Attachment 7
Title I, Part A Improving Basic Programs
Local School System: St. Mary's County Public Schools  Fiscal Year 2004
Title I-A Coordinator: Ms. Carol Poe
Telephone: 301-475-5511, extension 140  E-mail: cpoe@mail.smcps.k12.md.us

A. CROSS-PROGRAM THEMES IN BRIDGE TO EXCELLENCE MASTER PLAN — Strategies and activities to provide support to all public schools. Provide a description of the school system's strategies to provide high quality sustained support to all elementary, middle, and secondary schools (Title I and non-Title I) in the local school system organized around the following components:

1. Helping all schools in the local school system to meet Maryland’s academic content and student achievement standards, including how the school system will provide support and assistance to schools identified for improvement, corrective action, or restructuring.

2. Informing parents of each student enrolled in a school identified for improvement, corrective action, or restructuring of what the identification means, the reasons for the identification, what the school is doing to address the problem of low achievement, how parents can become involved in addressing the academic issues, and any other information required in federal or State law or regulation.

3. Informing parents of students attending a Title I low performing school about student transfer and supplemental services options.

4. Notifying parents whose children attend Title I schools about the qualifications of their teachers.

5. Helping Title I schools make effective use of schoolwide programs to improve the achievement of all students, including specific steps that will be taken to review and analyze (a) how effective schoolwide programs have been in consolidating federal, state, and local funds for schoolwide programs, (b) adopting research based strategies and methods to improve student achievement, and (c) following the progress of each student subgroup.

If these strategies are addressed elsewhere in the school system’s five-year comprehensive Bridge to Excellence Master Plan, please indicate the section and page number(s).

All of these strategies are addressed in detail in Goal 1, Objective 24, Strategy 1.

B. TARGETED ASSISTANCE SCHOOLS [Section 1115].

1. Describe the selection criteria the school system will use 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.)

2. Describe the activities the school system will conduct to help targeted assistance schools to use effective methods and instructional strategies that are based on best practices and scientific research that strengthens the core academic program of the school and that --

   • Give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer program opportunities;
   • Help provide an accelerated, high quality curriculum, including applied learning; and
   • Minimize removing children from the regular classroom during regular school hours for instruction.

There are no schools designated as targeted assistance schools.
C. PARENT INVOLVEMENT POLICY [Section 1118(a)(2)]. Attach a copy of the school system's written parent involvement policy that describes how the school system will:
1. Involve 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.
2. Provide 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 annually develop with parents.
3. Build the schools' and parents' capacity for strong parental involvement.
4. Coordinate and integrate 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, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and other federal and state programs.
5. Conduct, 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.
6. Involve parents in the activities of the schools served under Title I.

Strategies are addressed in Goal 4, Objective 1, Strategy 1; Goal 4, Objective 4, Strategy 2. Also see the attached guidelines for parent involvement. This document is also being revised to align with Maryland's Plan for Family, School, and Community Involvement.

D. EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [Section 1120]:
1. Participating Private Schools and Services: Complete information in Attachment 6 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. Include written affirmation signed by officials at each participating nonpublic school that consultation has occurred.

See attached.

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 I-A services;

   Quarterly meetings are scheduled to review all phases of the development and implementation of Title I services to nonpublic students.

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

   Students are identified based upon attendance areas.

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

   Individual schools determine the needs of their students and work with the Title I Supervisor to meet these needs. After the prioritization of services is determined, the services take place at the school sites and are mutually agreed upon by the school site and the Title I Supervisor.

   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 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 I-A services the district provides to the public school children. 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.)

   Title I services provided to nonpublic students and teachers are equitable to those services provided to public Title I students and teachers.
ST. MARY'S COUNTY PUBLIC SCHOOLS  
DEPARTMENT OF INSTRUCTION  
Loveville, Maryland  20656

Title 1  
Parent Involvement Policies

Policy #1 - Annual Title 1 Meeting

Title 1 schools and the Department of Compensatory and Funded Programs will convene an annual meeting to inform parents of their school’s participation in Title 1 and to explain Title 1 requirements, and their right to be involved. In preparation of this meeting, efforts should be made to determine the most convenient time for parents of participating children to attend and to determine the most reliable method for ensuring that parents receive notice. In targeted assistance schools, parents will be notified of specific services their children receive in reading and/or mathematics.

Policy #2 - Organize Parent Group (School Site)

Each Title 1 school, both schoolwide and targeted assisted, must have established an organized parent group, i.e., the School Improvement Team. One focus of the group is to ensure that parents of participating Title 1 students are provided with opportunities to meet regularly, receive timely information, formulate suggestions, share experiences with other parents, and participate as is relevant to the education of the children. The percentage of participation of Title 1 parents on the School Improvement Team should be in line with the percentage of Title 1 students that make up the school population. The group is encouraged to meet monthly, but may choose to hold a minimum of four meetings per school year.

Policy #3 - Parent Involvement Program Requirements

Parent involvement programs in Title 1 schools must support a partnership among the school, parents, and the community in order to improve student achievement and allow parents to become full partners in the education of their children.

Parent Involvement Program Procedures and Requirements:

- develop or revise of the School/Parent Compact and the School Parent Involvement Policy (Our county policy is currently in the revision process.)
- appoint a designee from the county who will implement the Title 1 parent involvement program
- maintain required documentation
- involve parents in the joint development of the school improvement plan and the review process

- involve parents in the annual evaluation of the content and effectiveness of the parent involvement policy

- implement documentation for parent volunteers (adhere to the county policy on parent volunteers)

- provide activities which respond to specific needs of the economically disadvantaged, disabled, limited literal and English proficient population; and to racial and ethnic minorities

- disseminate information to parents about school programs and performance, individual student assessment, and curriculum description and explanation

- provide opportunities for parents to support their children's learning

- provide appropriate parent training

- provide support of school cluster parent involvement activities (including nonpublic schools)

- support and encourage use of school parent resource centers

- provide appropriate staff development for staff in effective parent involvement strategies

- encourage and support collaboration by each Title 1 school with Early Childhood Programs and other special program staff for an integration of parent involvement activities, to the extent feasible and appropriate

- designate funds for parent involvement.

Policy #4 - School Parent Policy/Parent Compact, School Level Parent Involvement Policy, and School-Parent Compact

Each Title 1 school will jointly develop with parents the school-parent policy and compact. The agreed upon policy and compact will outline how parents, the entire school staff, students, and community members will share the responsibility for improved student achievement, and the means by which these stakeholders will build and develop a partnership to assist students in meeting the state's high standards. The policy and compact will be distributed to parents in a timely manner.
Policy #5 - Assessment and Evaluation of Program

Parents will be involved in the annual evaluation of the content and effectiveness of the school’s parent involvement policy, compact, and funded activities. The evaluation will determine if the policies and funded activities are increasing the participation of parents, and identify barriers to greater participation.

Additionally, parents must be afforded the opportunity to be included in the design and evaluation of the school’s program through effective representation on the school improvement team. Evaluations are to be used in designing strategies for school improvement.

Policy #6 - Supervisor’s Title 1 Advisory Group

A representative group consisting of parents, administrators, school staff, and community members will serve on the Title 1 Parent Committee to assist the Department of Instruction with program development and evaluation.

The Department of Compensatory and Funded Programs will involve parents in the evaluation of the Title 1 program and Parent Involvement Policy and development of revisions as necessary.

Policy #7 - Title 1 Parent Resource Center and Parent/Family Support Resource Center

The Department of Compensatory and Funded Programs will support and encourage programs and services for parents of Title 1 students in collaboration with established community centers - Head Start, Family Support Center, Operation Link (Family Resource Center, etc.).

Policy #8 - Nonpublic Schools

Nonpublic schools will adhere to the Title 1 Parent Policy as it relates to their specific programs.

Policy #9 - Public Complaints

The following policy establishes a procedure for addressing concerns registered by parents and/or guardians of participating Title 1 eligible students according to St. Mary’s County policy and regulations (Policy: Public Complaints/Code: KL).

RGC/jlc/M/9/2
E. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

<table>
<thead>
<tr>
<th>Table 7-1</th>
<th>SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES</th>
</tr>
</thead>
</table>

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.

Enter the data source(s) 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 five years.

- Free Lunch
- 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.
E. 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 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. 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.

☒ 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.

☐ 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%.

☐ 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.

☐ 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.

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

Table 7-3  DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN

The local school system may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, calculate the district-wide average of low-income children below. If using grade span groupings, complete both Table 7-3 and Table 7-4.

<table>
<thead>
<tr>
<th>Total Number</th>
<th>3.586</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Low-Income Children Attending Public Schools</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Number</th>
<th>31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Low-Income Children Attending Nonpublic Schools</td>
<td></td>
</tr>
</tbody>
</table>

| 3.617 |
| Total Number of Low-Income Children in the Local School System |

<table>
<thead>
<tr>
<th>Total Number</th>
<th>3.617</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Low-Income Children</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Number</th>
<th>15.778</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Local School System Student Enrollment</td>
<td></td>
</tr>
</tbody>
</table>

| = |
| District-Wide Average of Low-Income Children |

Table 7-4  DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS

A school system's organization of its schools defines its grade span groupings. For example, if the district has elementary schools serving grades K-4, 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, indicate below the district-wide grade span poverty averages for each grade span groupings.

<table>
<thead>
<tr>
<th>Grade Span Grouping</th>
<th>District-wide grade span poverty average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary (Grades K-5)</td>
<td>1,647</td>
</tr>
<tr>
<td>Middle (Grades 6-8)</td>
<td>948</td>
</tr>
<tr>
<td>High (Grades 9-12)</td>
<td>991</td>
</tr>
</tbody>
</table>

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

| 2,123,923 |
| Local School System Title I-A Allocation |

| 3.617 |
| Total Number of Low-Income Children in Local School System |

| $587 |
| Per Pupil Amount |

Per-Pupil Amount \( \frac{587}{5} \times 1.25 = \) Minimum Per Pupil Allocation $\_734

Multiply the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation.
E. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-6  GRANDFATHER PROVISION

Section 1113(b)(1)(C) includes a "grandfather 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.

<table>
<thead>
<tr>
<th>Name of School(s)</th>
<th>Preceding Fiscal Year Percent Poverty</th>
<th>Current Fiscal Year Percent Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 7-7  TITLE I SKIPPED SCHOOLS

Section 1113(b)(1)(d) of ESEA includes a "skipping provision" that permits the school system to not 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 to 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.

<table>
<thead>
<tr>
<th>Name of School(s)</th>
<th>Percent Poverty</th>
<th>Title I Allocation</th>
<th>Amount and Source of Other Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
F. BUDGET INFORMATION

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

Before allocating funds to schools, a school system may 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 private schools, consultation with teachers, principals, parents, and private school officials must include discussion on why the reservations are necessary.

List below the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a detailed budget description that explains how the reserved Title I funds will be used to support each activity.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>AMOUNT OF RESERVATION</th>
<th>DETAILED BUDGET DESCRIPTION (how reservation will be used to support activities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration (includes services to public and private school students)</td>
<td>639,312</td>
<td>Central administration, non-public, Title I resource teachers benefits</td>
</tr>
<tr>
<td>Professional Development</td>
<td>107,000</td>
<td>Professional Development in literacy, mathematics and school improvement</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>160,545</td>
<td>Parent committee, parent engagement activities/strategies</td>
</tr>
<tr>
<td>Capital Expenses (Noninstructional) for Private School Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Improvement Initiatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support to Low Performing Title I Schools</td>
<td>210,000</td>
<td>Salaries for teachers/paraeducators to support class size reduction at low performing Title I schools</td>
</tr>
<tr>
<td>Services to LEP Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Services for Neglected Children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Services for Homeless Children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-School Programs (Local Discretion)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer School Programs</td>
<td>196,072</td>
<td>Extended Services/11 month school</td>
</tr>
<tr>
<td>Incentives (No more than 5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (explain)</td>
<td>50,994 50,000</td>
<td>Indirect, School Choice Transportation</td>
</tr>
</tbody>
</table>

11 NOTE: For local school systems applying the 125 percent rule, the minimum per-pupil amount must be calculated based on the total Title I allocation. Once the per-pupil amount has been calculated, the local school system can reserve funds from the Title I allocation to support any of the above activities.
F. BUDGET INFORMATION

Table 7-9 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, 2002 - September 30, 2003).

1. The amount of Title I funds the school system will carryover: $342,000

2. The percentage of carryover Title I funds as of September 30: 15 %

3. Description of how the carryover funds will be used:
   - Continue purchasing scientifically based resources and materials of instruction
   - Professional development for Title I schools
   - Paraeducator professional development and Para Pro costs
   - Extended day/week programs
   - Paraeducator salaries

G. PROPOSED BUDGET FORM AND NARRATIVE

1. Complete a detailed budget on the MSDE Title I-A Proposed Budget Form. 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.
   See attached.

2. Provide a detailed Budget Narrative. 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.
   See attached.
The document is a budget form for St. Mary's Public Schools under Title I funding for the year 2004, detailing various budget categories and expenditures. The form includes detailed entries for each category, with subcategories and specific expenditures listed. The total expenditures by object are also provided. The document is signed off by the Finance Officer and approved by the LEA Official. It is a typical financial budget form used by educational institutions to outline their financial planning and expenditures for the upcoming fiscal year.
## Title I -- Narrative Budget
### 2003-2004

1. **Administration**

<table>
<thead>
<tr>
<th>Role</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor (.8)</td>
<td>70,366</td>
</tr>
<tr>
<td>Facilitator (.5)</td>
<td>39,339</td>
</tr>
<tr>
<td>Secretarial (1.0)</td>
<td>38,628</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>(148,333)</strong></td>
</tr>
<tr>
<td>Indirect Costs</td>
<td>50,994</td>
</tr>
<tr>
<td>Fixed Charges</td>
<td>459,979</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>659,306</strong></td>
</tr>
</tbody>
</table>

2. **Professional Development**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultants</td>
<td>30,000</td>
</tr>
<tr>
<td>Stipends for Teachers</td>
<td>30,000</td>
</tr>
<tr>
<td>Stipends for Paraeducators</td>
<td>10,000</td>
</tr>
<tr>
<td>Food/Supplies</td>
<td>12,000</td>
</tr>
<tr>
<td>Materials</td>
<td>25,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>107,000</strong></td>
</tr>
</tbody>
</table>

3. **Parent Involvement**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>160,545</strong></td>
</tr>
</tbody>
</table>

4. **Support to Low-performing Title I Schools**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>210,000</strong></td>
</tr>
</tbody>
</table>

5. **Extended Services/11 Month School**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>196,072</strong></td>
</tr>
</tbody>
</table>

6. **Transportation - Choice Option**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50,000</strong></td>
</tr>
</tbody>
</table>

7. **Other – Nonpublic**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>31,000</strong></td>
</tr>
</tbody>
</table>

**TOTAL**

| **TOTAL**                          | **1,413,923** |
To: Non-Public School Principals

From: Mary E. Blakely
Director of Special Education

Date: April 22, 2003

Re: Annual Planning Meeting for Federally Funded Grants

The annual planning meeting for the St. Mary’s County Title I, Title II, Title VI, Safe and Drug Free Schools, and Special Education Programs has been scheduled for:

Wednesday, May 7, 2003
9:00 a.m. – 10:30 a.m.

Department of Special Education Conference Room, 2nd Floor
St. Mary’s County Public Schools
23160 Moakley Street
Leonardtown, Maryland 20650

The purpose of this meeting is to obtain non-public school and community input into these programs. You are invited to attend this meeting in order to help plan for the 2003-2004 school year.

If you have any questions or if you are unable to attend but would like to submit input concerning the grants, please call Ms. Donna Muncey at 301-475-5511 ext. 141, or send your comments to her at the Department of Academic Support by May 9, 2003.

Thank you.

MEB:sca

cc: Dr. Fulton, DOI Directors, Ms. Muncey, Ms. Juhl, Ms. Beach, Ms. Martin
Annual Meeting for Federally Funded Programs
May 6, 2003
Agenda

Welcome and Introductions
Mary Blakely
Director of Special Education

Master Plan
Mary Blakely
Department of Special Education

Title I
Rosa Curry
Supervisor of Instruction: Title I

Title II
Linda Dudderar
Director of Curriculum and Instruction
For Elementary Schools

Donna Muncey
Supervisor of Staff Development/SAFE

Title V/ Title II Part D
Paula Juhl
Supervisor of Instruction: Library/Media

Safe and Drug Free Schools
Charles Ridgell
Director of Curriculum and Instruction
For Secondary Schools

LEP/Title III
Charles Ridgell
Director of Curriculum and Instruction
For Secondary Schools

Special Education
Marilyn Beach
Supervisor of Special Education
Annual Meeting for Federally Funded Programs
Sign-On

May 6, 2003

Mary E. Blake
Paul M. Black
Rosa A. Curry

Paula R. Jutel
Kathleen M. Lyon
Tonda E. Muncey
Charles E. Reddick

Patricia J. Suit
Kenda Maloney
Mary Jay Shuffler
Donna Moore-H
Regina Houseal

Director of Spec Ed
Supervisor of Spec Edu
Supervisor of Title I
DOE - Supervisor - Title V, Title II
Director of Special Services
Supervisor of Staff Development
SAFE

St. Gobin School
Father Andrew White School
St. Mary's Co-Ed H.S.
St. Francis School
St. Michael's School
St. Mary's County Public Schools
Master Plan

ESEA Performance Goals

1: By 2013-2014, all students will reach high standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

2: All limited English proficient students will become proficient in English and reach high academic standards, as a minimum attaining proficiency or better in reading/language arts and mathematics.

3: By 2005-2006, all students will be taught by highly qualified teachers.

4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

5: All students will graduate from high school.

Phase I
Fall 2002

• Directors in the Division of Instruction collect and review a broad range of data from all departments (instruction, academic support, special education, pupil services, supporting services, human resources, fiscal services, and information technology)
• Build shared understanding
• Create Assumptions
• Review and Revise Division Mission Statement
Phase II
January 2003–May 2003

- Complete comprehensive needs assessment by all stakeholders (superintendent, deputy superintendent, directors, principals, assistant principals, supervisors, coordinators, and members of the Baldrige Committee)
- Address three essential questions:
  - What do we want for our children?
  - How might we provide it?
  - How will we know that we’ve done it well?

Phase II
January – May, 2003

- PROCESS
  * Used ESEA Goals
  * Looked at each goal from the following vantage points:
    * Curriculum,
    * Instruction,
    * Assessment, and
    * Professional Development.

Phase II
January – May 2003

- Each goal is considered for the following:
  - School Day
  - School Day Intervention an Enrichment
  - Extended Day
  - Extended Year
Phase II
January – May, 2003

• PROCESS continued:

In addition to the ESEA goals, we used the following to structure our needs assessment process:

• Bridge to Excellence,
• Achievement Matters Most,
• Board of Education goals.

Phase III
May 2003

• Creation of framework that organizes information under the 5 ESEA goals
• Goal 1 further organized under the following categories:
  – Instruction
  – Curriculum Development
  – Staffing/Organization
  – Assessment
Phase IV
May 2003
• Include cost and funding sources
• Include facilities impact
• Create presentation for stakeholder forums
• Create presentation for School Improvement Teams

Phase V
May-July 2003
• Gather input from community at forums
• Gather input from School Improvement Teams
• Provide information sessions to the Board of Education
• Revise plan as necessary
# Overview Page for Content Area

## Grade Level Cluster for Content Area

<table>
<thead>
<tr>
<th>School Day Program</th>
<th>School Day Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of the Program</strong> — needs to be a narrative</td>
<td><strong>Description of the Program</strong> — needs to be a narrative</td>
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<tr>
<td><strong>Instruction/Professional Development</strong></td>
<td><strong>Instruction/Professional Development</strong></td>
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<tr>
<td><strong>Assessment — Milestones/Performance Indicators</strong></td>
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<table>
<thead>
<tr>
<th>Extended Day Program</th>
<th>Extended Year Program</th>
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<tr>
<td><strong>Description of the Program</strong> — needs to be a narrative</td>
<td><strong>Description of the Program</strong> — needs to be a narrative</td>
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<tr>
<td><strong>Instruction/Professional Development</strong></td>
<td><strong>Instruction/Professional Development</strong></td>
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<tr>
<td><strong>Assessment — Milestones/Performance Indicators</strong></td>
<td><strong>Assessment — Milestones/Performance Indicators</strong></td>
</tr>
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</table>
Responses to ESEA Program Attachment technical issues identified by MSDE program review staff:

Title I, Part A

- **SMCPS must submit a revised final copy of their Parent Involvement Policy included as attachment** 7 The Parent Involvement Policy that is currently in place in SMCPS was included in the original Master Plan submission. As per Goal 1, Objective 24, Strategy 1, a task force will be convened to align the SMCPS Parent Involvement Policy with the new MSDE document: *Maryland's Plan for Family, School and Community Involvement*. The target completion date for revision is February, 2004.

- **Table 7-9, page 47 carry-over balance exceeds 15% of the Title I allocation.** Title I carry-over is based upon the previous year's (2002-2003) Title I allocation which was $2,280,190. 15% of $2,280,190 = $342,029.70 Table 7-9. Page 47 identifies a carry-over amount of $342,000.

*Table 7-8, page 46 amount is inconsistent with the Budget Narrative administrative costs.* The total administrative reservations are the same for Table 7-8, page 46 and the Title I Budget Narrative. The discrepancy between the two pages resulted due to “Non-public” costs being identified separately on the Title I Narrative Budget (and included in “Administration” on Table 7-8). Also, indirect fees were listed under “Administration” on the Title I - Narrative (and listed under “Other” on Table 7-8). The Title I-Narrative Budget page was revised to align with Table 7-8 on page 46.
Title I – Narrative Budget Reservations  
2003-2004

1. Administration

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Supervisor (.8)</td>
<td>70,366</td>
</tr>
<tr>
<td>Facilitator (.5)</td>
<td>39,339</td>
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<tr>
<td>Secretarial (1.0)</td>
<td>38,628</td>
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<tr>
<td>Total</td>
<td>(148,333)</td>
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<tr>
<td>Non-public</td>
<td>31,000</td>
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<tr>
<td>Fixed Charges</td>
<td>459,979</td>
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<td>Total</td>
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2. Professional Development

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<tr>
<td>Consultants</td>
<td>30,000</td>
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<tr>
<td>Stipends for Teachers</td>
<td>30,000</td>
</tr>
<tr>
<td>Stipends for Paraeducators</td>
<td>10,000</td>
</tr>
<tr>
<td>Food/Supplies</td>
<td>12,000</td>
</tr>
<tr>
<td>Materials</td>
<td>25,000</td>
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<tr>
<td>Total</td>
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3. Parent Involvement

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<tbody>
<tr>
<td>Total</td>
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4. Support to Low-performing Title I Schools

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<tbody>
<tr>
<td>Total</td>
<td>210,000</td>
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5. Extended Services/11 Month School

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<tr>
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</thead>
<tbody>
<tr>
<td>Total</td>
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</table>

6. Transportation – Choice Option

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>Total</td>
<td>50,000</td>
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</table>

7. Other – Indirect Costs

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<tbody>
<tr>
<td>Total</td>
<td>50,994</td>
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Total

<p>| | |</p>
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<tbody>
<tr>
<td>Total</td>
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</table>

Revised 10/24/03
Title 1
Parent Involvement Policies

Policy #1 - Annual Title 1 Meeting

Title 1 schools and the Department of Compensatory and Funded Programs will convene an annual meeting to inform parents of their school’s participation in Title 1 and to explain Title 1 requirements, and their right to be involved. In preparation of this meeting, efforts should be made to determine the most convenient time for parents of participating children to attend and to determine the most reliable method for ensuring that parents receive notice. In targeted assistance schools, parents will be notified of specific services their children receive in reading and/or mathematics.

Policy #2 - Organize Parent Group (School Site)

Each Title 1 school, both schoolwide and targeted assisted, must have established an organized parent group, i.e., the School Improvement Team. One focus of the group is to ensure that parents of participating Title 1 students are provided with opportunities to meet regularly, receive timely information, formulate suggestions, share experiences with other parents, and participate as is relevant to the education of the children. The percentage of participation of Title 1 parents on the School Improvement Team should be in line with the percentage of Title 1 students that make up the school population. The group is encouraged to meet monthly, but may choose to hold a minimum of four meetings per school year.

Policy #3 - Parent Involvement Program Requirements

Parent involvement programs in Title 1 schools must support a partnership among the school, parents, and the community in order to improve student achievement and allow parents to become full partners in the education of their children.

Parent Involvement Program Procedures and Requirements:

- develop or revise of the School/Parent Compact and the School Parent Involvement Policy (Our county policy is currently in the revision process.)

- appoint a designee from the county who will implement the Title 1 parent involvement program

- maintain required documentation
- involve parents in the joint development of the school improvement plan and the review process
- involve parents in the annual evaluation of the content and effectiveness of the parent involvement policy
- implement documentation for parent volunteers (adhere to the county policy on parent volunteers)
- provide activities which respond to specific needs of the economically disadvantaged, disabled, limited literal and English proficient population; and to racial and ethnic minorities
- disseminate information to parents about school programs and performance, individual student assessment, and curriculum description and explanation
- provide opportunities for parents to support their children’s learning
- provide appropriate parent training
- provide support of school cluster parent involvement activities (including nonpublic schools)
- support and encourage use of school parent resource centers
- provide appropriate staff development for staff in effective parent involvement strategies
- encourage and support collaboration by each Title 1 school with Early Childhood Programs and other special program staff for an integration of parent involvement activities, to the extent feasible and appropriate
- designate funds for parent involvement.

Policy #4 - School Parent Policy/Parent Compact, School Level Parent Involvement Policy, and School-Parent Compact

Each Title 1 school will jointly develop with parents the school-parent policy and compact. The agreed upon policy and compact will outline how parents, the entire school staff, students, and community members will share the responsibility for improved student achievement, and the means by which these stakeholders will build and develop a partnership to assist students in meeting the state’s high standards. The policy and compact will be distributed to parents in a timely manner.
Policy #5 - Assessment and Evaluation of Program

Parents will be involved in the annual evaluation of the content and effectiveness of the school’s parent involvement policy, compact, and funded activities. The evaluation will determine if the policies and funded activities are increasing the participation of parents, and identify barriers to greater participation.

Additionally, parents must be afforded the opportunity to be included in the design and evaluation of the school’s program through effective representation on the school improvement team. Evaluations are to be used in designing strategies for school improvement.

Policy #6 - Supervisor’s Title I Advisory Group

A representative group consisting of parents, administrators, school staff, and community members will serve on the Title I Parent Committee to assist the Department of Instruction with program development and evaluation.

The Department of Compensatory and Funded Programs will involve parents in the evaluation of the Title I program and Parent Involvement Policy and development of revisions as necessary.

Policy #7 - Title I Parent Resource Center and Parent/Family Support Resource Center

The Department of Compensatory and Funded Programs will support and encourage programs and services for parents of Title I students in collaboration with established community centers - Head Start, Family Support Center, Operation Link (Family Resource Center, etc.).

Policy #8 - Nonpublic Schools

Nonpublic schools will adhere to the Title I Parent Policy as it relates to their specific programs.

Policy #9 - Public Complaints

The following policy establishes a procedure for addressing concerns registered by parents and/or guardians of participating Title I eligible students according to St. Mary’s County policy and regulations (Policy: Public Complaints/Code: KL).