Mr. Hazuda

**George Washington Carver Elementary School**  
Title I School Choice Transfer Option  
Parent Information Night  
July 19, 2006  
6:30 p.m.

Agenda

- NCLB Federal Requirements
- Schools in Improvement
- Adequate Yearly Progress (AYP) Guidelines
- Support Plan for George Washington Carver
- Choice Schools AYP Information
- Transportation
- Next Steps

## **Lexington Park Elementary School**

**Title I School Choice Transfer Option**

**Parent Information Night**

**July 17, 2006**

**6:30 p.m.**

### **Agenda**

- NCLB Federal Requirements
- Schools in Improvement
- Adequate Yearly Progress (AYP) Guidelines
- Support Plan for Lexington Park Elementary School
- Choice Schools AYP Information
- Transportation
- Next Steps



*Fulfilling the Promise in Every Child*

DR. MICHAEL J. MARTIRANO  
Superintendent of Schools

## St. Mary's County Public Schools

Attachment 7 a

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  
Dr. Salvatore L. Raspa, Chairman  
Mr. Gary K. Kessler, Vice Chairman  
Mrs. Cathy Allen  
Mr. William M. Mattingly  
Mrs. Mary M. Washington  
Ms. Brittany Thurston, Student Member  
Dr. Michael J. Martirano, Secretary/

August 23, 2006

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 areas;
- Whether the teacher holds a provisional certificate; and
- Whether your child is served 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 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 06-07)

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

# St. Mary's County Public Schools

## Title I

### Parent Involvement Policy

The *No Child Left Behind Act* of 2001: Public Law 107-110, establishes requirements for parental notification and involvement in the development and implementation of their child's educational program to improve student academic achievement and school performance. The St. Mary's County Public Schools' Title I Parent Involvement Policy provides for compliance with all federal requirements and mandates, as defined by Public Law 107-110. The St. Mary's County Public School System Title I Parent Involvement Plan is aligned with the six goals of *Maryland's Plan for Family, School, and Community Involvement* as developed by the Division of Student and School Services of the Maryland State Department of Education, March 2003.

**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 Policy. (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.

**Attachment 7, Table 7-8**

**Listed below are requested descriptions for the Activity sections of Table 7-8:**

**Table 7-8, Activity 3**

Sec. 1119(1) requires that not less than 5% of the total grant award be allocated to train teachers to become highly qualified. All teachers placed in St. Mary's County Title I schools for the 2006-2007 school year are highly qualified as determined by the SMCPS Human Resources Director.

**Table 7-8, Activity 6**

Sec. 1116 (b) requires justification as to why a lesser amount than 20% of the total grant award is needed to provide the School Choice Transfer Option for students of George Washington Carver Elementary School identified as a school in year 1 of school improvement (George Washington Carver met AYP requirements for the 2006 administration of MSA but will continue holding in year 1 of school improvement pending 2 consecutive years of achieving AYP) :

- A news release providing AYP results and offering parents of George Washington Carver Elementary students the School Choice Transfer Option was provided to the community on July 20, 2006 via the SMCPS website, local newspaper, and local radio station. (Attachment 1)
- On July 10, 2006, School Choice Transfer Option information letters were mailed to the parents of all students of G.W.Carver Elementary School. (Attachment 5a) and Lexington Park Elementary School students (Attachment 5b).
- On July 19, 2006, a School Choice Parent Information meeting was held at G.W. Carver Elementary School (Attachment 6a). On July 17, 2006, a School Choice Parent Information meeting was held at Lexington Park Elementary School.
- Attachment 10 presents the transportation cost proposal submitted by Reed Walker, the Supervisor of Transportation for SMCPS. The proposal provides transportation for 360 students (6 buses) from the two schools identified for improvement to the two choice schools. Evidence from previous school choice options at both sites support the fact that few families will elect this option. (14 students elected school choice from G.W. Carver during the 2005-06 school year; 18 students elected school choice from Lexington Park Elementary School during the 2003-2004 school year – previous identification for improvement.)

Summary: G.W.Carver has a total projected enrollment of 286 students. Lexington Park has a total projected enrollment of 424 students. The annual Parent Involvement Survey results (survey conducted in May, 2006) indicate that 89% of George Washington Carver parents and Lexington Park parents are pleased with their child/children's academic and personal success at the schools. It is felt that the funding reservation of \$44,808 to provide transportation for 360 students from G.W. Carver or Lexington Park to either of the two choice schools will exceed the demand for the school choice transfer option. The school choice transfer option will be a part of the new student registration packet at G.W. Carver and Lexington Park Elementary Schools and this option will be offered to new students registering throughout the 2006-2007 school year.



**St. Mary's County Public Schools**  
**Division of Supporting Services**  
P.O. Box 641, Leonardtown, Maryland 20650

Phone: 301-475-4256; Fax: 301-475-4239

**Reed A. Walker**  
Supervisor of Transportation

## Memorandum

**To:** Carol Poe, Supervisor of Instruction/Title I  
**From:** Reed A. Walker, Supervisor of Transportation  
**Date:** June 20, 2006  
**Re:** Title I School Transfer Choice Transportation FY 2007

Attachment 10

Please find the following revised estimate for transporting Title I school choice students for the 2006-2007 school year:

	George Washington Carver to Town Creek Choice School	George Washington Carver to Greenview Knolls Choice School	George Washington Carver to Green Holly Choice School	
Buses	1	1	1	
Miles per Bus	15	25	7	
Mileage Rate	\$0.98	\$0.98	\$0.98	
Mileage Cost per Day	\$14.70	\$24.50	\$6.86	
Time per Day	1.25	2.12	.86	
Time Rate	\$16.50	\$16.50	\$16.50	
Time Cost per Day	\$20.63	\$35.00	\$14.19	
Total Cost per Day	\$35.33	\$59.50	\$21.05	
Total Cost	\$6,359.40	\$10,710.00	\$3,789.00	\$20,858.40
	Lexington Park to Town Creek Choice School	Lexington Park to Greenview Knolls Choice School		
Buses	1	2		
Miles per Bus	20	20		
Mileage Rate	\$0.98	\$0.98		
Mileage Cost per Day	\$19.60	\$19.60		
Time per Day	1.50	1.50		
Time Rate	\$16.50	\$16.50		
Time Cost per Day	\$24.75	\$24.75		
Total Cost per Day	\$44.35	\$44.35		
Total Cost	\$7,983.00	\$15,966.00		\$23,949.00
Overall Total				\$44,807.40

Maintenance ❖ Design & Construction ❖ Operations  
Capital Planning ❖ Food Services ❖ Transportation

## **St. Mary's County Public Schools**

### **Title I Service to Private School Children** **Memorandum of Understanding** **The King's Christian Academy**

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 recommendations of academic need with non-public principal sign off
- 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 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 teaches 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

Sarah T. Patterson, Administrator June 2, 2005  
Private School Representative Date

The King's Christian Academy  
Name of Private School Agency or School

Carol H. Poe  
Public School Official Date

## St. Mary's County Public Schools

### Title I Service to Private School Children Memorandum of Understanding Little Flower School

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 recommendations of academic need with non-public principal sign off
- 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 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 teaches 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

Peter Gehring June 2, 2006  
Private School Representative      Principal      Date

Little Flower School  
Name of Private School Agency or School

Carol M. Poe 06/02/06  
Public School Official      Date



## St. Mary's County Public Schools

Department of Academic Support  
P.O. Box 641  
23160 Moakley Street  
Leonardtown, Maryland 20650  
301-475-5511, ext. 133  
301-475-4238 - fax

Attachment 13

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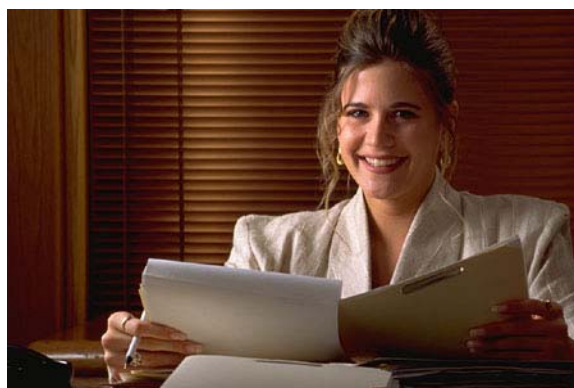
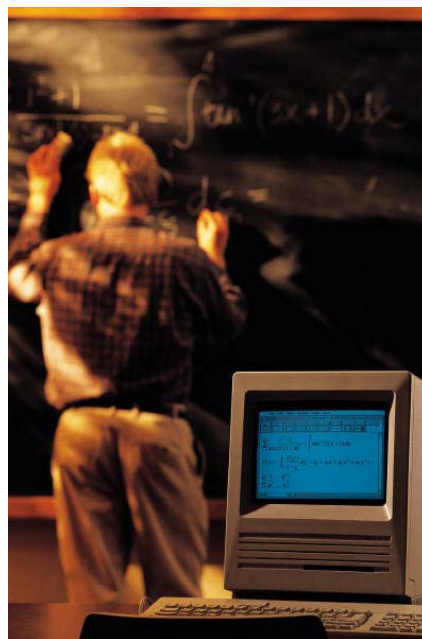
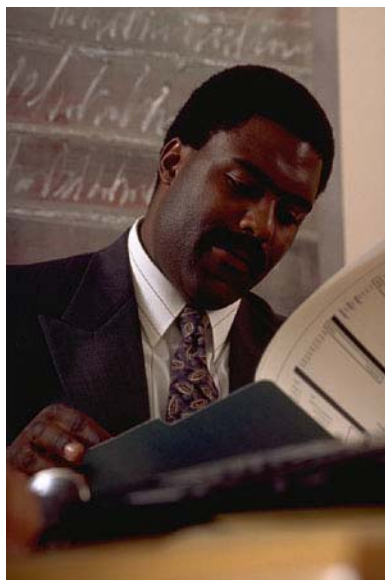
### TITLE I SERVICES TO ELIGIBLE NON-PUBLIC SCHOOL CHILDREN

All children in grades K-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 2006-2007 Title I services will be collected for students who were enrolled in the non-public school on or before September 30, 2005.

#### Procedures for the 2006-2007 School Year

1. All non-public schools interested in participating in the Title I Program for the 2006-2007 school year should return the Title I Participation Option Form to Carol Poe, Supervisor of Instruction for Title I, by February 14, 2006.
2. Non-public schools that elect to participate should provide an enrollment list with 911 addresses of all students in grades K-5 by February 28, 2006 (including students enrolled on or before September 30, 2005). 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 2006-2007 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, 2006, 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 K-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, 2006; November, 2006; February, 2007; May, 2007.

## 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 2007**

**Title II-A Coordinator: Jeff Maher, Director of Professional & Org. Development**

**Telephone: 301-475-5511, x 141/133**

**E-mail: [jmaher@smcps.org](mailto:jmaher@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). USDE will implement a national evaluation and reporting system to provide essential data needed to measure program performance. MSDE will collect teacher quality information from local school systems through another source in order to report to 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.

<b>Table 8-1</b>		
<b>IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS</b>		
<b>Performance Goal</b>	<b>Performance Indicators</b>	<b>Performance Targets</b>
<b>Performance Goal 3:</b> By 2005-2006, all students will be taught by highly qualified teachers.	3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA.	Percentage of Classes Taught by Highly Qualified Teachers State Aggregate* 2002-2003 Baseline: 64.5 2003-2004 Target: 65 2004-2005 Target: 75 2005-2006 Target: 100 2006-2007 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 2006-2007 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* 2003-2004 Baseline: 36 2004-2005 Baseline: 40 2005-2006 Actual: 45 2006-2007 Target: 50
	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 2006-2007 Target: 100

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

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

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

**Fiscal Year 2007**

- 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)].			
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, 2006 to all hired by September 1, 2006, and within 2 months of hiring any additional critical shortage hires throughout the school year.  Goal 3.2.1.1	\$35,640	
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	\$536,659 (includes fringes)	

**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 2007**

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

<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<p>2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p><b>(a) Content knowledge.</b> Providing training in one or more of the core academic subjects that the teachers teach;</p> <p><b>(b) Classroom practices.</b> Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [section 2123(a)(3)(A)].</p>	<p>Provide professional development activities in the areas of literacy and mathematics to teachers and principals addressing the VSC, strategies for implementation, designing and administering formative assessments, analyzing the data and redesigning instruction to address the question, "What do we do when a student doesn't meet proficiency?"</p> <p>On-going throughout 2005-2006 school year</p>	\$60,119	\$12,000
	<p>Provide professional development to our Lead Teachers who coach the teachers and paraeducators at the elementary and middle schools. Monthly training sessions throughout the 2005-2006 school year</p> <p>Goal 1.1.1.1; Goal 1.1.3.6; Goal 1.1.4.1; Goal 1.6.11; Goal 1.6.1.5; Goal 1.8.1.2; Goal 3.7.1.3; Goal 3.7.1.1; Goal 1.11.2.3; Goal 1.4.1.3; Goal 1.4.1.4</p>	\$2,950	\$400
	<p>As a component of our Teacher Performance Assessment System (TPAS), support collaborative teams (formative and summative) at each school, elementary, middle and high, to promote effective instructional practices, share student work, redesign instruction based on that work and the analysis of the formative assessments. Particular attention will be focused on</p>	\$24,300	\$4,500

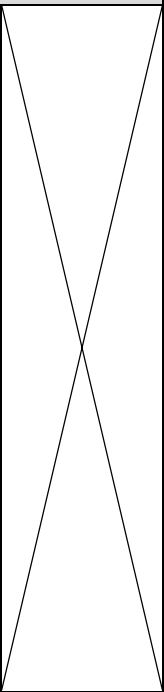
<ul style="list-style-type: none"> <li>with limited English proficiency;</li> <li>• Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;</li> <li>• Provide training to enable teachers and principals to involve parents in their children's education, especially parents of limited English proficient and immigrant children; and</li> <li>• Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)].</li> </ul>	<p>students in the subgroups and in the content areas where students did not meet proficiency.</p> <p>On-going throughout 2006-2007</p> <p>Goal 3.5.1.5</p>		
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**ATTACHMENT 8    TITLE II, PART A  
PREPARING, TRAINING AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

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

**Fiscal Year 2007**

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

<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
7.3 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	\$7,492	\$2,000
<b>3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals</b>			
3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a)(4)].	Promote the retention of highly qualified teachers through mentoring and coaching initiatives and programs.  Goal 3.3.3.2; Goal3.3.3.3; Goal 3.4.2.3 Goal3.3.3.1; Goal 3.4.2.1	\$10,015	
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	\$5,000	
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	\$8,528	
<b>TOTAL TITLE II-A FUNDING AMOUNTS</b>		<b>\$728,549</b>	<b>1 C: \$18,946</b>

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

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<b>Local School System: <u>St. Mary's County Public Schools</u></b>	<b>Fiscal Year 2007</b>
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**C. 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.
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;
  - b) The basis for determining the professional development needs of private school teachers and other staff;
  - 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 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.)

We invite the non-public schools, by written invitation, to come together with all of our ESEA program managers to discuss the scope and intent of the grant. We meet in the summer and mid year to work with the non-public principals, or designees, to draft the grant budget and to look, mid-year, at the implementation of the activities. The schools interested in participating either attend, ask a colleague to represent them, or call later to discuss the information. We provide an overview of our proposed program and receive input as to how the non-public schools will focus their resources from the grant.

At the meeting, our supervisor of professional development shares information about planned professional development for the school year through the public schools. Details are then provided through written communication. Equitable participation is provided on the expressed need of individual schools. We process all bills through our office as most of the non-public schools do not have the staff to manage the procedure.

We also work with the schools to cluster together some professional development so they can pool their funding to bring in consultants and speakers at less cost to each school. The services and per-pupil allocation are the same at the non-public as at the public schools in our county. The only circumstance that would be an exception is when a non-public school does not choose to participate in the program.

**D. BUDGET INFORMATION AND NARRATIVE**

1. Provide a detailed budget on the MSDE Proposed Title II-A Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and

correlated to the activities and costs detailed in Part C, Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).

2. Provide a detailed budget narrative using the attached “Guidance for Completion of the Budget Narrative for Individual Grants.” The accompanying budget narrative should: (a) detail how the school system will use Title II-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title II-A program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

**E. ATTACHMENTS 4-A & B, 5-A & B, and 6-A & B**

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level “Spreadsheet” Budget Summary


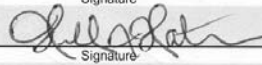
Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET**

Proposed Original Grant Budget	\$728,549	Proposed Amended Grant Budget #		Request Date	6/30/2006
Grant Name	ESEA Title II, Part A		Grant Recipient	St. Mary's County Public Schools	
MSDE Grant #			Grant Recipient Grant #	119-07	
Revenue Source			School Name	St. Mary's County Public Schools	
Fund Source Code			Grant Period	July 1, 2006 - June 30, 2008	

CATEGORY/PROGRAM	OBJECT						Budget by Cat./Prog.
	01- Salaries & Wages	02 - Contract Services	03- Supplies & Materials	04 - Other Charges	05 - Equipment	08 - Transfers	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						18,946.00	18,946.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	434,083.00						434,083.00
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.	67,900.00	16,524.00	16,548.00	12,000.00		18,900.00	131,872.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				\$143,648.00			143,648.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	<b>501,983.00</b>	<b>16,524.00</b>	<b>16,548.00</b>	<b>155,648.00</b>	<b>0.00</b>	<b>37,846.00</b>	<b>728,549.00</b>

Finance Official Approval	Robert Springer		301-475-5511 x185
	Name	Signature	Telephone #
Superintendent/Agency Head Approval	Dr. Michael J. Martirano		301-475-5511 x178
	Name	Signature	Telephone #
MSDE Grant Manager Approval			
		Signature	Telephone #

C-1-25Grant Budget Rev 01/10/06

## **Budget Narrative**

### **Title II, Part A**

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 (66 new hires at \$500 + FICA). The stipends will be paid by October 1, 2006 to those hired prior to September 1, 2006. Teachers hired later than September 1, 2006 will receive the stipend within two months of hiring. This is addressed in our Master Plan, (Goal 3.2.1.1) (\$35,640, including FICA).

**Allowable Activity 1.3**  
In order to bring down our class size, particularly in the early grades, we have included 9 FTE positions in the grant. These positions will benefit 8 schools with either a 1.0 or a .5 FTE for 2006-2007. This is addressed in our Master Plan, Goal 3. A list of schools and a salary/staffing cost sheet are also provided for your review. (Goal 3.2.8.1) (\$536,659 includes fringes)

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

**Allowable Activity 2.1**  
We have targeted a sizeable portion of our grant funding to providing professional development activities that improve the knowledge of teachers and principals in the content areas of literacy and math as well as the area of assessing students, analyzing data and implementing interventions to improve instruction across content areas. Activities in 2.1 will be ongoing throughout the 2006-2007 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 (\$10,024).

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. \$36,720, inclusive of salaries and wages, in stipends to fund 2 hours for 850 participating teachers. There is \$7,000 in funding available to send 7 staff members to professional conferences to build their capacity to lead others in this training. There is also \$6,375 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 (\$2,950.00) 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.

(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 public schools is \$60,119 with to provide professional development to teachers, principals, and paraeducators. Professional development, monthly, for instructional resource teachers accounts for the remaining \$2950.

We have allotted \$12,400 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 \$900 to each 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, redesign the instruction based on that analysis and review all formative assessments and do the same. This year, teams at each school will create team action plans, quarterly, that reflect data discussions and target instruction to identified student need.

(Goal 3.5.1.5) (\$24,300)

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

### **Allowable Activity 2.3**

We have designed a professional development program for current administrators as well as aspiring leaders, current assistant principals, supervisors, coordinators and directors. We have focused \$7,492 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) (7,492)

We have allotted the non-public schools \$2000 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. This allowable activity also provides for the professional development of administrators as well as the capacity building opportunities for aspiring leaders. \$3,240 is provided (inclusive of stipends and fringes) to pay teachers for attending professional development seminars; \$2000 is allotted for consultant services; and \$4,775 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) (\$10,015)

### **Allowable Activity 3.2**

Each year, the Maryland State Department of Education (MSDE) will complete a report documenting the percentage of classes taught by teachers who have been identified as “highly qualified” as defined by NCLB. An additional yearly report will include the number of classes taught by “highly qualified” teachers in Title I schools. Non-certificated paraeducators will also need to meet the standards identified by MSDE to be highly qualified. MSDE identified the *PRAXIS* tests (Educational Testing Service) that when successfully completed will complete the certification requirements for teachers and/or add an endorsement in an area that will enable them to be identified as highly qualified. Also, instructional paraeducators may pass the *ParaPro* test rather than complete the educational requirements of at least 2 years (or 48 credit hours) of undergraduate credit. In addition, for administrators to meet credentialing requirements and be considered highly qualified, they must pass the School Leaders Licensure Assessment (SLLA). We are providing reimbursement for required assessments for staff

members who successfully pass the assessments to for certification and to be considered highly qualified. (Goal 3.5.1.3) (\$5,000)

**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 and materials and supplies will be purchased to support the courses. (Goal 3.5.11) (\$8,528)

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 \$18,900. The total Indirect Cost is \$18,946.

## TITLE II, PART A BUDGET NARRATIVE WORKSHEET

### 1.2 (Recruitment Incentives/Human Resources)

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Salaries and Wages (G) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Recruitment stipends for critical shortage areas Allowable Activity 1.2 Goal 3.2.1.1	66 stipends x \$500.00	\$33,000		\$33,000
Fixed Charges (H) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Fringes	8% x \$33,000.00	\$2,640		\$2,640
<b>1.2</b>	<b>TOTAL</b>		<b>\$35,640</b>		<b>\$35,640</b>

### 1.3 (Class Size Reduction/Human Resources)

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Salaries and Wages (A) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Highly Qualified Teachers to reduce class size Allowable Activity 1.3 Goal 3.2.8.1	9 FTE positions	\$401,083		\$401,083
Fixed Charges	Total fringe benefits		\$135,576		\$135,576
<b>1.3</b>	<b>TOTAL</b>		<b>\$536,659</b>		<b>\$536,659</b>

## TITLE II, PART A BUDGET NARRATIVE WORKSHEET

### 2.1 (Enhancing Content Knowledge and Classroom Practice)

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries and Wages <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant Title II, Part A	Stipends for Professional Development Activity 2.1 Goal 1.8.1.1	850 teachers x \$20 hr x 2 hrs	\$34,000		\$34,000
Fixed Charges <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant Title II, Part A	Fringes	8% x \$34,000	\$2,720		\$2,720
Instructional Staff Development Other <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant Title II, Part A	Conference Registration Fees and Travel  Allowable Activity 2.1	7 teachers x \$1000	\$7,000		\$7,000
Instructional Staff Development Supplies and Materials <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant Title II, Part A	Continental breakfast, materials for Professional Days  Allowable Activity 2.1	\$7.50 x 850 teachers	\$6,375		\$6,375
Instructional Staff Development Contracted Services <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant Title II, Part A	Consultant Fees for Professional Development  Allowable Activity 2.1	5 days x \$1,800 + expenses	\$10,024		\$10,024
	<b>Enhance Content TOTAL</b>		<b>\$60,119</b>		<b>\$60,119</b>

### 2.1 (Lead Teacher Development)

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Contracted Services <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant Title II, Part A	IRT Training Allowable Activity 2.1	\$1,500 consultant fee	\$1,500		\$1,500
Supplies and Materials <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant Title II, Part A	IRT Training Allowable Activity 2.1	50 IRTS x \$29 in materials	\$1,450		\$1,450
<b>2.1</b>	<b>Lead Teacher Dev TOTAL</b>		<b>\$2,950</b>		<b>\$2,950</b>

<b>TOTAL 2.1</b>	<b>\$63,069</b>
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## TITLE II, PART A BUDGET NARRATIVE WORKSHEET

### 2.2 (Job-Embedded Professional Development/Collaborative Planning)

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
A. Salaries and Wages <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Collaborative Planning for TPAS Allowable Activity 2.2	25 schools x \$900	\$22,500		\$22,500
<input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Fringes	8% x \$22,500	\$1,800		\$1,800
<b>2.2</b>	<b>Job Embedded TOTAL</b>		<b>\$24,300</b>		<b>\$24,300</b>

### 2.3 (Leadership Development)

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries and Wages <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Teachers-in-Charge Training Allowable Activity 2.3	20 teachers x \$20/hr x 6 hrs	\$2,400		\$2,400
Fixed Charges <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Fringes	8% x \$2400	\$192		\$192
Instructional Staff Development Contracted Services <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Leadership Development Allowable Activity 2.3	\$1,500 x 2 days	\$3,000		\$3,000
Supplies and Materials <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Leadership Development Allowable Activity 2.	100 administrators x \$19.00 study group book	\$1,900		\$1,900
<b>2.3</b>	<b>TOTAL</b>		<b>\$7,492</b>		<b>\$7,492</b>

## TITLE II, PART A BUDGET NARRATIVE WORKSHEET

### 3.1 (Mentoring/Induction Programs)

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Salaries and Wages <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	New Teacher seminars Allowable activity 3.1	60 teachers x 1 session x \$50	\$3,000		\$3,000
Fixed Charges <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Fringes	8% x \$3,000	\$240		\$240
Contracted services <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Leadership Mentoring Allowable activity 3.1	2 days x \$1,000	\$2,000		\$2,000
Supplies and materials <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	A & S Training Allowable activity 3.1	100 administrators x \$20	\$2,000		\$2,000
Materials <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Evaluation Allowable activity 3.1 Goal 3.4.2.1	100 administrators x \$27.75 (text)	\$2,775		\$2,775
<b>3.1</b>		<b>TOTAL</b>	<b>\$10,015</b>		<b>\$10,015</b>

## TITLE II, PART A BUDGET NARRATIVE WORKSHEET

### 3.2 (Professional Development)

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Other <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	PRAXIS and test Reimbursement Allowable Activity 3.2		\$5,000.00		\$5,000.00
		<b>TOTAL</b>			<b>\$5,000.00</b>

### 3.3 (Professional Development)

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Supplies and materials <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Coursework texts Allowable activity 3.3 Goal 3.5.1.3	100 participants x \$20.48	\$2,048		\$2,048
Salaries and Wages <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Reading Courses Allowable activity 3.3	3 instructors x \$1,500	\$4,500		\$4,500
Fixed Charges <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Fringes	8% x \$4,500	\$360		\$360
Salaries and Wages <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Other courses for recertification Allowable activity 3.3 Goal 3.3.3.2	1 instructors x \$1,500	\$1,500		\$1,500
Fixed Charges <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Fringes	8% x \$1,500	\$120		\$120
		<b>TOTAL</b>	<b>\$8,528</b>		<b>\$8,528</b>

<b>Total Above</b>	<b>\$690,703</b>
<b>Indirect Cost</b>	<b>\$18,946</b>
<b>Non-public Cost</b>	<b>\$18,900</b>
<b>Total Grant</b>	<b>\$728,549</b>

## Attachment 9



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

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

<b>Local School System:</b> <u>St. Mary's County Public Schools</u> <b>Fiscal Year</b> <u>2007</u>
<b>Title II-D Technology Coordinator:</b> <u>Paula R. Juhl</u>
<b>Telephone:</b> <u>301-475-5511, ext. 117</u> <b>E-mail:</b> <u>prjuhl@smcps.org</u>

- A. ALLOWABLE ACTIVITIES [Section 2416].** For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, 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 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.

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 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)].	During the 2006-07 school year, SMCPs will provide professional development to teachers to develop lesson seeds to connect the curriculum to state standards and the technology standards and current resources. Non public schools will be invited to send representatives. These lessons will be compiled and posted under the SMCPs intranet. Content supervisors will use these during district wide professional development opportunities.	\$5,650.00	\$770.00
	During the 2006-07 school year, SMCPs will provide professional development opportunities for conferences, workshops for strong technology leaders. Non public schools will be invited to send representatives. Participants will relay information learned during county wide professional development meetings and at their own school professional meetings.  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 21 <sup>st</sup> Century work skills in order to enhance	\$2,206.00	\$300.00

	student achievement for all students.		
<b>2. Strategies and Activities to Integrate Technology into the Educational Process</b>			
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)].		

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

<b>Local School System:</b> <u>St. Mary's County Public Schools</u> <b>Fiscal Year 2007</b>
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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
<b>2. Strategies and Activities to Integrate Technology into the Educational Process</b>			
2.2	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)].		
2.3	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)].		
<b>3. Strategies and Activities to Improve Access to Technology</b>			
3.1	Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase awareness to technology for students and teachers, with special emphasis on the access of high-need schools to technology [section 2416(b)(1)].		
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)].		

**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** 2007

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

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
<b>3. Strategies and Activities to Improve Access to Technology</b>			
3.3 Acquiring connectivity linkages, resources, and services (including the acquisition of hardware and software and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media centers, in order to improve student academic achievement [section 2416(b)(7)].	By May 2007, SMCPS will purchase software and hardware linked to lesson seeds and 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.  Alignment to Master Plan: Goal 1, Objective: 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 21 <sup>st</sup> Century work skills in order to enhance student achievement for <u>all</u> students.	\$7,859.00	\$2,434.00
3.4 Developing, enhancing, or implementing information technology courses [section 2416(b)(10)].			
<b>4. Strategies and Activities to Assess/Evaluate Effectiveness of Technology (At least 3 percent of Ed tech funds must be used to assess/evaluate effectiveness of technology)</b>			
4.1 Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts [section 2416(b)(8)].			
4.2 Implementing performance measurement	By May 30, 2007, SMCPS contract with an external evaluator to	\$626.00	

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>evaluate the effectiveness of our activities. Evaluation will look at how well technology is being integrated into the curriculum, how effectively we are helping teachers acquire proficiency with the technology, and what impact, if any, these efforts have on student achievement. SMCPs' professional development office receives input from all professional development activities in the county. Teachers and administrators will be affected by professional development offered.</p> <p>Alignment to Master Plan: SMCPs will review the use of funds at yearly meetings.</p> <p>Alignment to Local Tech Plan Objective 5 Renew the SMCPs Technology Plan based on evaluation and research results</p>		
Indirect Costs (2.67%)		\$543.00	
Fixed Cost (8%)		\$452.00	\$62.00
<b>TOTAL TITLE II-D ED TECH FUNDING AMOUNTS</b>		<b>\$17,336.00</b>	<b>\$3,566.00</b>

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

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<b>Local School System:</b> <u>St. Mary's County Public Schools</u>	<b>Fiscal Year</b> 2007
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**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. **See documentation in Attachment 6-A**
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;
    - A. Meetings are arranged for all grant participants beginning in early January. We also fax information and make use of email to all nonpublic school participants. Documentation of letters and meetings in Attachment 6A.
  - b) The basis for determining the needs of private school children and teachers;
    - A. At the arranged meetings, a discussion of needs occurs. The administrators of the nonpublic schools will also email or telephone with any questions or concerns. Nonpublics 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 took total public and non public students and divided into the grant amount. Each school received \$1.00 per student in all strategy areas.
  - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and
    - A. 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.)
    - A. All services provided are equitable. The nonpublic school participants are invited to participate in all 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**

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<b>Local School System:</b> <u>St. Mary's County Public Schools</u>	<b>Fiscal Year</b> 2007
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Please use the chart on the following page to address the items below related to accessibility compliance.

**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:**

- f) 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.**
- g) Describe how you are ensuring that teachers and administrators have a full understanding of the regulation and law and how you are monitoring their adherence to the process and/or procedures governing accessibility.**

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

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

**Fiscal Year 2007**

PROCESS	IMPLEMENTATION	MONITORING
<p><b>1.a.</b> SMCPS will require all vendors to submit letters to show to what degree they comply with COMAR 508 in all RFPs and bids.</p> <p><b>1.b.</b> SMCPS has developed 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 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><b>1.c.</b> SMCPS is working to redesign the SMCPS web site so that it meets 508 compliance standards. At this point, SMCPS does not use the web site to access instructional materials beyond access to the online resources for students. It is used for informational purposes only.</p> <p>School webmasters have been informed of the COMAR 508 regulations but will <a href="#">work towards creating requirement documentation for teacher created web sites.</a></p>	<p><b>2.a.</b> SMCPS in March 2002 notified all media specialists and technology contacts about COMAR 13A.05.02.03. This is an ongoing Fall professional development activity.</p> <p>Technology-based products will offer equivalent accessibility for students with disabilities per the SMCPS ITS Department policy.</p> <p>Availability of the Software Purchasing form incorporates a COMAR 508 compliance with the second page of the purchasing form.</p> <p>New teachers are presented with 508 information as a part of New Teacher Orientation.</p> <p>SMCPS again reviewed 508 compliance regulations with all media specialists in September 2005 and February 2006 county-wide professional development meetings.</p> <p>Evaluation of the products is overseen by the Library Media Specialists or Technology Contacts.</p>	<p><b>3.a.</b> Administrators and Supervisors are presented with the regulation at the Fall Administrators and Supervisors' Meeting.</p> <p>Library Media Specialists present the 508 information to their staff yearly.</p> <p>Evaluation of the products will be overseen by the Library Media Specialists <a href="#">as well as the ITS department.</a></p> <p>All professional development related which incorporates the use or integration of technology will include a review of the regulation as set forth by COMAR 13A.05.02.03.</p>

**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 2007**

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

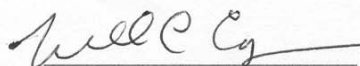
**NOTE:** Complete only if there have been changes to your certification status from last year's submission.

☒ 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.

SMCPS  
School System

  
Authorizing Signature

06/26/06  
Date

**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 2007**

**E. BUDGET INFORMATION AND NARRATIVE**

1. Provide a detailed budget on the *MSDE Proposed Title II-D Ed Tech Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part C, Allowable Activities*. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).
2. Provide a detailed budget narrative using the attached "Guidance for Completion of the Budget Narrative for Individual Grants." The accompanying budget narrative should (a) detail how the school system will use Title II-D Ed Tech funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title II-D Ed Tech program; (b) detail how the school system will use at least 25% of funds for professional development and at least 3% of funds for program evaluation; (c) demonstrate the extent to which the budget is both reasonable and cost-effective; and (d) identify other sources of funding to support the programs and activities funded under Title II-D.

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

Be certain to complete all appropriate templates in Part II:


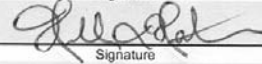
Attachment 4: School Level "Spreadsheet" Budget Summary

Attachment 5: Transfer of ESEA Funds

**Attachment 6: Consolidation of ESEA Funds for Local Administration**

Proposed Original Grant Budget	\$20,902	Proposed Amended Grant Budget #		Request Date	6/30/2006
Grant Name	ESEA Title II, Part D	Grant Recipient	St. Mary's County Public Schools		
MSDE Grant #		Grant Recipient Grant #	111-07		
Revenue Source		School Name			
Fund Source Code		Grant Period	July 1, 2006 - June 30, 2008		

CATEGORY/PROGRAM	OBJECT						Budget by Cat./Prog.
	01- Salaries & Wages	02 - Contract Services	03- Supplies & Materials	04 - Other Charges	05 - Equipment	08 - Transfers	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						543.00	543.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
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.	5,650.00	626.00	7,859.00	2,206.00		3,504.00	19,845.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				\$452.00		62.00	514.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	5,650.00	626.00	7,859.00	2,658.00	0.00	4,109.00	20,902.00

Finance Official Approval	Robert Springer		301-475-5511 x185
Superintendent/Agency Head Approval	Dr. Michael J. Martirano		301-475-5511 x178
MSDE Grant Manager Approval			
	Signature	Date	Telephone #

**Title II, Part D**  
**Budget Narrative**  
**2006-2007**

We will provide professional development to teachers to develop lesson seeds to connect the curriculum to state standards and the technology standards and current resources. We have planned for 84 participants at \$20 per hour for three hours. This amounts to **\$5,040.00**. The Supervisor of Technology will work with the teachers to implement these strategies throughout the year. We are planning on having 23 participants needing substitutes for additional training or to attend professional staff development opportunities. This totals **\$1,380.00**. We also will provide professional development opportunities for conferences and workshops for strong technology leaders. We plan to provide for 6 participants to attend MAG and 8 participants to attend MICCA. This amounts to **\$2,506.00**. Each participant will be expected to bring back information to share. Nonpublic schools are invited to participate in all activities provided for the public schools under this grant. **We took total public and non public students and divided into the grant amount. Each school received \$1.00 per student in all strategy areas.** The grant administrator will coordinate these workshops/conferences as they occur.

We will purchase software and hardware linked to lesson seeds and curriculum aimed at improving student achievement in mathematics, science, and reading/language arts. Approximately **\$7,859.00** will be spent on the 23 public schools and **\$2,434.00** on the participating nonpublic schools. The grant administrator and the technology specialist 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 will contract with an external evaluator(s) 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. We have budgeted **\$626.00** for a consultant.

We have figured in **\$514.00** for FICA and Worker's Comp. and **\$543.00** for indirect costs.

Our total is **\$20, 902.00**.

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
1.1 Instructional Staff Development Salaries & Wages	Stipends for professional development	84 participants X \$20 per hour for 3 hours subs \$60X23 participants	\$5,040.00  \$1,380.00		\$5,040.00  \$1,380.00
Local ____ Grant Title II, Part D	3.5.1				
1.1 Professional Development	Conferences/ work shops	6 participants X \$175 (MAG) 8 participants X \$150 (MICCA) Hotel for participants (\$256)	\$1,050.00  \$1,200.00  \$256.00		\$1,050.00  \$1,200.00  \$256.00
Local ____ Grant Title II, Part D					
Fixed Charges Local ____ Grant Title II, Part D	FICA & Worker's Comp	8%	\$514.00		\$514.00
<b>Total for Activity 1.1</b>			<b>\$9,440.00</b>		<b>\$9,440.00</b>
4.2 Instructional Staff Development Contracted Services	Consultant to provide evaluation of grant usage	1 day	\$626.00		\$626.00
Local ____ Grant Title II, Part D	1.3.1				
<b>Total for Activity 4.2</b>			<b>\$626.00</b>		<b>\$626.00</b>

3.3 Instructional Staff Development Supplies Local ____ Grant Title II, Part D	Software and hardware	33 schools X \$311.00	\$10,263.00		\$10,263.00
<b>Total for Activity 3.3</b>			<b>\$10,293.00</b>		<b>\$10,293.00</b>
Administration Business Support Services/Transfers Local ____ Grant Title II, Part D	Indirect Costs	2.67% x direct costs	\$543.00		\$543.00
	<b>TOTAL</b>		<b>\$20,902.00</b>		<b>\$20,902.00</b>

## 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 2007**

- 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)].			
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)].	Additional instructional support for ELLs for the 2006-2007 school year SMCPS Master Plan 2.1.1.1	\$18,057.00	\$821.00

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

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

**Fiscal Year 2007**

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

<b>2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)]</b>			
<b>Authorized Activities</b>	<b>Descriptions</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<b>Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. Also, high quality professional development shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [section 3115(c)(2)(D)]</b>	<b>a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).</b>		
2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].	ESOL teacher staff development in conjunction with Charles and Calvert Counties for 2006-2007 school year SMCPS Master Plan 2.2.1.1	\$261.00	\$11.00
2.2 Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for ELL children [section 3115(c)(2)(B)].	ESOL staff professional development for 2006-2007 school year (workshops, conference, travel to and from destination) SMCPS Master Plan 2.2.1.2	\$1390.00	\$58.00
2.3 Providing for professional development to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)].			

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

<b>Local School System: St. Mary's County Public Schools</b>	<b>Fiscal Year 2007</b>
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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:**

<b>3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]</b>			
<b>Authorized Activities</b>	<b>Descriptions</b>  a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].			
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)].	Parent/Guardian/Program materials and information including translation of documents to be distributed at the beginning of the 2006-2007 school year SMCPS Master Plan 2.4.1.1	\$768.00	\$32.00
<b>4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(2)(3)]</b>			
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)].	Additional software and/or computer accessories Fall 2006 SMCPS Master Plan 2.1.5.2	\$590.00	\$25.00
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**

<b>Local School System: St. Mary's County Public Schools</b>	<b>Fiscal Year 2007</b>
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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.

<b>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)]:</b>			
<b>Other Activities</b>	<b>Descriptions</b>  a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
5.1 Administrative expenses may not use more than 2% for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs	\$440.00	
		\$21,506.00	\$947.00
<b>TOTAL ELL TITLE III-A (FUNDING) AMOUNT</b>		<b>\$22,453.00</b>	

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

1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 32 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title III-A services.
2. Describe the school system's process for providing equitable participation to students in private schools:
  - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title III-A services;
  - b) The basis for determining the needs of private school children and teachers;
  - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and
  - d) The differences, if any, between the Title III-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title III-A services the district provides to the public school children.)

Each year a written invitation is extended to representatives from the non-public 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 involvement. Furthermore, requests for additional support are discussed in response to identified needs. 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.

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

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

**Fiscal Year 2007**

**B. BUDGET INFORMATION AND NARRATIVE**

1. Provide a detailed budget on the *MSDE Proposed Title III-A Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part C, Allowable Activities*. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).
2. Provide a detailed budget narrative using the attached "Guidance for Completion of the Budget Narrative for Individual Grants." The accompanying budget narrative should (a) detail how the school system will use Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

**C. ATTACHMENTS 4-A & B, 5-A & B, and 6-A & B**

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level "Spreadsheet" Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Budget Narrative for Goal 2  
2006-2007 Title III Funding

Title III funds will be allotted to pay a part-time hourly tutor 22 hours/week for 38 weeks so that services can be increased to the English Language Learners. The salary will be \$17,480 plus \$1,398 FICA.

In addition, a total of \$1,710 is allotted for staff development for the ESOL program personnel. ESOL teachers and staff will have \$ 1448 for workshops/conferences and travel to and from conferences. Two-hundred-seventy-two dollars will be allotted for refreshments and materials for the Tri-County Staff Development meeting that St. Mary's County will host.

Finally, \$615 will be spent on software and/or computer accessories for the program laptops and computers and/or classrooms/schools and \$800 will be reserved for parent materials and outreach, such as program brochures, translated materials, and other pertinent information.

**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET**

Proposed Original Grant Budget	\$22,453.00	Proposed Amended Grant Budget #		Request Date	9/18/2006
Grant Name	ESEA Title III, Part A		Grant Recipient	St. Mary's County Public Schools	
MSDE Grant #			Grant Recipient Grant #	045-07	
Revenue Source			School Name	St. Mary's County Public Schools	
Fund Source Code			Grant Period	July 1, 2006 - June 30, 2008	

CATEGORY/PROGRAM	OBJECT						Budget by Cat./Prog.
	01 - Salaries & Wages	02 - Contract Services	03 - Supplies & Materials	04 - Other Charges	05 - Equipment	08 - Transfers	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						440.00	440.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	16,720.00		590.00			785.00	18,095.00
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.				1,651.00		69.00	1,720.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				\$1,337.00		61.00	1,398.00
<b>214 Community Services</b>			768.00			32.00	800.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	16,720.00	0.00	1,358.00	2,988.00	0.00	1,387.00	22,453.00

Finance Official Approval	Robert Springer	<i>Robert Springer</i>	9/18/06	301-475-5511 x185
	Name	Signature	Date	Telephone #
Superintendent/Agency Head Approval	Dr. Michael J. Martirano	<i>Michael J. Martirano</i>	9/18/06	301-475-5511 x178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
		Signature	Date	Telephone #

C-1-25Grant Budget Rev 01/10/06

Attachment 10, Title III, Part A  
Budget Narrative Worksheet FY 2007

Category/ Object	Line Item	Calculation	Amount	I n K i n d	Total
Special Programs Instructional Staff Salaries and Wages	Hourly pay for part-time tutors 2.1.1.1	\$20/hour x 22 hrs/week x 38 weeks	\$16,720		\$16,720
Non-public Special Programs Instructional Staff Salaries and Wages	Hourly pay for part-time tutors 2.1.1.1	\$20/hour x 1hr/week x 38 weeks	\$ 760		\$ 760
Fixed Charges	FICA	\$16,720 x 8%	\$ 1,337		\$ 1,337
Non-public Fixed Charges	FICA	\$760 x 8%	\$ 61		\$ 61
Special Programs Supplies & Materials	Software 2.1.5.2	Software for laptops or classrooms/schools	\$ 590		\$ 590
Non-public Special Programs Supplies & Materials	Software 2.1.5.2	Software for laptops or classrooms/schools	\$ 25		\$ 25
Instructional Staff Development	ESOL teachers 2.2.1.2	workshops/conferences and travel to and from for ESOL staff	\$ 1,390		\$ 1,390
Non-public Instructional Staff Development	ESOL teachers 2.2.1.2	workshops/conferences and travel to and from for ESOL staff	\$ 58		\$ 58
Instructional Staff Development Supplies and Materials	Tri-County ESOL teachers 2.2.1.1	Refreshments and materials for Tri-County meeting	\$261		\$261
Non-public Staff	Tri-County ESOL teachers	Refreshments and materials for Tri-	\$ 11		\$ 11

Development Supplies and Materials	2.2.1.1	County meeting			
Community Services	Parent materials/outreach 2.4.1.1	Brochures, translated materials, information nights as appropriate	\$ 768		\$ 768
Non-public Community Services	Parent materials/outreach 2.4.1.1	Brochures, translated materials, information nights as appropriate	\$ 32		\$ 32
Administration Business Support		2 % x direct cost (\$22,013)	\$ 440		\$ 440
Total Grant			\$ 22,453		\$ 22,453

St. Mary's County Public Schools  
September 18, 2006

## Attachment 11



## TITLE IV, PART A Safe and Drug Free Schools and Communities



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

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<b>Local School System: St. Mary's county Public Schools</b> <b>Title IV, Part A, SDFSCA Coordinator: Trish Wince</b> <b>Telephone: 301-475-5511, ex. 205</b>	<b>Fiscal Year 2007</b>  <b>Email: pewince@smcps.org</b>
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**A. PERFORMANCE GOAL, INDICATORS, and TARGETS.** At a minimum, each local school system (LSS) must adopt the performance goal, indicators, and targets outlined in Table 11-1 below.

<b>Table 11-1</b>	<b>SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES PERFORMANCE GOAL, INDICATORS, AND TARGETS</b>	
<b>Performance Goal</b>	<b>Performance Indicators</b>	<b>Performance Targets</b>
<b>Performance Goal 4:</b> All schools will be safe, drug free, and conducive to learning.	4.1 The number of persistently dangerous schools.  4.2 The level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey.  4.3 The number of suspensions and expulsions by offense.	<p><b>NOTE: Indicator 4.1 has been moved to the Goal 4 page of the Annual Update Guidance.</b></p> <p>By the end of SY 2006-2007, 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 2006-2007, reduce suspensions and expulsions for classroom disruptions, insubordination, and refusal to obey school policies/regulations by 10%.</p> <p><b>NOTE: SY 2002-03 is the baseline year.</b></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 2007**

**A-1     ANNUAL PROGRESS: Provide a current analysis of the LSS's progress toward meeting each of the Performance Targets. The LSS should use this analysis in conjunction with an annual needs assessment to determine the effectiveness of Title IV, Part A drug and violence prevention programs and activities.**

<b>Table 11-2 Performance Indicator</b>	<b>Baseline Data (2002 MAS) &amp; Performance Targets for SY 2006-07</b>	<b>SY 2004-05 Actual Performance (2004 MAS)</b>	<b>SY 2006-07 Performance Targets</b>	<b>SY 2006-07 Actual Performance (2006 MAS)</b>
<b>4.2</b>  <b>The level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey (Last 30 Days).</b>	<p><b>By the end of SY 2006-07:</b></p> <p><b>Reduce cigarette use in:</b>  6<sup>th</sup> grade (from 2.3% to 2.1%)  8<sup>th</sup> grade (from 6.6% to 5.9%)  10<sup>th</sup> grade (from 15.1% to 13.6%)  12<sup>th</sup> grade (from 28.2% to 25.4%)</p> <p><b>Reduce any form of alcohol use in:</b>  6<sup>th</sup> grade (from 5.5% to 4.9%)  8<sup>th</sup> grade (from 18.9% to 17.0%)  10<sup>th</sup> grade (from 38.2% to 34.4%)  12<sup>th</sup> grade (from 47.4% to 42.7%)</p> <p><b>Reduce any drug other than alcohol or tobacco use in:</b>  6<sup>th</sup> grade (from 4.1% to 3.7%)  8<sup>th</sup> grade (from 14.3% to 12.9%)  10<sup>th</sup> grade (from 25.8% to 23.2%)  12<sup>th</sup> grade (from 28.3% to 25.5%)</p>	<p><b>Cigarette use in:</b>  6<sup>th</sup> grade: 2.8%  8<sup>th</sup> grade: 6.3%  10<sup>th</sup> grade: 20.4%  12<sup>th</sup> grade: 23.9%</p> <p><b>Any form of alcohol use in:</b>  6<sup>th</sup> grade: 5.2%  8<sup>th</sup> grade: 16.1%  10<sup>th</sup> grade: 43.7%  12<sup>th</sup> grade: 46.7%</p> <p><b>Any drug other than alcohol or tobacco use in:</b>  6<sup>th</sup> grade: 2.4%  8<sup>th</sup> grade: 7.4%  10<sup>th</sup> grade: 25.7%  12<sup>th</sup> grade: 25.5%</p>	<p><b>Reduce cigarette use in:</b>  6<sup>th</sup> grade (to 2.1%)  8<sup>th</sup> grade (to 5.9%)  10<sup>th</sup> grade (to 13.6%)  12<sup>th</sup> grade (MET)</p> <p><b>Reduce any form of alcohol use in:</b>  6<sup>th</sup> grade (to 4.9%)  8<sup>th</sup> grade (MET)  10<sup>th</sup> grade (to 34.4%)  12<sup>th</sup> grade (to 42.7%)</p> <p><b>Reduce any drug other than alcohol or tobacco use in:</b>  6<sup>th</sup> grade (MET)  8<sup>th</sup> grade (MET)  10<sup>th</sup> grade (to 23.2%)  12<sup>th</sup> grade (MET)</p>	<p><b>Cigarette use in:</b>  6<sup>th</sup> grade: ____%  8<sup>th</sup> grade: ____%  10<sup>th</sup> grade: ____%  12<sup>th</sup> grade: ____%</p> <p><b>Any form of alcohol use in:</b>  6<sup>th</sup> grade: ____%  8<sup>th</sup> grade: ____%  10<sup>th</sup> grade: ____%  12<sup>th</sup> grade: ____%</p> <p><b>Any drug other than alcohol or tobacco use in:</b>  6<sup>th</sup> grade: ____%  8<sup>th</sup> grade: ____%  10<sup>th</sup> grade: ____%  12<sup>th</sup> grade: ____%</p> <p><b>NOTE: Leave this column blank</b></p>

**NOTE: This section was changed to reflect the biennial administration of the Maryland Adolescent Survey (MAS).**

<b>Table 11-2 (Continued)</b>	<b>Baseline Data (SY 2002-03) and Performance Targets (SY 2007-08)</b>	<b>SY 2004-05 Performance Targets &amp; Actual Performance</b>	<b>SY 2005-06 Performance Targets &amp; Actual Performance</b>	<b>SY 2006-07 Performance Targets</b>
<b>4.3</b>  <b>The number of school suspensions and expulsions, by offense</b>	<p><b>Reduce the number of suspensions and expulsions for (use numbers vs. percentages):</b></p> <p><b>Classroom disruptions (from 293 to 264)</b></p> <p><b>Insubordination (from 188 to 169)</b></p> <p><b>Refusal to obey school policies/regulations (from 490 to 441)</b></p> <p><b>NOTE: SY 2002-03 is the baseline year.</b></p>	<p><b>Performance Target: 284 Actual Performance: 308</b></p> <p><b>Performance Target: 182 Actual Performance: 167</b></p> <p><b>Performance Target: 475 Actual Performance: 743</b></p>	<p><b>Performance Target: 275 Actual Performance: 309</b></p> <p><b>Performance Target: 177 Actual Performance: 240</b></p> <p><b>Performance Target: 461 Actual Performance: 545</b></p> <p><b>* See note below</b></p>	<p><b>Performance Target: 264</b></p> <p><b>Performance Target: 169</b></p> <p><b>Performance Target: 443</b></p>

**NOTE: For each SY 2005-06 Performance Target that was not reached, briefly describe what actions the LSS will take to ensure that the SY 2006-07 Performance Target is met (Use additional space as needed).**

**Classroom Disruptions:** Additional pupil services staff has been assigned to a middle school and high school with the highest classroom disruption referrals. The PBIS Program with material and non-material incentives were put in place in the 05-06 school year and will continue during the 06-07 school year.

**Insubordination:** Of the 248 incidents of insubordination, 62% of the total reflects an increase at one high school. We attribute this increase at the one school to difficulties with school climate which can be directly attributed to high minority and FARMS populations. New administration has been brought in; we have allocated additional pupil services staff to meet the needs of this diverse population. Annual de-escalation training will be conducted with school staff to enable them to reduce student anger before a student's choices escalates into behaviors of insubordination.

**Refusal to obey school policies/regulations:** This data indicates a steady reduction from 743 referrals in the 04-05 school year to 545 in the 05-06 school year. Additional pupil services staff during the 05-06 school year have supported this steady reduction in referrals. PBIS Program and material and non-material incentives were put into place and will continue during the 06–07 school year.

### **Maryland Adolescent Survey Performance Targets Not Reached**

We will continue with the following health education curriculum programs during the 06-07 school year:

- Health Education Curriculum is now aligned with the Voluntary State Curriculum
- Curriculum Maps are in place for Kindergarten through Grade 8
- Growing Healthy Curriculum is used at the elementary level
- Middle schools health education curriculum includes materials entitled Teaching Health Concept and Skills developed by ToucanEd.

The TAP/TEG Program for high schools has been put in place during the 05-06 school year and will continue during the 06-07 school year. This program focuses on educating those students caught smoking and offers a smoking cessation program. These programs and supports will continue throughout the 06-07 school year with the expectation that the 06 MAS results will report the performance targets as met.

### **Possible Future Programs**

We are currently developing a proposal to introduce an intramural sports program at each of our four middle schools for the 2007-2008 school year. If implemented these intramural sports programs will target students who may not have access to other programs within our community. This has the potential to positively impact school climate and attendance. The feasibility of conducting a climate survey to assist in identifying the root cause(s) for the increased number of suspensions in 2007-2008 budgetary cycle will be considered.

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

<b>Local School System: St. Mary's County Public Schools</b>	<b>Fiscal Year 2007</b>
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**B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)] - Provide the following for all allowable 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 the (c) timelines or target dates. Provide the amount of funding for Title IV, Part A services to students and teachers in public and nonpublic schools. Use separate pages as necessary for descriptions.**

<b>(1) Programs and Activities to Promote Drug and Violence Prevention</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Targeting of Services to Schools and Students With the Greatest Need, and Timelines</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<p>1.1 Age appropriate and developmentally based activities that –</p> <ul style="list-style-type: none"> <li>• Address the consequences of violence and the illegal use of drugs, as appropriate;</li> <li>• Promote a sense of individual responsibility;</li> <li>• Teach students that most people do not illegally use drugs;</li> <li>• Teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;</li> <li>• Teach students about the dangers of emerging drugs;</li> <li>• Engage students in the learning process; and</li> <li>• Incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools [section 4115(b)(2)(A)].</li> </ul> <p>Note: For curriculum programs and activities, complete information in Part C, Table 11-2.</p>	<p>Salaries and wages for a resource teacher to provide Substance Abuse Prevention and Tobacco Prevention Education Curriculum (skill-based) training to new teachers at all schools as a component of Comprehensive School Health. August 2006- June 2007. This service is provided to equip the teachers to effectively deliver the curriculum to all students to enable them to make better decisions.</p>	\$14,186	\$2,141
	<p>Review and purchase instructional materials K-12 for substance abuse prevention and Tobacco Prevention Education for all schools. August 2006- June 2007. This service is being provided to enable all students to make better decisions.</p>	\$7,311	\$1,092
	<p>Transportation for Kids In Court Program for Grade 5 at all elementary schools. August 2006- June 2007. This service is being provided to Grade 5 students to increase their understanding of choices and consequences especially as they will transition to middle school.</p>	\$2,860	\$1,040
1.2 Activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs [section 4115(b)(2)(B)].			

1.3 Disseminating information about drug and violence prevention to schools and the community [section 4115(b)(2)(C)].			
1.4 Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention [Section 4115(b)(2)(E)(i)].			

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

<b>Local School System: St. Mary's County Public Schools</b>	<b>Fiscal Year 2007</b>
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**B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.**

<b>(1) Programs and Activities to Promote Drug and Violence Prevention</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Targeting of Services to Schools and Students With the Greatest Need, and Timelines</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
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)].			
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)].	The State Collaborative on Assessment and Student Standards (SCASS) and Health Education Assessment Project (HEAP) annual membership to use for end-of-course and unit assessments that are aligned with the National Health Education Standards for all secondary schools. Assessments developed from SCASS bank of test items will be shared with all appropriate non-public schools. August 2006-June 2007	\$500	\$0
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)].	The high school Peer Mediation Program is currently in place at all high schools. A one-day training for the facilitators will be held during the 2006-2007 school year. Transportation and supplies will be provided. All non-public high schools will be invited to attend. For the 2005-2006 school year there were a total of 113 student mediators.	\$700	\$130
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	Salaries and wages for teachers to provide before and after school detention for all middle schools in lieu of suspension.	\$11,232	\$0

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)].	Salaries and wages for teachers to provide Saturday school in lieu of suspension for all high school students. This enables students to continue with their instructional program thereby reducing out-of-school suspensions. During the 2005-2006 school year 2,404 students participated in this program.		
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**

<b>Local School System: St. Mary's County Public Schools</b>	<b>Fiscal Year 2007</b>
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**B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.**

<b>(1) Programs and Activities to Promote Drug and Violence Prevention</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Targeting of Services to Schools and Students With the Greatest Need, and Timelines</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
1.11 Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use [section 4115(b)(2)(E)(xi)].			
1.12 Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs [section 4115(b)(2)(E)(x)].	Salary and wages for Health Resource Teacher to coordinate Home/Hospital teaching to assist students with mental and physical health related and substance abuse problems to obtain appropriate instructional programs while not participating in the regular school setting. Over 250 students with diagnosed emotional and physical conditions as well as substance abusing students received appropriate instructional programs through the coordination of the health resource teacher. This program enables students to receive instruction through an alternative program. Implementation August 2006 – June 2007.	\$14,186	\$2,141
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**

<b>Local School System: St. Mary's County Public Schools</b>	<b>Fiscal Year 2007</b>
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**B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.**

<b>(1) Programs and Activities to Promote Drug and Violence Prevention</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Targeting of Services to Schools and Students With the Greatest Need, and Timelines</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
1.18 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)].			
1.19 Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help youth at risk of suicide [section 4115(b)(2)(E)(xxi)].			
1.20 Programs to meet the needs of students faced with domestic violence or child abuse [section 4115(b)(2)(E)(xxii)].			
1.21 Consistent with the fourth amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the students, if the local school system elects to test or inspect [section 4115(b)(2)(E)(xiv)].			
1.22 Establishing and maintaining a school safety hotline [section 4115(b)(2)(E)(xviii)].			
<b>SUBTOTAL -- TITLE IV-A FUNDING AMOUNTS FOR PROGRAM ACTIVITIES</b>		\$50,975	\$6,544

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

<b>Local School System: St. Mary's County Public Schools</b>	<b>Fiscal Year 2007</b>
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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></b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Targeting of Services to Schools and Students With the Greatest Need, and Timelines</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
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)].			
2.4 *+Supporting safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safety programs [section 4115(b)(2)(E)(v)].			
2.5 *The hiring and mandatory training, based on scientific research, of school security personnel (including school resource officers) who interact with students in support of youth drug and violence prevention activities under this part that are implemented in the school [section 4115(b)(2)(E)(vi)].			
<b>SUBTOTAL -- TITLE IV-A FUNDING AMOUNT FOR SECURITY MEASURES</b>		Indirect \$1,150	\$6,544
<b>TOTAL -- TITLE IV-A FUNDING AMOUNTS</b>		\$58,669	

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

<b>Local School System: St. Mary's County Public Schools</b>	<b>Fiscal Year 2007</b>
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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 2006-07. Complete Section F, Table 11-3 to request a waiver for programs/activities being funded by Title IV, Part A that do not meet the scientifically based research criteria.

<b>TABLE 11-3</b>	<b>Drug &amp; Violence Prevention Programs/Activities</b>		
<b>Grade</b>	<b>Programs/Activities</b> (i.e., <i>Life Skills, Here's Looking At You, Second Step</i> , etc.)	<b>Is the Program/Activity Scientifically Based Researched (Yes/No)</b>	<b>Are SDFSCA Funds Used to Support the Program/Activity (Yes/No)</b>
<b>K</b>	Growing Healthy	Yes	Yes
<b>1</b>	Growing Healthy	Yes	Yes
<b>2</b>	Growing Healthy	Yes	Yes
<b>3</b>	Growing Healthy	Yes	Yes
<b>4</b>	Growing Healthy	Yes	Yes
<b>5</b>	Growing Healthy	Yes	Yes
<b>6</b>			
<b>7</b>			
<b>8</b>			
<b>9</b>			
<b>10</b>			
<b>11</b>			
<b>12</b>			

What percentage of schools use scientifically based researched programs (SBRP) to reduce disruption?  
\_32%

What percentage of school staff using a SBRP to reduce disruption were trained to implement the SBRP?  
\_100%

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

ATTACHMENT 11 TITLE IV, PART A

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

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

Fiscal Year 2007

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

TABLE 11-4

PROGRAM/ACTIVITY WAIVER REQUEST FORM

**Background:** Section 4115 of Title IV-A indicates that all programs or activities must comply with the Principles of Effectiveness. Principle three requires that all programs or activities developed or implemented using Title IV-A funds must be based on scientifically based research that provides evidence that the program or activity will reduce violence and/or illegal drug use.

In accordance with section 4115(a)(3), this scientifically based research requirement may be waived by MSDE in those instances where a local school system implements innovative programs and/or activities that demonstrate substantial likelihood of success but do not meet the scientifically based definition.

**Directions to Request a Waiver:** Provide supporting information in the space below to justify why a waiver should be granted by MSDE. Describe the program or activity that the local school system would like to implement and how this program or activity demonstrates a substantial likelihood of success.

Name of program/activity: N/A

Was a request for waiver previously approved by MSDE for this program/activity? YES NO. If yes, please indicate when (Example: SY 2003-04 & SY 2004-05).

Brief description of the program/activity:

Describe how this program/activity demonstrates a substantial likelihood of success (i.e., measurable outcomes achieved from the use of this program/activity):

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

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

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

**Fiscal Year 2007**

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

1. Participating Private Schools and Services: Complete information in Attachment 6-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 a meeting of all non-public schools interested in participating in the services and programs provided by Title IV-A grant. During this meeting an overview of the proposed program is provided so that participants may confirm their involvement. Furthermore, requests for additional support are discussed in response to identified needs. 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.

## **G. BUDGET INFORMATION AND NARRATIVE**

1. Complete a detailed budget on the *MSDE Title IV-A Proposed Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part C, Allowable Activities*. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).
2. Provide a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants”. (pp. 10-12 of this guidance document). The accompanying budget narrative should (a) detail how the school system will use no more than 2% of the funds for administrative costs, and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

## **H. ATTACHMENTS 4-A & B, 5-A and B, and 6-A and B**

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level “Spreadsheet” Budget Summary.



Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET**

Proposed Original Grant Budget	\$58,669	Proposed Amended Grant Budget #		Request Date	6/30/2006
Grant Name	ESEA Title IV, Part A		Grant Recipient	St. Mary's County Public Schools	
MSDE Grant #			Grant Recipient Grant #	065-07	
Revenue Source			School Name		
Fund Source Code			Grant Period	July 1, 2006 - June 30, 2008	

CATEGORY/PROGRAM	OBJECT						
	01- Salaries & Wages	02 - Contract Services	03- Supplies & Materials	04 - Other Charges	05 - Equipment	08 - Transfers	Budget by Cat./Prog.
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						1,150.00	1,150.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	11,799.00		7,311.00	500.00		2,856.00	22,466.00
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.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>	22,199.00			400.00		1,764.00	24,363.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>				3,160.00		1,170.00	4,330.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				\$5,606.00		754.00	6,360.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	33,998.00	0.00	7,311.00	9,666.00	0.00	7,694.00	58,669.00

Finance Official Approval	Robert Springer		301-475-5511 x185
Superintendent/Agency Head Approval	Dr. Michael J. Martirano		301-475-5511 x178
MSDE Grant Manager Approval			
	Signature	Date	Telephone #

## **Safe and Drug-Free Schools Program Narrative**

**2006-2007**

In accordance with COMAR 13A.04.18.02(B) which requires instruction in the consequences of the non-use, use, and abuse of tobacco, alcohol, and other drugs a kindergarten through Grade 12 prevention curriculum is in place in the St. Mary's County Public Schools. The classroom teacher, who is regularly supported by the school nurse, delivers this curriculum. Teachers new to the system or to a grade level are in-serviced by the health resource teacher prior to the implementation of each course. Twenty percent (\$16,327) of the Health Resource position is paid through this grant, with this staff member being involved in the implementation of the majority of the following programs. Materials of instruction to support substance abuse and safety education are reflected in this grant (\$8,403).

The targeting of funds has been determined by a number of key factors. Given that the number of student suspensions increases significantly once students enter larger schools at the secondary level, programs have been put in the place first at the elementary levels in order to help prepare students for the challenges currently facing them as well as those ahead. The Second Step program and Character Education programs have been expanded to the middle schools. School Climate programs such as Positive Behavioral Interventions and Supports (PBIS) have been expanded system wide. All students can benefit from these worthwhile programs. However, schools where data indicates a greater need are given priority when new programs are introduced.

The public and non-public schools fifth grade students participate in a field experience at Juvenile Court while it is in session. Three thousand nine hundred dollars (\$3,900) is budgeted to transport the students. As the fifth grade students prepare for a year of transition into the middle school years this program will enable them to make better choices.

Peer mediation teaches students appropriate ways to resolve conflicts or disagreements with the support of trained peers who manage the mediation. We have budgeted \$830 for three high schools to include a supplies, and transportation for a one day workshop training for peer mediation facilitators. The non public high schools will be invited to attend this one day workshop. In the 2005-2006 school year 113 students were trained as facilitators. Some team activities for the 2005-2006 school year included: display of informational posters on the harmful effects of smoking, developed and made public announcements on the dangers of smoking, classroom discussions on topics related to the prevention of tobacco use, mediation of conflicts between students regarding rumors, miscommunication, and minor bullying, verbal fights and teaching of effective communication skills. Some methods of evaluation included: classroom discussions, number of mediations completed, evaluation forms completed by teachers, students, and peer mediators, successful resolution of conflicts between students.

"Alternatives to Suspension" is a program designed for secondary school students as an alternative to suspension from school. This includes attendance on Saturdays and/or before and after school. We have budgeted for salaries and wages and fixed charges at eight secondary schools in the amount of \$11,232 to provide instructional assistance to at-risk students who were experiencing behavioral and/or instructional difficulties. This program provided an alternative to suspension for 2,404 students; this data supports a decrease in total out-of-school suspensions by

more than 400. This program enabled disruptive students to remain in school as an alternative to suspension.

Home/Hospital teaching is a program available to all students K-12. Twenty percent (\$16,327) for public schools and non-public schools is allocated in salary and wages for the coordination of this program by the Health Resource Teacher. Students were provided an appropriate instructional program while unable to participate in the regular school setting. This was due to diagnosed physical or emotional health conditions as well as substance abuse treatments while in the hospital or at home. This program served in excess of 250 students for the 2005-2006 school year. The home/hospital program coordination enabled students to receive instruction while continuing with their program of studies.

The State Collaborative on Assessment and Student Standards (SCASS) Health Education Assessment Project (HEAP) was started in 1993 to identify and develop assessment measures in the area of health education. Five hundred dollars (\$500) is budgeted to support the state's annual membership of SCASS so that we may access in excess of 1,400 tests items for end of course and unit assessments that are aligned with the National Health Education Standards. These end of course assessment questions will be shared with the non public schools.

With the continued phasing in of the Voluntary State Curriculum for health education, adjustments have been necessary in the instructional delivery model. The program K-12 has been adjusted to align instruction with the Voluntary State Curriculum. The responsibility for substance abuse and violence prevention education has reverted to the Pre-kindergarten through Grade 5 classroom teachers who are responsible for the entire health education curriculum utilizing the Growing Healthy materials. Curriculum maps are being developed to ensure continuity between individual teachers and school sites.

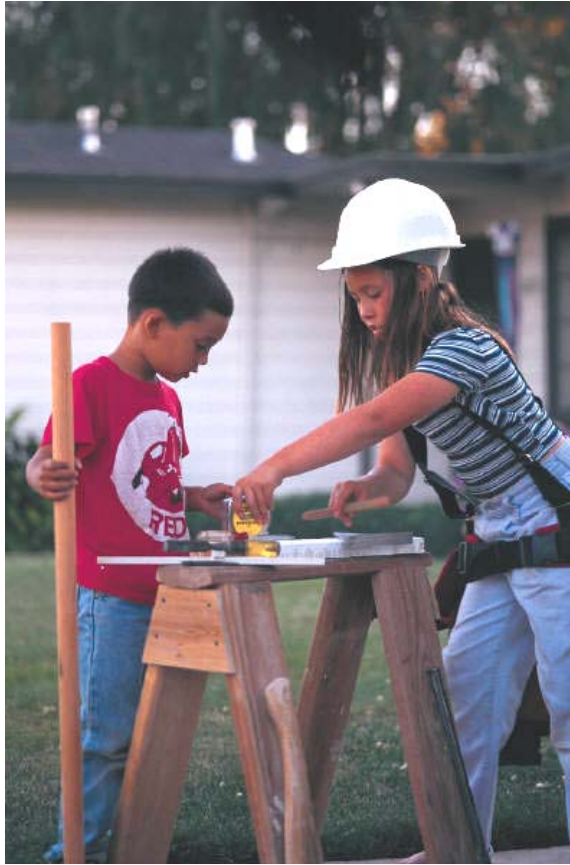
The teaching of health education at the middle school level has been assigned to physical education/health teachers who will teach one marking period of health education to each class, at the sixth, seventh, and eighth grade levels. A curriculum map, aligned to the Voluntary State Curriculum, will guide instruction through the marking period, and each course will terminate with a standardized end-of-course examination.

**Title IV, Part A  
Safe and Drug Free Schools and Communities  
2006-2007 Budget**

<b>Category/Object</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In-Kind</b>	<b>Total</b>
1.1 Regular Instructional Staff Salaries and Wages	Regular Instructional Resource Teacher/K-12 Health Education	17.4% estimated total FTE salary	\$11,799.00		\$11,799.00
1.1 Fixed Charges	Instructional Resource Teacher/K-12 Health Education	Fixed Charges for FTE	\$2,387.00		\$2,387.00
1.1 Non Public Instructional Staff Salaries and Wages	Instructional Resource Teacher/K-12 Health Education	2.6% estimated total FTE salary	\$1,764.00		\$1,764.00
1.1 Non Public Fixed Charges	Instructional Resource Teacher/K-12 Health Education	Fixed Charges for FTE	\$377.00		\$377.00
1.12 Student Personnel Services Salaries and Wages	Instructional Resource Teacher/Home/ Hospital Teaching Coordinator	17.4% estimated total FTE salary	\$11,799.00		\$11,799.00
1.12 Fixed Charges	Instructional Resource Teacher/Home/ Hospital Teaching Coordinator	Fixed Charges for FTE	\$2,387.00		\$2,387.00
1.12 Non Public Student Personnel Salaries and Wages	Instructional Resource Teacher/Home/ Hospital Teaching Coordinator	2.6% estimated total FTE salary	\$1,764.00		\$1,764.00
1.12 Non Public Fixed Charges	Instructional Resource Teacher/Home/ Hospital Teaching Coordinator	Fixed Charges for FTE	\$377.00		\$377.00
1.1 Regular Instruction Supplies and Materials	K-12 Substance Abuse and /Violence Education Program	Materials, items TBD	\$7,311.00		\$7,311.00

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
1.1 Non Public Instruction Supplies and Materials	K-12 Substance Abuse and Violence Education Program	Materials, items TBD	\$1,092.00		\$1,092.00
1.1 Regular Student Transportation	Implement Kids In Court	22 trips x \$130/bus trip	\$2,860.00		\$2,860.00
1.1 Non public student transportation	Implement Kids In Court	8 trips x \$130/bus trip	\$1,040.00		\$1,040.00
1.6 Other Contracted Charges Regular Instruction	Utilize SCASS to Support Health Education	Annual Fee	\$500.00		\$500.00
1.8 Other Charges Student Personnel Services	High School Peer Mediation Food for annual one day training	High School Peer Mediation Food	\$400.00		\$400.00
1.8 Other Charges Student Transportation	High School Peer Mediation Transportation for annual one day training	High School Peer Mediation Bus Transportation	\$300.00		\$300.00
1.8 Non Public Other Charges Student Transportation	High School Peer Mediation Transportation for annual one day training	High School Peer Mediation Bus Transportation	\$130.00		\$130.00
1.9 Student Personnel Services Salaries and Wages	Implement alternatives to suspension	8 schools X \$1,300	\$10,400.00		\$10,400.00
1.9 Fixed Charges	Implement alternatives to suspension	Fixed Charges FICA & Worker's Comp. 8%	\$832.00		\$832.00
Administrative Business Support	Indirect Costs	2% X total direct cost	\$1,150.00		\$1,150.00
<b>TOTAL</b>			\$58,669.00		\$58,669.00

## Attachment 12



## Title V, Part A Innovative Programs

**ATTACHMENT 12     TITLE V, PART A**  
**INNOVATIVE PROGRAMS**

**Local School System: St. Mary's County Public Schools   Fiscal Year   2007**

**Title V Coordinator: Paula Juhl**

**Telephone: 301-475-5511, ext 117   E-mail: prjuhl@smcps.org**

- A. ALLOWABLE ACTIVITIES [Section 5131]:** For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

<b>1. Projects and Activities to Promote Education Reform and School Improvement</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
1.1 Promising education reform projects, including magnet schools [section 5131 (a)(4)].			
1.2 School improvement programs or activities under sections 1116 and 1117 of the ESEA [section 5131 (a)(9)].			
1.3 Programs to establish smaller learning communities [section 5131(a)(19)]. (For further guidance, see USDE's guidance on the Smaller Learning Communities (SLC) program).			
1.4 Activities that encourage and expand improvement throughout the area served by the local school system that are designed to advance student academic achievement [section 5131(a)(20)].			
1.5 Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching [section 5131(a)(22)].			
1.6 Programs that employ research-based cognitive and perceptual development approaches and rely on diagnostic-prescriptive models to improve student's learning of academic content at the preschool, elementary, and secondary levels [section 5131(a)(26)].			

**ATTACHMENT 12      TITLE V, PART A  
INNOVATIVE PROGRAMS**

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

**Fiscal Year 2007**

**A. ALLOWABLE ACTIVITIES [Section 5131], Continued.**

<b>2. Projects and Activities to Promote Teacher Quality, Professional Development, and Class-Size Reduction</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
2.1 Supplemental educational services, as defined in Section 1116(e) of the ESEA [section 5131(a)(27)]. (For further guidance, see final regulations for the Title I, Part A program.)			
2.2 Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with Title II of the ESEA, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic content standards and student achievement standards [section 5131(a)(1)]. (For further guidance, see USDE's guidelines on the Title II, Part A program, December 20, 2002).			
<b>3. Projects and Activities to Promote Parental Options</b>			
3.1 The planning, design, and initial implementation of charter schools as described in Part B of Title V of the ESEA [section 5131(a)(8)].			
3.2 Activities to promote, implement, or expand public school choice [section 5131(a)(12)].			
3.3 School safety programs, including programs to implement the unsafe school choice policy in Section 9532 of the ESEA, and that may include payment of reasonable transportation costs and tuition costs for students who transfer to a different school under the policy [section 5131(a)(25)].			
3.4 Programs to provide same-gender schools and classrooms (consistent with applicable law and USDE guidelines for same gender schools and classrooms) [section 5131(a)(23)].			

**ATTACHMENT 12      TITLE V, PART A  
INNOVATIVE PROGRAMS**

<b>Local School System: St. Mary' County Public Schools</b>	<b>Fiscal Year 2007</b>
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**A. ALLOWABLE ACTIVITIES [Section 5131], Continued.**

<b>(4) Projects and Activities to Promote the Use of Technology and Educational Materials</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services and How They Will Improve Student Achievement or the Quality of Education</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<input type="checkbox"/> Technology activities related to the implementation of school-based reform programs, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classroom and the school library media centers involved [section 5131(a)(2)].	Provide substitutes for technology skills professional development to build teacher and media specialists' capacity to engage students through the integration of technology. Provide substitutes for media specialists to attend conferences to develop professional knowledge.	\$1109.00	\$151.00
	Provide substitutes to offer multiple opportunities for the development of technology skills using Maryland Teacher Technology Standards as a guide for program offerings.	\$1056.00	\$144.00
	Provide the opportunity for teachers to attend workshops and conferences to enhance their technology skills Those attending conferences or workshops will provide feedback at county wide professional development and at their school professional development meetings	\$3,498.00	\$477.00
<input type="checkbox"/> Programs for the development or acquisition and use of instructional and educational material, including library services and educational materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student achievement, and that are part of an overall education reform program [section 5131(a)(3)].	Purchase materials and equipment that align with all content areas of the MSDE curriculum PK-12. Teachers and administrators will be directly affected by professional development and individually evaluate the software purchased.	\$4,741.00	\$2,063.00
<b>(5) Projects and Activities to Promote Literacy, Early Childhood Education, and Adult Education</b>			
<input type="checkbox"/> Programs to improve the literacy skills of adults, especially the parents of children served by the local school system, including adult education and family literacy programs [section			

5131(a)(6)].			
<input type="checkbox"/> Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of financial management skills (including the basic principles involved with earning, spending, saving, and investing) [section 5131(a)(11)].			
<input type="checkbox"/> Activities to establish or enhance prekindergarten programs for children [section 5131(a)(16)].			

## ATTACHMENT 12 TITLE V, PART A INNOVATIVE PROGRAMS

<b>Local School System: St. Mary's County Public Schools</b>	<b>Fiscal Year 2007</b>
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### A. ALLOWABLE ACTIVITIES [Section 5131], Continued.

<b>(6) Projects and Activities for Students with Special Needs</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services and How They Will Improve Student Achievement or the Quality of Education</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<input type="checkbox"/> Programs to improve the academic achievement of educationally disadvantaged elementary and secondary school students, including activities to prevent students from dropping out of school [section 5131(a)(5)].	The activities in this section are designed to improve student achievement and attendance in order to prevent students from dropping out. They may include training for pupil services and school-based staff and the provision of funds for developing a positive behavioral approach at the ALC.	\$2,000.00  \$2,000.00	
<input type="checkbox"/> Programs to provide for the educational needs of gifted and talented children [section 5131(a)(7)].			
<input type="checkbox"/> Alternative educational programs for students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative programs [section 5131(a)(15)].			
<input type="checkbox"/> Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs),			

for students most at risk of not meeting challenging State academic achievement standards or not completing secondary school [section 5131(a)(17)].			
<b>(7) Projects or Activities to Promote Community Service and Community Involvement</b>			
<input type="checkbox"/> Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage [section 5131(a)(10)].			
<input type="checkbox"/> Initiatives to generate, maintain, and strengthen parental and community involvement [section 5131(a)(21)].	Provide supplies for incentives for health fairs that address positive/healthy adolescent decision-making.	\$1,000.00	
<input type="checkbox"/> Service learning activities [section 5131(a)(24)].			

## ATTACHMENT 12 TITLE V, PART A INNOVATIVE PROGRAMS

<b>Local School System: St. Mary's County Public Schools</b>	<b>Fiscal Year 2007</b>
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### A. ALLOWABLE ACTIVITIES [Section 5131], Continued.

<b>(8) Projects and Activities to Promote Health Services</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services and How They Will Improve Student Achievement or the Quality of Education</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<input type="checkbox"/> Programs to hire and support school nurses [section 5131(a)(13)].			
<input type="checkbox"/> Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided by qualified school-based mental health services personnel [section 5131(a)(14)].			
<input type="checkbox"/> Programs for cardiopulmonary resuscitation (CPR) training in schools [section 5131(a)(18)].			

<b>Indirect Costs</b>	<b>\$492.00</b>	
<b>Direct Costs</b>	<b>\$197.00</b>	
<b>TOTAL</b>	<b>\$16,093.00</b>	<b>\$2,835.00</b>
<b>TOTAL FUNDING AMOUNTS</b>	<b>\$18,928.00</b>	

**B. ANNUAL EVALUATION OF TITLE V-A PROGRAM ACTIVITIES: The local school system must annually evaluate its Title V-A programs and submit the evaluation to MSDE annually as part of the Annual Update to the Bridge to Excellence Master Plan. Please respond using the guidelines below:**

1. The evaluation must describe how the Title V-A programs affected student academic achievement.
2. At a minimum, the evaluation must:
  - a) Include information and data on the use of funds, the types of services provided, and the students served by the programs, and
  - b) Contain sufficient information for the services that were provided and the effect on academic achievement.
2. The school system must use the information gleaned from the annual evaluation to make decisions about appropriate changes in programs for the subsequent year.

Staff development opportunities were provided for the media specialists/instructional resource teachers designed to strengthen their technology skills and their ability to help teachers integrate technology into the curriculum. Teachers were then able to back to their schools to help their colleagues and in turn transfer academic achievement to their students. Nonpublic school personnel were invited to attend the training sessions.

Media specialists/ instructional resource teachers were also able to attend workshops dealing with integrating technology into the curriculum and workshops pertaining to their area of expertise. Those attending workshops are expected to relay this information to their colleagues for use in their classroom.

Money was allocated to the 23 public schools and 10 non-public schools for the media specialists to assess the needs of their schools in order to strengthen areas of literacy, math, and science. This affected approximately 16,568 public school students and approximately 3,000 nonpublic school students.

Schools were encouraged to keep their media centers open for extended hours. Parents and students were invited to use the media center after school closed for the day.

Money was allocated to support attendance and avoid drop-outs and to strengthen parent and community involvement initiatives.

The services and resources provided by this grant had appositve effect on the academic achievement of our students. For example: increasing the average SAT scores to an all time high, from 483 verbal and 487 math, to 525 verbal and 534 math; improving performance on many assessment instruments, including the Maryland school Assessment, the Maryland High School Assessments, and Advanced Placement Exams.

## ATTACHMENT 12 TITLE V, PART A INNOVATIVE PROGRAMS

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

Fiscal Year 2007

### C. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [Section 5142]

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

Meetings are arranged for all grant participants in early January. We also fax information and make use of e-mails for all non-public school participants.

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

At the arranged meeting a discussion of needs occurs. The administrators of the non-public schools will also e-mail and telephone with any questions or concerns.

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

Services are provided for all grade levels.

- c) The differences, if any, between the Title V-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 V-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 V-A services provided to public school children.)

All services provided are equitable. On-public school participants are invited to participate in all workshops, conferences, or staff development opportunities.

### D. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Title V-A Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part A, Allowable Activities*. MSDE budget forms

are available in Excel Format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).

3. Provide a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 10-12 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use Title V-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title V-A program. These costs may include the costs of "systematic consultation" with parents, teachers, and administrative personnel and the costs associated with the provision of services for private school children and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

#### **E. ATTACHMENTS 4-A and B, 5-A and B, and 6-A and B**

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level “Spreadsheet” Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET**

Proposed Original Grant Budget	\$18,928	Proposed Amended Grant Budget #		Request Date	6/30/2006
Grant Name	ESEA Title V, Part A		Grant Recipient	St. Mary's County Public Schools	
MSDE Grant #			Grant Recipient Grant #	116-07	
Revenue Source			School Name		
Fund Source Code			Grant Period	July 1, 2006 - June 30, 2008	

CATEGORY/PROGRAM	OBJECT						Budget by Cat./Prog.
	01 - Salaries & Wages	02 - Contract Services	03 - Supplies & Materials	04 - Other Charges	05 - Equipment	08 - Transfers	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						492.00	492.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
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.	2,460.00		4,741.00	3,498.00		2,540.00	13,239.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>			3,000.00	2,000.00			5,000.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				\$197.00			197.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	2,460.00	0.00	7,741.00	5,695.00	0.00	3,032.00	18,928.00

Finance Official Approval  
Superintendent/Agency Head Approval  
MSDE Grant Manager Approval

Robert Springer		301-475-5511 x185
Name	Signature	Date Telephone #
Dr. Michael J. Martirano		301-475-5511 x178
Name	Signature	Date Telephone #
	Signature	Date Telephone #

C-1-25Grant Budget Rev 01/10/06

**Title V, Part A**  
**Budget Narrative**  
**2006-2007**

We will provide substitutes for technology skills professional development to build teacher and media specialists' capacity to engage students through the integration of technology. We have allocated \$1,109.00 for public schools and \$151.00 for nonpublic schools. We will provide substitutes for media specialists to attend conferences to develop professional knowledge. For this we have allocated \$1,056.00 for public schools and \$144.00 for the nonpublic schools. The professional development activities will be coordinated throughout the school year by the Supervisor of Library Media and the Technology Specialist while consulting with the media specialists as to their needs. Participants will be attending workshops/conferences as they occur. We will provide substitutes to offer multiple opportunities for the development of technology skills using Maryland Teacher Technology Standards as a guide for program offerings. Public schools have been allocated \$3,498.00 and non public schools \$477.00.

Our budget allows the purchase of materials and equipment that align with all content areas of the MSDE curriculum PK-12. We will purchase instructional materials for public and nonpublic schools including software and hardware to connect to the VSC. We will continue to acquire resources for media centers and/or classrooms that will help with the integration of effective technology applications into the curriculum. We also want to continue media center acquisitions to strengthen areas of need given reform priorities – literacy, mathematics, and science. Public schools will have \$4,741.00 and nonpublic schools \$2,063.00. The purchasing of instructional materials will be coordinated by the Supervisor of Library Media and the Technology Specialist while consulting with the media specialists.

This funding (\$2,000.00) will support the students at the ALC by providing materials and incentives for attendance, behavior, and academic success. Training for ALC and pupil services staff to enhance student success in these areas has been allocated \$2,000.00. We will also support materials for a Health Fair at the high school level (\$1,000). This will be coordinated by the Director of Pupil Services.

<b>Category/ Object</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In- Kind</b>	<b>Total</b>
3.1 Instructional Staff Development Salaries & Wages	Substitutes for media specialists to attend staff development  3.5.1	\$60 X 41 participants	\$2,460.00		\$2,460.00
3.1 Professional Development for Public Schools	Staff Development Conferences/works hops	Participants for: MEMO MAG BER MICCA	\$3,498.00.		\$3,498.00
3.1 Professional Development for NonPublic Schools	Staff Development Conferences/works hops          3.5.1	Participants for: MEMO MAG BER	\$477.00		\$477.00
Fixed Charges	Fringes	8%	\$197.00		\$197.00
<b>Total for Activity 3.1</b>			<b>\$6,632.00</b>		<b>\$6,632.00</b>

3.2 Instructional Staff Development Supplies	Instructional materials for public and nonpublic schools including software and hardware	23 public schools X \$206.06 10 nonpublic schools X \$206.06	\$4,741.00  \$2,063.00		\$4,741.00  \$2,063.00
	1.23.1				
<b>Total for Activity 3.2</b>			<b>\$6,804.00</b>		<b>\$6,804.00</b>
7.2 Health Fair Materials	Supplies for incentives		\$1,000.00		\$1,000.00
<b>Total for Activity 7.2</b>			<b>\$1,000.00</b>		<b>\$1,000.00</b>
6.1 ALC Materials & Middle School Attendance Incentives	Incentives, Dropout Prevention Materials	ALC \$250.00 X 4 middle schools	\$2,000.00		\$2,000.00
6.1 Training _ Pupil Services & ALC Staff	Training on dropout prevention and family involvement		\$2,000.00		\$2,000.00
<b>Total for Activity 6.1</b>			<b>\$4,000.00</b>		<b>\$4,000.00</b>
Administration Business Support Services/Transfers	Indirect Costs	2.67% x direct costs	\$492.00		\$492.00
	<b>TOTAL</b>		<b>\$18,928.00</b>		<b>\$18,928.00</b>

## Attachment 14



## 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. The focus of the 2006 Master Plan Update is on progress toward meeting goals and adjustments being made to overcome challenges. In accordance with this focus and in order to provide a status on the progress toward meeting Fine Arts goals, local school systems are expected to provide a cohesive, stand-alone response to the prompts and questions outlined below.

<b>Goal #1:</b>	<b>By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</b>
<b>Objective #13:</b>	<b>Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.</b>
<b>Strategy #1:</b>	<b>Continue to provide and strengthen an instructional program in grades Prekindergarten - 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.</b>
<b>Activity #1:</b>	<b>Provide additional staffing for the fine arts program: (2005-2006; 2 middle school orchestra, 2 elementary music, 2 elementary visual arts, 2 middle school dance - Local Fund) (2005-2006: 4 middle school visual art, 2 high school theatre - Local Fund) 2007-2--8 to be determined by student enrollment).</b>
<b>Activity #2:</b>	<b>Provide a fine arts resource staff position to supplement the completion of nonsupervisory tasks.</b>
<b>Activity #3:</b>	<b>Provide additional course offerings that meet the Maryland fine arts credit requirement for graduation (2004-2005 Chamber Orchestra and Recreational Arts).</b>
<b>Activity #4:</b>	<b>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.</b>
<b>Activity #5:</b>	<b>Provide inservice opportunities for fine arts teachers in reading, writing, ETIM, differentiation, cross-curriculum integration, curriculum mapping, fine arts assessment tools, and unit and lesson planning format, students with special needs and gifted and talented, (within the county and outside conferences and conventions).</b>
<b>Activity #6:</b>	<b>Provide supplemental funds for high school uniforms on a three-year rotating cycle.</b>
<b>Activity #7:</b>	<b>Provide supplemental funds for middle school and high school music (band, chorus, orchestra) in each school, (2005-2006 - middle school will be added).</b>
<b>Activity #8:</b>	<b>Purchase additional band and string instruments, guitars, piano labs, and general music instruments and material to meet the needs of the music program.</b>
<b>Activity #9:</b>	<b>Repair existing band and string instruments, guitars, piano labs and general music equipment as needed and professional tune school pianos two times per year.</b>
<b>Activity #10:</b>	<b>Institute a series of theatre safety units taught by highly qualified theatre teachers and purchase construction tools to accommodate the safety units.</b>

<b>Activity #11:</b>	<b>Purchase visual arts supplies and equipment to accommodate additional kiln usage and increased student enrollment.</b>
<b>Goal #1:</b>	<b>By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</b>
<b>Objective #13:</b>	<b>Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.</b>
<b>Strategy #2:</b>	<b>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.</b>
<b>Activity #1:</b>	<b>Provide expanded All-County Honor Music Groups to include 3 choral groups, 5 band groups, and 3 orchestra groups.</b>
<b>Activity #2:</b>	<b>Provide Tri-County and District IV performance and festival opportunities for qualifying students and groups.</b>
<b>Activity #3:</b>	<b>Provide Preadjudication Clinics for each band, chorus, and orchestra participating in the District IV festival process.</b>
<b>Activity #4:</b>	<b>Provide financial registration support for those students who qualify for All-State and All-Eastern performing groups.</b>
<b>Activity #5:</b>	<b>Provide registration fees and financial support for marching band competitions; and music, theatre, and visual arts activities.</b>
<b>Activity #6:</b>	<b>Provide theatre and auditorium usage with financial support to accommodate the needs of the program.</b>
<b>Activity #7:</b>	<b>Expand the content area offerings in the Summer Fine Arts Enrichment Camp to accommodate the needs of the student population (2004-2005: dance, and theatre).</b>
<b>Activity #8:</b>	<b>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.</b>
<b>Activity #9:</b>	<b>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.</b>
<b>Activity #10:</b>	<b>Expand the opportunities for high school music, theatre, and visual arts students to partnership with higher institutions of learning, such as St. Mary's College of Maryland and the College of Southern Maryland.</b>
<b>Activity #11:</b>	<b>Expand scholarship opportunities for students seeking careers related to the fine arts, such as the George Cragg Hopkins, Jr. Arts Endowment, Inc., GFWC Women's Club of St. Mary's County, and St. Mary's Arts Council.</b>
<b>Activity #12:</b>	<b>Provide inservice opportunities for fine arts teachers in reading, writing, ETIM, differentiation, cross-curriculum integration, curriculum mapping, fine arts assessment tools, and unit and lesson planning format, students with special needs and gifted and talented, (within the county and outside</b>

	<b>conferences and conventions).</b>
<b>Activity #13:</b>	<b>Identify activities for the extended day/extended year in the fine arts.</b>
<b>Activity #14:</b>	<b>Review the criteria for gifted and talented students in the area of fine arts.</b>
<b>Activity #15:</b>	<b>Explore the use of technology in the fine arts and identify innovative technology to support enrichment opportunities for students, PreK-12.</b>
<b>Activity #16:</b>	<b>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.</b>

1. Describe the **progress** that was made in 2005-2006 toward meeting Programs in Fine Arts goals.

During the 2005-2006 cycle of the St. Mary's County Public School's Master Plan progress was made in all areas, except the implementation of a dance curriculum during the school day, due to facilities and program funding. Strategies #1 and #2 and related activities (see above) were implemented, continued, and completed, due largely to the Fine Arts Initiative Grant and additional General Funding. There were several minor modifications to the activities within the strategies, due to the continuation phase of an activity. However, the modifications only enhanced the completion of the strategy.

There were several program strides that were approved by The Board of Education for St. Mary's County during the 2005-2006 cycle. The most significant stride was the approved of including all fine arts programs in the textbook adoption cycle. This was so important to the overall success of the Fine Arts Master Plan. Our current textbooks for music and the visual arts are over ten (10) years old. The theatre textbooks are eight (8) years old. With inclusion in the textbook adoption cycle, all fine arts courses will have new textbooks and resources as follows: music (PreK - grade 8) 2006-2007; visual arts (Prek - grade 12) 2007-2008; theatre (9-12) 2007-2008; and fine arts (9-12) 2007-2008. Another significant stride was the adoption of a new fine arts planner for elementary music (general and instrumental) and visual arts. During the pilot phase, all elementary teachers gave in put to make the document user friendly and meaningful to the delivery of instruction. The budget for FY 2006 incorporated new FTE (Full Time Employees) positions in elementary music to accommodate the growing instrumental music programs in all schools and provided services for new all-day Kindergarten classes. A new elementary visual arts position was also added to accommodate the growing student population and new all-day Kindergarten classes.

2. Please identify the programs, practices, or strategies and related resource allocations that appear related to the progress.

During the 2005-2006 cycle of the St. Mary's County Public School's Master Plan progress was made in all areas, except the implementation of a dance curriculum during the school day, due to facilities and budgetary constraint.	
The Fine Arts Initiative and the system annual budget have allowed activities and strategies to progress as indicated in the Fine Arts goals. With the expansion of the all-day kindergarten program, elementary music and visual arts positions were added to accommodate student needs	
Supplemental funding for high school band, chorus, and orchestra was increased in the 2005-2006 budget cycle, as was funding in all categories for the fine arts.	
(Please refer to the beginning of this document for the complete description of Goal #1, Objective #13, Strategies #1 and #2, and all activities.)	
<b>Goal #1, Objective #13, Strategy #1, Activity #1:</b>	
	Additional staffing for the fine arts programs was added as follows:
	1 middle school general music position: This allowed the staff members in the growing performing courses to accommodate students. This position is an iterant position shared by three middle

	schools.
	1 elementary visual arts position: This allowed All-Day Kindergarten and PreK classes to be serviced in all elementary schools.
	2 elementary music positions: This allowed All-Day Kindergarten and PreK classes to be serviced in all elementary schools and relieved the growing demands of elementary instrumental music in grades 3-5.
<b>Goal #1, Objective #13, Strategy #1, Activity #2:</b>	
	The fine arts resource position allowed the archives library and tri-county library to be completely inventoried and missing parts/scores to be ordered. Sixty percent of this is paid through the Fine Arts Initiative Grant and forty percent is from General Funds.
<b>Goal #1, Objective #13, Strategy #1, Activity #3, 4, 5, 6, 7, 8, 9, 10, and 11:</b>	
	All strategies were implemented for the programs in Fine Arts. No additional funding was needed for activity #3, 4, 6, 8, or 10. Additional funding was provided from the Fine Arts Initiative Grant for activities #5. Additional funding was also provided from General Funds for activities #5, 7, 9, and 11. Activity #4 did not include the implementation of a dance curriculum during the school day, due to facilities and budgetary constraint.
<b>Goal #1, Objective #13, Strategy #2, Activity #1, 2, 3, and 4:</b>	
	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.
<b>Goal #1, Objective #13, Strategy #2, Activity #5:</b>	
	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.
<b>Goal #1, Objective #13, Strategy #2, Activity #6:</b>	
	The theatre program was reviewed and appropriate funding was provided to accommodate program needs.
<b>Goal #1, Objective #13, Strategy #2, Activity #7:</b>	
	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 250 campers were enrolled. Student scholarships were available for our FARM population.
<b>Goal #1, Objective #13, Strategy #2, Activity #8, 9, 10, and 11:</b>	
	Opportunities for students to partnership with community, local colleges, and governmental agencies increased, with no additional funding requirements.
<b>Goal #1, Objective #13, Strategy #2, Activity #12:</b>	
	Additional funding was provided from the Fine Arts Initiative Grant and from General Funds for curriculum mapping and alignment.
<b>Goal #1, Objective #13, Strategy #2, Activity #13 and 14:</b>	
	Activities for extended day/extended year/ and gifted and talented students were reviewed, but no additional funding was required.
<b>Goal #1, Objective #13, Strategy #2, Activity #15:</b>	
	With the adoption of a new music textbook series in grades PreK-8, innovative technology and enrichment activities were added to all elementary and middle schools. Funding was provided from the General Fund through the textbook adoption cycle.
<b>Goal #1, Objective #13, Strategy #2, Activity #16:</b>	
	All transportation costs for related curricular activities were funded from the General Fund.

3. Describe where **challenges** in making progress toward meeting Programs in Fine Arts goals are evident.

Generally, there were no major challenges for the 2005-2006 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 2006-2007 cycle to

accommodate professional development activities. Textbook committees in visual arts (PreK-12), theatre (9-12), and music/fine arts (9-12) will meet throughout the 2006-2007 school year to begin the adoption cycle requirements.

4. Describe the plans for addressing those challenges and include a description of the adjustments that will be made along with related resources to ensure progress toward meeting goals. Please include timelines where appropriate.

An additional professional development day has been added to the beginning of the 2006-2007 school year calendar. Teachers will be inserviced on the new music textbook series and how it aligns with the Voluntary State Curriculum for Music. During the summer of 2006, curriculum mapping and unit planning workshops have been scheduled to create documents that will provide an adequate foundation for curriculum alignment. Workshops during the school year are planned to address the textbook issue in theatre, visual arts, and high school fine arts. By FY 2008, PreK-12, in fine arts, music, theatre, and the visual arts, will have new textbooks that will enhance the Voluntary State Curriculum and the Essential Learner Outcomes.


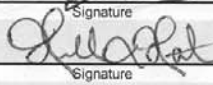
#### **A. BUDGET INFORMATION AND NARRATIVE**

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](http://www.marylandpublicschools.org).
2. Provide a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp 10-12 of this guidance document). The accompanying budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Fine Arts program.

**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET**

Proposed Original Grant Budget	\$40,811	Proposed Amended Grant Budget #		Request Date	6/30/2006
Grant Name	Fine Arts		Grant Recipient	St. Mary's County Public Schools	
MSDE Grant #		Grant Recipient Grant #	047-07		
Revenue Source		School Name			
Fund Source Code		Grant Period	July 1, 2006 - June 30, 2008		

CATEGORY/PROGRAM	OBJECT						Budget by Cat./Prog.
	01 - Salaries & Wages	02 - Contract Services	03 - Supplies & Materials	04 - Other Charges	05 - Equipment	08 - Transfers	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						800.00	800.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	7,150.00						7,150.00
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.	20,000.00	4,000.00	2,000.00	4,689.00			30,689.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				\$2,172.00			2,172.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	<b>27,150.00</b>	<b>4,000.00</b>	<b>2,000.00</b>	<b>6,861.00</b>	<b>0.00</b>	<b>800.00</b>	<b>40,811.00</b>

Finance Official Approval	Robert Springer		301-475-5511 x185
Superintendent/Agency Head Approval	Dr. Michael J. Martirano		301-475-5511 x178
MSDE Grant Manager Approval			
	Signature	Date	Telephone #

C-1-25Grant Budget Rev 01/10/06

St. Mary's County Public Schools  
Budget Narrative  
Fine Arts  
2006-2007

<b>Category/ Object</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In- Kind</b>	<b>Total</b>
Fine Arts Resource Staff	Hourly resource position Strategy #1	1 resource position x 32.5 hours per week x \$11.00 per hour x 20 weeks	\$7,150		\$7,150
Fixed Charges	Fringe Benefits	8.00 % x \$7,150	\$572		\$572
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #1, 2, and 3	100 participants x \$20 per hour x 10 hours	\$20,000		\$20,000
Fixed Charges	Fringe Benefits	8.00 % x \$20,000	\$1,600		\$1,600
Instructional Staff Development Contracted Services	Consultants to provide professional development training Strategy #2 and 3	20 days x \$200	\$4,000		\$4,000
Instructional Staff Development Supplies	Training materials for professional development Strategy #1, 2, and 3	100 participants x \$20	\$2,000		\$2,000
Other Charges	Conference Fees Strategy 2,	75 participants x \$62.52	\$4,689		\$4,689
Administration Business Support Services/Transfers	Indirect Costs	2% x direct costs	\$800		\$800
	<b>TOTAL</b>		<b>\$40,811</b>		<b>\$40,811</b>

**Victims of Violent Criminal Offenses in Schools (VVCO)  
Report for School Year 2005-06**

TABLE 11-5	Local School System (LSS): St. Mary's County Public Schools				
	LSS Point of Contact: Kathleen M. Lyon		Tel:301-475-5511 x 198		
Violent Criminal Offenses	(1) Total # of VVCO	(2) # of VVCO Requesting Transfers	(3) # of VVCO Not Requesting Transfers	(4) # of Transfers Granted by the LSS Without a Final Case Disposition	
Abduction & attempted abduction	0				
Arson & attempted arson in the first degree	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	0				

**NOTE:** See attached guidance for completion of the VVCO in Schools Report.

## **Guidance for Completion of the SY 2005-06 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 the total number of VVCO who did not request a transfer after the "conviction or adjudication" of a perpetrator.

**COLUMN 4:** 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).

# Gun-Free Schools Act Report

School Year 2005-06

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

Point of Contact: Kathleen M. Lyon

Telephone: 301-475-5511 x198

FAX: 301-475-2469

Email: kmlyon@smcps.org

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

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

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

  
Signature - Local Superintendent of Schools

6/27/06  
Date