

# 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:</b> <u>St. Mary's County Public Schools</u> <b>Fiscal Year</b> <u>2005</u>
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**A. TITLE I THEMES IN BRIDGE TO EXCELLENCE MASTER PLAN** – Address each item below describing 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 and be sure to address each bulleted item where appropriate. If these strategies are addressed elsewhere in the school systems five-year comprehensive Bridge to Excellence Master Plan or this year's update, please indicate the section and page number(s). Requested documentation might include the following: meeting evaluations, agendas, sign-in sheets, schedules, list of invitees, etc.

1. Describe the step-by-step process used to inform parents of each student enrolled in a Title I school identified for improvement, corrective action, or restructuring of each of the following issues:  
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.

Include sample copies of letters and documentation to support that that the above items a-e have been accomplished.

*St. Mary's County has no Title I school identified for school improvement, corrective action, or restructuring, based upon the 2004 MSA results.*

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

*St. Mary's County has no Title I school that is required to offer student transfer or supplemental educational services based upon the 2004 MSA results.*

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

3. Describe the step-by-step process and specific timelines used to notify parents whose children attend Title I schools about the qualifications of their teachers. Sec. 1111 (h)(6)(A)

Include sample copies of letters and documentation used to accomplish this task.

*Parents in all Title I schools are notified about the qualifications of their teachers and paraeducators during the first week of each school year.*

*Attachment 1: Parent Letter concerning teacher and paraeducator qualifications.*

4. For LSSs with Title I school wide programs, describe the steps taken to help the Title I schools make effective use of school wide programs. Include the specific steps that will/have been taken to review and analyze how effective school wide programs have been in: (Reg. 200.25-28 and Sec. 1114)

- a) consolidating federal, state, and local funds for school wide programs;
- b) adopting research based strategies and methods to improve student achievement,
- c) following the progress of each student subgroup;
- d) providing extended learning time, such as an extended school year, before- and after-school, and summer program opportunities;
- e) accelerated, high quality curriculum; and
- f) using formative benchmark assessments aligned with the Voluntary State Curriculum.

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

*a) Development, implementation, monitoring, and evaluation of the school wide plan is a component of the SMCPs Bridge to Excellence Master Plan, Goal 1, Objective 24, Strategy 1. Each school's School Improvement Plan incorporates the alignment of federal, state, and local funds which 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: Mary Blakely, Linda Dudderar, Kathleen Lyon, Deanna Nored, Charles Ridgell*

*b) Scientifically based strategies and methods implemented at Title I schools include the Nation's Choice core reading program from Houghton Mifflin. The program has been adopted in kindergarten through grade three at all Title I schools to ensure that all components of literacy are included in the literacy instructional blocks. The primary mathematics resource used to teach the VSC is Investigations, one of only three research based mathematics curricula available.*

*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. Persons responsible: The literacy and mathematics coaches assigned to each Title I school maintain individual student data. The SMCPs Assessment Specialist is available to provide analysis and disaggregation when requested. Assessment Specialist: Janis Taylor*

*d) All Title I schools have 21<sup>st</sup> Century Learning Center after school programs in place. During the summer of 2004 an 11 Month School Program will be piloted at Title I schools.*

*Persons Responsible: 21<sup>st</sup> Century Learning Center after school programs: Coordinator of Special Programs: Mark Smith; 11 Month School Year Program: Director of Elementary Curriculum and Instruction: Linda Dudderar.*

*e) The SMCPs Bridge to Excellence Master Plan, Goal 1, Objective 24, Strategy 1, provides for increasing challenge and achievement of all students through research based high quality curricula.*

*Persons responsible: Director of Curriculum and Instruction: 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 will be in place in all Title I school for the 2004-2005 school year.*

*Persons responsible: Title I Literacy Coaches; Supervisor of Instruction for Reading: Liz Cooper*

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

Local School System: St. Mary's Public County Schools Fiscal Year 2005

B. TARGETED ASSISTANCE SCHOOLS [Section 1115].

*There are currently no SMCPs identified as Targeted Assistance Schools.*

1. List the multiple selection criteria the school system will/has used 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. For LSSs with Title I Targeted Assistance programs, describe how the school system will/has helped targeted assistance schools identify and implement effective methods and instructional strategies that are based on best practices and scientific research that strengthens the core academic program of the school. In the description, be sure to address how each of the following bullets has been provided:
  - a) extended learning time, such as an extended school year, before- and after-school, and summer program opportunities;
  - b) accelerated, high quality curriculum, including applied learning;
  - c) strategies to minimize the removal of children from regular classroom instruction for additional services; and
  - d) formative benchmark assessments aligned with the Voluntary State Curriculum.

*St. Mary's County Public Schools currently has no Targeted Assistance Schools.*

- C. LOCAL SCHOOL SYSTEM PARENT INVOLVEMENT POLICY [Section 1118(a)(2)]. 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. Parent involvement strategies should be woven throughout each system's Master Plan.

*Attachment 2: St. Mary's County Public Schools Title I Parent Involvement Policy: The SMCPs Board of Education policy and regulations revision and review is scheduled for August 25, 2004.*

1. 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.

*Reference: SMCPs Title I Parent Involvement Policy: Goal 5*
2. 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 annually develop with parents.

*Reference: SMCPs Title I Parent Involvement Policy: Goal 2; Goal 3*
3. Builds the schools' and parents' capacity for strong parental involvement.

*Reference: SMCPs Title I Parent Involvement Policy: Goals 1-5*
4. 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, 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 which oversees the Head Start Program at the Judy Center which provides services for parents and children of all Title I schools. Goal 2 identifies family parenting support provided to both families of regular education and special education students.*
5. 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.

*Reference: SMCPs Title I Parent Involvement Policy: Goal 2*
6. Involves parents in the activities of the schools served under Title I.

Attach a copy of the school system's most current distributed parent involvement policy. Be certain that the policy addresses the activities presented above.

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OPERATED BY LOCAL EDUCATIONAL AGENCIES**

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

**Fiscal Year** 2005

**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 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.

**PRIVATE SCHOOLS:**

A local educational agency shall have the final authority to calculate the number of children, ages 5 through 17, who are from low-income families and attend private schools. According to the regulations, if the public schools used FARMS to identify low-income students, that same measure must be used for private school participants. Check the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)

(A) Use FARMS to identify low-income students;

(B) Use the same poverty data the LSS uses to count public school children;

(C) 1 Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify;

(D) 2 Extrapolate data from the survey based on a representative sample if complete actual data are unavailable;

(E) Use comparable poverty data from a different source, such as scholarship applications;

(F) Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area; or

(G) Use an equated measure of low-income correlated with the measure of low-income used to count public school children.

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Local School System: <u>St. Mary’s County Public Schools</u>	Fiscal Year <u>2005</u>
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**D. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]**

<b>Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)</b>
<p>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:</p> <ol style="list-style-type: none"> <li>1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p>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.</p> <p><input type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> <u>X</u> 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.</p> <p><input type="checkbox"/> 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%.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p> <p><b>NOTE REGARDING GRADE-SPAN GROUPING:</b> 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.</p>

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**D. 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 Table 7-4 below.

<u>3300</u> <b>Total Number of Low-Income Children Attending Public Schools</b>	+	<u>15,470</u> <b>Total Local School System Student Enrollment</b>	=	<u>21%</u> <b>District-Wide Average (percentage) of Low-Income Children</b>
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**Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging.)**

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

<i>Grade Span Grouping</i>	<b>District-wide grade span poverty average</b>
Elementary (Grades <u>K-5</u> )	<b>1832      27%</b>
<b>Middle</b> (Grades <u>6-8</u> )	<b>752      20%</b>
<b>High</b> (Grades <u>9-12</u> )	<b>716      15%</b>

**Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT THAT SERVE SCHOOLS BELOW 35% POVERTY (125% RULE)**  
*All St. Mary’s Public Title I Schools exceed 40% poverty.*

<u>N/A</u> <b>Local School System Title I-A Allocation (Taken from Table 7-10) Ref. Handbook Vol. II, G-77<sup>1</sup></b>	+	<u>N/A</u> <b>Total Number Of Low-Income Public and Private Students</b>	=	<u>\$ N/A</u> <b>Per Pupil Amount</b>
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**Per-Pupil Amount \$ \_\_\_\_\_ X 1.25 = Minimum Per Pupil Allocation \$ \_\_\_\_\_**

**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.**

<sup>1</sup> *Title I Handbook – Understanding & Implementing the Largest Federal Funding Program for the Education of the Disadvantaged. Education Funding Research Council, Washington D.C.*

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

Table 7-6 CONTINUED ELIGIBILITY		
<p>Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for <u>one additional year</u> 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.</p>		
Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty
N/A	N/A	N/A

Table 7-7 TITLE I SKIPPED SCHOOLS N/A			
<p>Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The school meets the comparability requirements of section 1120(A)(c).</li> <li><input type="checkbox"/> The school is receiving supplemental funds from other state and local sources that are spent according the requirements of section 1114 and 1115.</li> <li><input type="checkbox"/> The funds expended from these other sources equal or exceed the amount that would be provided by Title I.</li> </ul>			
Name of School(s)	Percent Poverty	Title I Allocation	Amount and Source of Other Funding
N/A			

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**D. BUDGET INFORMATION**

<b>Table 7-8 LOCAL SCHOOL SYSTEM RESERVATIONS FROM TITLE I ALLOCATION</b>			
<p>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 the program for private school students, consultation with teachers, principals, parents, and private school officials must include discussion on why the reservations are necessary.</p> <p>List 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.</p>			
<b>Total Title I 2004-2005 Allocation</b>		\$ <u>2,061,099.00</u>	
<b>Reservations Requiring Equitable Services for Non-Public Schools</b>	<i>ACTIVITY</i>	<b>AMOUNT OF RESERVATION</b>	<b>DETAILED BUDGET DESCRIPTION (how reservation will be used to support activities)</b>
	1	District wide Title I Instructional Program(s) Reservation (such as extended day, family literacy programs, home tutoring, etc.) Ref. Handbook Vol. II G-70 & Sec. 200.64	\$220,259 – Salaries for teachers/staff for three sites for 11 Month School Program (22 teacher days). \$52,862 Fringe Benefits \$19,339 – Materials/supplies for 11 Month School Program.
	2	Parent Involvement (not less than 1%) Sec. 1118 (a)(3)(A)	\$13,000- Family Literacy Materials \$ 3,000 – Parent Involvement Conferences/Travel/Per diem \$ 600 – Parent Transportation \$ 4,104 – Family involvement activity night costs.
	3	Professional Development to train teachers to become highly qualified (not less than 5%) Sec. 1119 (1) & Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A.	\$80,000 – Teacher mentors, (1.5 positions) \$19,200 Fringe benefits \$ 4,000 – Teacher stipends/substitutes \$10,000 – Contracted services for professional development \$ 4,518 – Staff development supplies \$ 5,000 – Conferences, Travel, Other charges
	4	Total reservations requiring equitable services. (Present this number in Table 7-10.)	\$435,936.00

<b>Reservations Not Requiring Equitable Services</b>	5	Administration (includes services to public and private school students and Capital Expenses (non-instructional) for private school participants (Federal Register Sec. 200.77 (f) (Present this number in Table 4-A School System Administration). Ref. Handbook Vol II, G. 66-67	\$260,569.00	Supervisor/Title I (1.0) - \$87,957 Supervisor/Staff Development (0.3) – \$24,363 Parent Involvement Coordinator (0.3) – \$23,377 Secretary (1.0) - \$26,682 Office supplies/materials - \$2,783 Indirect charges - \$56,334 Fringe Benefits - \$39,073
	6	School Improvement Initiatives under NCLB (not less than 20%- of which 5% is for Choice and 5% for SES) Sec. 1116 (b)(10)(A) and Sec. 1116(e)(6)	N/A	No Title I school in St. Mary’s County has been identified as in school improvement for the 2004-2005 school year.
	7	Support to Low Performing Title I Schools (Sec. 1116(b)(4)(A-B)	\$119,200.00	\$80,000 – Salaries for 2 teachers/class size reduction \$19,200 Fringe Benefits \$20,000 - Materials of instruction to support research based instructional programs in low performing schools.
	8	Services to LEP Students	N/A	

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(Table 7-8 continued from previous page)

	ACTIVITY	AMOUNT OF RESERVATION	DETAILED BUDGET DESCRIPTION
<b>Reservations Not Requiring Equitable Services</b>	9	Services to Neglected Children	N/A
	10	Services for Homeless Children	N/A
	11	Pre-School Programs (local discretion) Ref. Handbook Vol. II G-68	N/A
	12	Professional Development for LSS in Improvement (not less than 10%) Sec. 1116 (c) (7)(A)(iii)	N/A
	13	Other (explain) Fixed Charges	N/A
	14	Incentives for Title I Teachers (not more than 5%) Ref. Handbook Vol. II G-67	N/A
	15	<b>Total Reservations Not Requiring Equitable Services (Use this number in Table 7-10 below.)</b>	\$379,769.00
	<b>16 Total of All Reservations (Equitable and Non-Equitable) minus administration (Line 5 Above) (Present this number in Table 4-A System wide Program and School System Support to Schools.</b>	\$555,136.00	

**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. Attach written affirmation (meeting dates, agendas, sign-in sheets, letters) signed by officials at each participating nonpublic school and/or their designee that consultation has occurred. Refer to the *Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003, Appendix I-IV* for sample non-public forms.  
*Attachments 3, 4, 5: Affirmation of Consultation documents*
2. Describe the school system's process for providing equitable participation to students in private schools. Descriptions should address the following topics:  
*Attachment 6: Title I Services to Non-Public School Children, Procedures for 2004-2005 provides an explanation for the following items a – e.*
  - 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;  
*Reference: Attachment 6: Non-Public Procedures #4, #8*
  - b) The basis for determining the needs of private school children, families, and teachers;  
*Reference: Attachment 6: Non-Public Procedures # 5-7*

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

***The three participating non-public schools request reading and/or mathematics tutoring by a teacher hired by SMCPs. Services will be provided at all three 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 student tutoring differs from the schoolwide Title I public school programs due to the small number of students to be served in the non-public schools.***

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- 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.

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: 30

Use this number for the reservation calculations in Question 3 below.

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.)

<b>Table 7-9</b>				
<b><u>Districtwide Instructional Program(s) Reservation (Does Not Apply To Preschool Programs)</u></b>				
<i>N/A</i>				
<i>SMCPS district wide instructional program reservation.: 11 month school program</i>				
<i>In participating public school attendance areas:</i>				
<u>30</u> Total # of private school children from low-income families including those going to schools in other LSSs	÷	<u>755</u> Total # of children from low-income families Title I schools	=	<u>.0397</u> Proportion of reservation
<u>.0397</u> Proportion of reservation	x	<u>\$292,514.00</u> reservation <sup>2</sup>	=	<u>\$11,613.00</u> Proportional Monies available for equitable services to private school participants
<b><u>Parental Involvement Reservation</u></b>				
<i>In participating public school attendance areas:</i>				
<u>30</u> Total # of private school children from low-income families including those going to schools in other LSSs	÷	<u>755</u> Total # of children from low-income families Title I schools	=	<u>.0397</u> Proportion of reservation
<u>.0397</u> Proportion of reservation	x	<u>\$20,704.00</u> reservation <sup>3</sup>	=	<u>\$822.00</u> Proportional Monies available for equitable services to parents of private school participants

<sup>2</sup> Reservation is for the district wide instructional programs. (Use the number presented in Table 7-8)

<sup>3</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 LSSs total Title I allocation. (Use the number presented in Table 7-8)

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<b>Table 7-9 Continued</b>				
<b><u>Professional Development Reservation</u></b>				
In participating public school attendance areas:				
<u>30</u> Total # of private school children from low-income families including those going to schools in other LSSs	÷	<u>755</u> Total # of children from low-income families Title I schools	=	<u>.0397</u> Proportion of reservation
<u>.0397</u> Proportion of reservation	x	<u>\$122,718.00</u> reservation <sup>4</sup>	=	<u>\$4,872.00</u> Proportional Monies available for equitable services for professional development to private school teachers of participants
<b>Total proportional monies available for equitable services for District wide Instructional Programs, Parental Involvement, and Professional Development set aside for private school participants.</b>				<b><u>\$ 17,307.00</u></b>

<b>Table 7-10</b>			
<b>BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)</b>			
1	Total Title I Allocation	-----	\$2,061,099.00
2	Total reservations requiring equitable services. (Present final figure in Table 7-8, Line 4)	minus	\$ 435,936.00
3	Total Reservations not Requiring Equitable Services (Use number presented in Table 7-8 above.)	minus	\$ 379,769.00
4	Title I allocation minus all Reservations. (All LSSs, except those serving schools below the 35% poverty line, should use this number to determine the per pupil allocation)	equals	\$1,245,394.00
5	What is the total amount set aside for instructional services to private school participants? This number should be calculated by multiplying the number of private school students residing in public school attendance areas by the PPA. (Present this number in Table 4-A Nonpublic Cost).	----	\$ 46,283.42

<sup>4</sup> Reservation for professional development under Section 1119(1) 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.)

1. Describe how the county is setting its PPA and list the PPA by category (i.e. grade span grouping in descending order). Ref. Handbook Vol. II G 64-65.

School	Grade Span	FARMS %	PPA
G. W. Carver Elementary School	K-5	67%	\$1,808.21
Lexington Park Elementary School	K-5	57%	\$1,573.00
Green Holly Elementary School	K-5	51%	\$1,420.00

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

Local School System: <u>St. Mary’s County Public Schools</u>	Fiscal Year <u>2005</u>
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**G. BUDGET INFORMATION**

Table 7-11 ESTIMATE OF TITLE I CARRYOVER (Annually as of September 30)
<p>Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2003 - September 30, 2004).</p> <p>1. Total amount of Title I 2003-2004 allocation: <u>\$ 2,252,369.00</u></p> <p>2. The amount of Title I funds the school system will carryover: \$ <u>560,000.00</u> Explain.  SMCPS will request a waiver of the 15% carryover requirement for the following reasons:</p> <ul style="list-style-type: none"> <li>• The number of schools identified to receive Title I services for the 2003-2004 school year decreased from seven SWP Title I schools to three SWP Title I schools as a result of redistricting.</li> <li>• The required SES/School Choice Reservation of 20% was expended only in the category of school choice. No SMC Title I school was required to offer SES.</li> <li>• The 11-month school program (July 26-August 20, 2004) originally planned to include three sites, was implemented only at one Title I site.</li> </ul> <p>3. The percentage of carryover Title I funds as of September 30: <u>25</u> %</p> <p style="text-align: center;"><b>4. Description of how the carryover funds will be used:</b></p> <p style="text-align: center;"><i>\$60,000 Mentor teacher to support non-tenured teachers in a low performing school</i>  <i>\$100,000 – Capitalized equipment (AlphaSmarts to support Title I literacy program)</i>  <i>\$100,000 – Technology support to increase student computers in Title I classrooms.</i>  <i>\$200,000 – Research based materials of instruction to support Title I classrooms.</i>  \$100,000 – Professional Development related to literacy and mathematics program</p>

## Title I, Part A Fiscal Year 2004 Budget Narrative

*The Title I, Part A Budget Narrative provides detailed budget descriptions for:*

- Funds identified in Table 7-8 as “Local School System Reservations from Title I Allocations.”
- Funds that have been allocated to participating Title I schools
- Funds that have been allocated to provide Title I services to eligible students attending non-public schools

**Administration - \$260,569.00**

*Reserved funds = \$260,569 Title I funds reserved for administration will support personnel in the Title I office who provide administrative, resource, fiscal and clerical support to participating Title I schools, including non-public schools. The (0.3) Supervisor of Staff Development will provide professional development to improve teaching and learning in Title I schools. The (0.3) Parent Involvement coordinator will implement the family literacy program Partners in Print. Central Office technical assistance ensures compliance with requirements of the No Child Left Behind Act.*

- *162,379.00 Salaries (1 FTE administrator, 1.0 clerical support, 0.3 Supervisor of Staff Development, 0.3 Parent Involvement Coordinator)*
- *39,073.00 Fringe Benefits*
- *2,783.00 Materials (office supplies)*
- *56,334.00 Indirect Cost*

**Professional Development - \$233,318.00**

*Reserved funds = \$122,718 Centrally managed Title I funds will support professional development to improve teaching and learning with an emphasis on supporting requirements to acquire and maintain “highly qualified” staff. Professional development activities will support teacher training in the use and implementation of research based instructional programs including TERC Investigations and Nation’s Choice Legacy of Literacy, formative and summative data analysis to improve classroom instruction, the integration of technology in the classroom and training in the Baldrige Integrated Management System.*

- **80,000.00**     **Salary (1.5 Positions) Teacher mentor**
- **19,200.00**     **Fringe Benefits**
- 4,000.00     Teacher stipends/substitutes for professional development participants.
- 10,000.00     Contracted services for professional development
- 408.00     Supplies and materials
- 4,238.00     Other costs for participation in professional development activities such as conferences.
- 4,872.00     Required non-public reservation to promote professional development of highly qualified teachers.

**School based allocations - \$110,600** Title I schools have budgeted funds from their school-based FY '04 allocations to support high quality professional development activities that are aligned with the *SMCPS Bridge to Excellence Master Plan* and in support of *No Child Left Behind* requirements.

- 30,000.00     Staff stipends/other costs for 2 day Title I retreat (3 schools)
- 25,600.00     Teacher stipends/substitutes for professional development participants.
- 22,000.00     Contracted services for professional development
- 32,000.00     Other costs for participation in professional development including conference fees, travel, per diem.
- 1,000.00     Professional development supplies and materials

<b>Parent Involvement - \$53,704.00</b>
---

**Reserved funds - \$20,704** Centrally managed Title I funds will provide coordination for building family involvement in the educational process with an emphasis on family literacy.

- 13,000.00     Family Literacy materials (3 schools)
- 3,000.00     Family involvement conference registration/costs
- 3,282.00     Family involvement activity costs/food
- 600.00     Parent Transportation
- 822.00     Required non-public reservation to promote family involvement.

**School based allocations - \$33,000** Title I schools have budgeted funds to support the family literacy program “Partners in Print” to engage families in increasing family involvement in literacy awareness.

- 33,000.00     Wages for 3 family liaison paraeducators (hourly) to maintain communication with parents.

**Instructional Category (Regular Program) - \$1,054,010.78**

**School based allocations - \$1,054,010.78** Title I schools have budgeted funds to provide both literacy and mathematics coaches to support research based instructional programs in classrooms. Budgeted paraeducators support provides small group reading and mathematics instruction under the direct supervision of highly qualified teachers. Additional teachers are budgeted to reduce class size.

- 196, 176.00 3 literacy coaches
- 196, 176.00 3 mathematics coaches
- 153, 600.00 4 classroom teachers
- 207, 199.00 12 instructional paraeducators (FTE)
- 66, 000.00 6 instructional paraeducators (hourly)
- 200,010.78 Fringe Benefits
- 15, 000.00 Materials of Instruction
- 3, 000.00 Student incentives/awards
- 16, 849.00 Non capitalized equipment/technology

**Support to Low Performing Schools - \$119,200.00**

**Reserved funds – \$119,200** These funds will be used to fund the salaries of two teachers to decrease class size in a Title I school identified on ALERT status based upon 2004 MSA results.

- 80, 000.00 Salaries (2 classroom teachers)
- 19,200.00 Fringe Benefits
- 20, 000.00 Materials to support research based instructional programs in low performing schools

**Extended Year – 11 Month School Program - \$292,514.00**

**Reserved funds - \$292,514.00** Centrally managed FY '04 Title I funds will be used to increase opportunities for student learning through an 11 month school program which will “jump start” the school year for identified students by 20 additional school days.

- 220, 259.00 Teacher/staff salaries for 3 Title I sites
- 52,862.00 Fringe Benefits
- 7,780.00 Materials/supplies for 3 Title I sites
- 11,613.00 Required proportional monies available to non-public participants.

**Health Services - \$1, 500.00**

**School based allocations - \$1, 500 Budgeted** Title I funds will help 3 Title I schools provide support for supplemental healthcare services.

- 1, 500.00 \$500 each for 3 schools

**Non-Public Allocation - \$46,283.42**

**Reserved Funds - \$46,283.42** Centrally managed Title I funds will be used to support eligible students who attend non-public schools and reside in public school attendance areas.

- 37,783.42 Tutors for eligible non-public students
- 3, 000.00 Professional development
- 5, 500.00 Materials and supplies

**Additional Proportional Required Reserved Funds** (These amounts are included in the Budget Narrative total amounts in the areas of Professional Development, Parent Involvement, and Extended School Year.)

- 4,872.00 Professional Development
- 822.00 Parent Involvement
- 11,613.00 Extended School Year

**TOTAL TITLE I, PART A GRANT: \$2, 061,099.20**

### Title I FY2005 Budget Narrative Worksheet

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Administration/Staff <input checked="" type="checkbox"/> Grant: <b>Title I</b> <input type="checkbox"/> Local	Central Office Administrative Staff 1.21.3	Supervisor (1.0) Secretary Supervisor of Staff Development (0.3) Parent Involvement Coordinator (0.3) Fringe Benefits	\$87,957.00 \$26,682.00 \$24,363.00 \$23,377.00 \$39,073.00		\$201,452.00
Administrative Office Supplies/Materials <input checked="" type="checkbox"/> Grant: <b>Title I</b> <input type="checkbox"/> Local	Supplies/Materials	12 x \$232/month	\$2,783.00		\$2,783.00
Instructional Salaries <input checked="" type="checkbox"/> Grant: <b>Title I</b> <input type="checkbox"/> Local	Highly Qualified Staff to implement the Title I program  1.21.3	Teachers (4 @ \$38,400) Literacy Coach (3 @ \$65,392) Math Coach (3 @ \$65,392) FTE Paraeducators (12 @ \$17,267) Paraeducators (6 @ \$11,000)Hourly Fringe Benefits (Hourly) Tutor (Non-public)	\$153,600.00 \$196,176.00 \$196,176.00 \$207,199.00 \$66,000.00 \$200,010.78 \$37,783.22		\$1,056,945.00
A Instructional Staff Development <input checked="" type="checkbox"/> Grant: <b>Title I</b> <input type="checkbox"/> Local	Mentor Teachers to support non-tenured teachers 1.21.1	1.5 Positions (3 schools) Fringe Benefits	\$80,000.00 19,200.00		\$99,200.00
Instructional Staff Development <input checked="" type="checkbox"/> Grant: <b>Title I</b> <input type="checkbox"/> Local	Stipends for Title I Retreat –Data analysis/Team building  Stipends for teachers after hours staff development  1.21.1	125 x \$120/day x 2 days  1000 hours x \$20/hr	\$30,000.00  \$20,000.00		\$50,000.00
Instructional Staff Development <input checked="" type="checkbox"/> Grant: <b>Title I</b> <input type="checkbox"/> Local	Substitutes for teachers attending training to implement literacy/math/school improvement programs 1.21.1	141 sub days x \$68	\$9,600.00		\$9,600.00

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development: Supplies and Materials <input checked="" type="checkbox"/> Grant: <b>Title I</b> <input type="checkbox"/> Local	Training materials for professional development 1.21.1	\$32.40 x \$40.00	\$1,408.00		\$1,408.00
C Instructional Staff Dev. Contracted Services <input checked="" type="checkbox"/> Grant: <b>Title I</b> <input type="checkbox"/> Local	Consultants to provide professional development training: TERC/Nation's Choice/Data Analysis/School Imp 1.21.1	\$1000 x 32 days (public)  Workshop consultants/speakers	\$32,000.00		\$32,000.00
E Instructional Staff Dev. <input checked="" type="checkbox"/> Grant: <b>Title I</b> <input type="checkbox"/> Local	Conference Fees Travel/Per Diem- to increase content competency based upon school needs assessment.  Required non-public reservation 1.21.1	\$724.76 x 50 participants  3 x 1,624 Non-public schools	\$36,238.00  \$4,872.00		\$41,110.00
Regular program supplies and materials <input checked="" type="checkbox"/> Grant: <b>Title I</b> <input type="checkbox"/> Local	Research based instructional materials  Non-public supplies/materials 1.21.1	3 schools x \$5,000  3 non-public schools x \$2,833	\$15,000.00  \$8,500.00		\$23,500.00
Regular program supplies and materials <input checked="" type="checkbox"/> Grant: <b>Title I</b> <input type="checkbox"/> Local	Classroom computers to support the integration of technology 1.21.1	3 schools x \$5,616.00 (\$694 x 8 computers/school)	\$16,849.00		\$16,849.00
Regular program supplies and materials <input checked="" type="checkbox"/> Grant: <b>Title I</b> <input type="checkbox"/> Local	Student incentives/awards-achievement, attendance, behavior 1.21.1	3 schools x \$1,000	\$3,000.00		\$3,000.00

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Community Services (Parent Involvement) <input checked="" type="checkbox"/> Grant: <b>Title I</b> <input type="checkbox"/> Local	Family Liaison Paraeducators	3 Positions (Hourly)	\$33,000.00		\$53,704.00
	Family Literacy Programs/Materials	3 schools x \$4,333	\$13,000.00		
	Family night involvement activities	3 school x \$1,094	\$3,282.00		
	Family involvement conference fees/travel	3 schools x \$1,000	\$3,000.00		
	Parent Transportation	3 schools x \$200	\$600.00		
	Non-Public reservation p 1.69	3 schools x \$274	\$822.00		
Special Programs – Extended School Year <input checked="" type="checkbox"/> Grant: <b>Title I</b> <input type="checkbox"/> Local	Teacher/Staff - 11 Month School Salaries	45 staff x \$4,895 3 schools: 12 teachers/site 1 lead teacher/site 1 counselor/site 1 nurse/site Fringe Benefits	\$220,259.00  \$52,862.00		\$292,514.00
	Materials/Supplies	300 students x \$32.93	\$9,879.00		
	Required non-public reservation 1.21.1	3 schools x \$3,871	\$11,613.00		
Support to Low Performing Schools <input checked="" type="checkbox"/> Grant: <b>Title I</b> <input type="checkbox"/> Local	Teachers (2.0 positions) for class size reduction	2 teachers x \$40,000 Fringe Benfits	\$80,000.00 \$19,200.00		\$119,200.00
	Research based materials 1.21.1	\$500 x 40 classrooms	\$20,00.000		
Student Health Services <input checked="" type="checkbox"/> Grant: <b>Title I</b> <input type="checkbox"/> Local	Supplemental health services for low income students	3 schools x \$500	\$1,500.00		\$1,500.00
Administration Business Support <input checked="" type="checkbox"/> Grant: <b>Title I</b> <input type="checkbox"/> Local	Indirect Cost	2.81% Grant	\$56,334.00		\$56,334.00
	<b>TOTAL Grant</b>				<b>\$2,061,099.00</b>



**Bridge to Excellence in Public Schools  
Proposed FY 2004 ESEA Title 1, Part A Budget**

Recipient Agency Name	St. Mary's Public Schools
Revenue Source Name	ESEA Title I

Grant Period	July 1, 2004 - June 30, 2006
Fund Source Code	

See "Financial Reporting Manual for Maryland Public Schools" for account descriptions

Check and complete a page for each funding source & TOTAL

X	STATE/FEDERAL
	LOCAL/MATCH
X	TOTAL

Category/Program	Object						Budget by Cat./Prog.
	1-Salaries & Wages	2-Contracted Services	3-Supplies & Materials	4-Other Charges	5-Equip-ment	8-Transfers*	
<b>201 Administration</b>							
Program 21 General Support							0.00
Program 22 Business Support						56,334.00	56,334.00
Program 23 Centralized Support							0.00
<b>202 Mid-level Administration</b>							
Program 15 Office of Principal							0.00
Program 16 Inst. Admin. & Superv.	162,379.00		2,783.00				165,162.00
<b>203-205 Instruction categories</b>							
Prog 01 Regular Programs	1,119,410.00		59,629.00	3,000.00		54,896.00	1,236,935.00
Prog 02 Special Programs							0.00
Prog 03 Career & Tech Prog							0.00
Prog 08 Sch. Library Media							0.00
Prog 09 Instr. Staff Devel.	139,600.00	32,000.00	1,408.00	36,238.00		7,872.00	217,118.00
Prog 10 Guidance Services							0.00
Prog 11 Psychological Serv.							0.00
Prog 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog 04 Public School Instr. Prog.							0.00
Prog 09 Inst. Staff Devel.							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>			1,500.00				1,500.00
<b>209 Student Transportation</b>							0.00
<b>210 Operation of Plant</b>							
Program 30 Warehousing and Distr.							0.00
Program 31 Operating Services							0.00
<b>211 Maintenance of Plant</b>							0.00
<b>212 Fixed Charges</b>				330,346.00			330,346.00
<b>214 Community Services</b>	33,000.00		13,000.00	6,882.00		822.00	53,704.00
<b>215 Capital Outlay</b>							
Program 34 Land & Improvements							0.00
Program 35 Buildings & Additions							0.00
Program 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	<b>1,454,389.00</b>	<b>32,000.00</b>	<b>78,320.00</b>	<b>376,466.00</b>	<b>0.00</b>	<b>119,924.00</b>	<b>2,061,099.00</b>

\*Includes the following: Payments to another LEA, nonpublic school, or state institution; and Indirect Cost Recovery

Grant Number
--------------

Proposed FY -2005 ESEA TITLE 1, Part A BUDGET
Grant Name

Budget Reviewed and  
Approved: LSS Finance Officer:

 (301) 475 - 5511 ext. 185 8/26/2004  
 Signature Phone Number Date

MSDE USE ONLY						
Budget Approved By:	LEA Official	301-475-5511	301-475-4270	Date	MSDE Official	Date

**School Improvement Grant Budget Worksheet  
LPES: Literacy Coach**

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant School Improvement (Title 1)	Highly Qualified Staff 1.21.3	Literacy Coach (1.0)	\$69,650.00		\$69,650.00
Fixed Charges <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant School Improvement (Title 1)	Fixed Charges	Percentage of Salary	\$22,000.00		\$22,000.00
Instructional Staff Development <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant School Improvement (Title 1)	Consultants to provide professional development training 1.21.3	\$1000/day x 6 days	\$6,000.00		\$6,000.00
Reading Program Supplies/Materials <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant School Improvement (Title 1)	Research based instructional materials	Classroom libraries 10 x \$942.70	\$9,427.00		\$9,427.00
	<b>TOTAL</b>				<b>\$107,077.00</b>

**CURRICULAR PROGRAMS  
PROPOSED BUDGET  
DIVISION OF STUDENT AND SCHOOL SERVICES  
STATE/FEDERAL**

Recipient Agency Name	St. Mary's County PS
Revenue Source Name	Title I School Improvement

Grant Period	7/1/03 - 6/30/05
Fund Source Code	

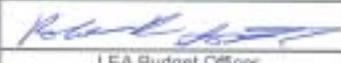
See "Financial Reporting Manual for Maryland Public Schools" for account descriptions

Check and complete a page for each funding source & TOTAL

X	STATE/FEDERAL
	LOCAL/MATCH
X	TOTAL

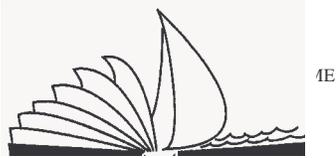
Category/Program/Activity	Object						Budget by Category
	1-Salaries & Wages	2-Contracted Services	3-Supplies & Materials	4-Other Charges	5-Equipment	8-Transfers*	
201 Administration							
Program 21 General Support							
Program 22 Business Support						0.00	0.00
Program 23 Centralized Support							
202 Mid-level Administration							
Program 15 Office of the Principal							
Prog 16 Inst. Admin. & Superv.							
203-205 Instructional categories							
Program 01 Regular Programs							
Program 02 Special Programs	69,650.00		4,077.00	5,350.00			79,077.00
Program 03 Career & Tech Prog.							
Program 08 School Library Prog.							
Program 09 Instructional Staff Dev.		6,000.00					6,000.00
Program 10 Guidance Services							
Program 11 Psychological Serv.							
Program 12 Adult Education							
206 Special Education							
Program 04 Public Sch Inst. Prog							
Program 09 Instructional Staff Dev.							
Program 15 Office of the Principal							
Program 16 Inst. Admin. & Superv.							
207 Student Personnel Serv.							
208 Health Services							
209 Student Transportation							
210 Operation of Plant							
Program 30 Warehousing & Distr.							
Program 31 Operating Services							
211 Maintenance of Plant							
212 Fixed Charges				22,000.00			22,000.00
214 Community Services			0.00				0.00
215 Capital Outlay							
Program 34 Land & Improvements							
Program 35 Buildings & Additions							
Program 36 Remodeling							
<b>TOTAL EXPENDITURES BY OBJECT</b>	<b>69,650.00</b>	<b>6,000.00</b>	<b>4,077.00</b>	<b>27,350.00</b>	<b>0.00</b>	<b>0.00</b>	<b>107,077.00</b>

\*Includes the following: Payments to another LEA, nonpublic school, or state institution; and Indirect Cost Recovery

Budget Approved By:		LEA Budget Officer	Grant Number	Title I School Improvement	Grant Name
Budget Approved By:		LEA Official	301-475-5511	301-475-4270	MSDE USE ONLY
				5/6/04	Date

# St. Mary's County Public Schools

Attachment 6



*Fulfilling the Promise in Every Child*

DR. PATRICIA M. RICHARDSON  
Superintendent of Schools

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

Mrs. Deanna M. Nored  
Director

September 1, 2004

Dear Parent:

In compliance with the “*No Child Left Behind*” Act of 2002, 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 the St. Mary’s County Public Schools. Should you have any questions, please contact your child’s school principal.

Sincerely,

Deanna Nored  
Director of Academic Support

# St. Mary's County Public Schools

## Title I

### Parent Involvement Plan

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

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

#### **SMCPS activities will include:**

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

#### **School activities will include:**

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

#### **Additional parental/community activities may include:**

- Community Organizations – Schools may invite community organizations such as the public library to co-sponsor activities to enhance communication between schools and families.
- Business Partners – Schools may involve business partners in supporting and enhancing curriculum through project-based learning and academic challenges involving parents and students.

- Meet the Principal – Schools may hold informal monthly meetings with the principal to address questions or concerns.

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

**SMCPS activities will include:**

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

**School activities may include:**

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

**Additional parental/community activities may include:**

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

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

**SMCPS activities will include:**

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

**School activities may include:**

- School-Parent Compact – Each Title I school shall develop, in collaboration with parents, a school-parent compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. (NCLB Requirement)
- Parent Workshops – Schools may hold workshops for parents on at-home learning strategies.
- Academic Night – Schools may sponsor academic nights for students and parents that focus on the school’s curriculum.

**Additional parent/community activities may include:**

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

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

**SMCPS activities will include:**

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

**School activities will include:**

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

**Additional parental/community activities may include:**

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

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

**SMCPS activities will include:**

- Advisory Boards – Parents and community members will be invited to serve on task forces and advisory panels that develop policies and guidelines for schools.
- Providing Information – Decisions involving changes in policy and curriculum will be provided in a variety of formats allowing ample time for feedback.
- Building Capacity for Involvement – SMCPS shall provide assistance to parents in understanding such topics as the state’s academic content standards and student academic achievement standards.  
(NCLB Requirement)

**School activities may include:**

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

- Classroom Visits – Schools may encourage parents and community members to visit classrooms.

**Additional parental/community activities may include:**

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

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

**SMCPS activities will include:**

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

**School activities may include:**

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

**Additional parental/community activities may include:**

- Career Fair – Schools may collaborate with community partners to sponsor career fairs.
- Service Projects – Schools may partner with community agencies to identify student service learning projects.

## St. Mary's County Public Schools

### Title I Service to Private School Children Affirmation of Consultation

Section 1120(b) of the No Child Left Behind Act and §200.63 of the 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 reviewed during the consultation:

- The method or sources of data St. Mary's County Public Schools will use to determine the number of private school students from low-income families residing in participating public school attendance areas.
- The proportion of funds that will be allocated to provide these services.
- The timeline for service implementation and regular consultation.
- St. Mary's County Public Schools will work in collaboration with private school educational staff to identify the needs of eligible private school children.
- St. Mary's County Public Schools will work in collaboration with private school educational staff to make decisions about the delivery of services, including a thorough consideration of the views of the private school officials on the provision of services through a contract with a third-party provider.
- Pre and post assessment data of participating students will be reviewed to determine the effectiveness of the Title I Program.
- St. Mary's County Public Schools will provide equitable services to the teachers and families of participating private school children.
- If the St. Mary's County Public Schools representative disagrees with the views of the private school officials on the provision of service through a contractor, St. Mary's County Public Schools must provide the private schools the reasons in writing why St. Mary's Public Schools chooses not to use a contractor.

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.

Carol M. Poe 5/20/04  
Public School Official Date

Sarah T. Patterson 5/20/04  
Private School Representative Date

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

## St. Mary's County Public Schools

### Title I Service to Private School Children Affirmation of Consultation

Section 1120(b) of the No Child Left Behind Act and §200.63 of the 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 reviewed during the consultation:

- The method or sources of data St. Mary's County Public Schools will use to determine the number of private school students from low-income families residing in participating public school attendance areas.
- The proportion of funds that will be allocated to provide these services.
- The timeline for service implementation and regular consultation.
- St. Mary's County Public Schools will work in collaboration with private school educational staff to identify the needs of eligible private school children.
- St. Mary's County Public Schools will work in collaboration with private school educational staff to make decisions about the delivery of services, including a thorough consideration of the views of the private school officials on the provision of services through a contract with a third-party provider.
- Pre and post assessment data of participating students will be reviewed to determine the effectiveness of the Title I Program.
- St. Mary's County Public Schools will provide equitable services to the teachers and families of participating private school children.
- If the St. Mary's County Public Schools representative disagrees with the views of the private school officials on the provision of service through a contractor, St. Mary's County Public Schools must provide the private schools the reasons in writing why St. Mary's Public Schools chooses not to use a contractor.

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.

Carol M. Pate      05/21/04  
 Public School Official      Date

Lata Holmgren      5/21/04  
 Private School Representative      Date

Little Flower School  
 Name of Private School Agency or School

## St. Mary's County Public Schools

### Title I Service to Private School Children Affirmation of Consultation

Section 1120(b) of the No Child Left Behind Act and §200.63 of the 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 reviewed during the consultation:

- The method or sources of data St. Mary's County Public Schools will use to determine the number of private school students from low-income families residing in participating public school attendance areas.
- The proportion of funds that will be allocated to provide these services.
- The timeline for service implementation and regular consultation.
- St. Mary's County Public Schools will work in collaboration with private school educational staff to identify the needs of eligible private school children.
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- Pre and post assessment data of participating students will be reviewed to determine the effectiveness of the Title I Program.
- St. Mary's County Public Schools will provide equitable services to the teachers and families of participating private school children.
- If the St. Mary's County Public Schools representative disagrees with the views of the private school officials on the provision of service through a contractor, St. Mary's County Public Schools must provide the private schools the reasons in writing why St. Mary's Public Schools chooses not to use a contractor.

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.

Carol H. Poe 5/20/04  
Public School Official Date

Regina M. Howell 5-20-04  
Private School Representative Date

Saint Michael's  
Name of Private School Agency or School



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

Mrs. Deanna M. Nored  
Director

## 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 2004-2005 Title I services will be collected for students who were enrolled in the non-public school on or before September 30, 2003.

### Procedures for the 2004-2005 School Year

1. *All non-public schools which are interested in participating in the Title I Program for the 2004-2005 school year should return the Title I Participation Option Form to Carol Poe, Supervisor of Instruction for Title I, by February 20, 2004.*
2. *Non-public schools which elect to participate should provide an enrollment list with 911 addresses of all students in grades K-5 by March 12, 2004 (including students enrolled on or before September 30, 2003). 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 2004-2005 school year are: George Washington Carver Elementary School, Green Holly Elementary School, and Lexington Park Elementary School.*
3. Non-public schools which elect to participate should also submit by March 12, 2004, a list of all students who have been determined to be at risk of failing to meet academic standards as determined by an identified assessment. The non-public students identified to receive Title I services must meet all criteria of being low-income, residing in the public school Title I attendance area, and demonstrating a need for academic intervention to increase achievement.
4. Individual consultation will take place prior to August 1, 2004, 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.
5. 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.
6. 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.
7. The needs assessment and final assessment for the K-2 students will be based upon teacher judgment, interviews with parents, and developmentally appropriate measures. Non-public school officials, in collaboration with the SMCPS Title I Supervisor, will determine appropriate assessments to evaluate students' progress in grades 3-5.
8. Quarterly consultation meetings will be scheduled with each site to review delivery of Title I services: August, 2004; November, 2004; February, 2005; May, 2005.