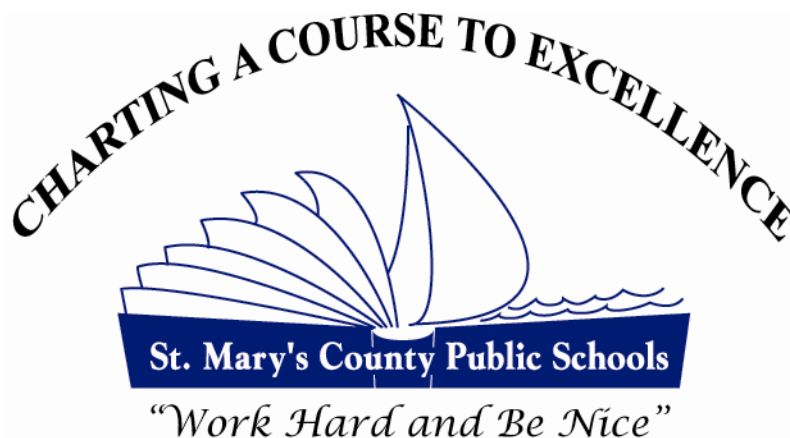


St. Mary's County Public Schools

Bridge to Excellence Master Plan 2007 Annual Update

Part II: Attachments



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Mr. William C. Caplins, Director of Technology
Mrs. Zina McGowan-Thomas, Communications Specialist

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



Please direct all inquiries about this document to:

Division of Instruction
St. Mary's County Public Schools
23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650
301- 475-5511, Extension 108

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

November 2007

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**Bridge to Excellence Master Plan
2007 Annual Update**

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

Part II: Attachments—Due: August 15, 2007

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

Address:
23160 Moakley Street, Leonardtown, Maryland, 20650

Local Point of Contact:

Name: Linda Dudderar, Chief Academic Officer

Telephone: (301) 475-5511 ext. 108

Fax: (301) 475-4229

E-Mail: ljdadderar@smcps.org


WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2007 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Annual Update has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.



Signature (Local Superintendent of Schools)

7/23/07

Date



Signature (Local Point of Contact)

7-23-07

Date

**ATTACHMENT 4-A and B
SCHOOL LEVEL BUDGET SUMMARY
Fiscal Year 2008**

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

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

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: <ul style="list-style-type: none"> • (SW) for T-I Schoolwide Schools • (TAS) for Targeted Assistance T-I Schools • (CH) for Charter Schools 	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title II-D Ed Tech Formula Grants	Title III-A English Language Acquisition	Title IV-A Safe and Drug Free Schools and Communities	Title V-A Innovative Programs	Total ESEA Funding by School
ELEMENTARY										
George Washington Carver(SW)	0805	59%	\$282,880.00	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$284,909.00
Lexington Park(SW)	0804	56%	\$280,485.00	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$282,514.00
Green Holly(SW)	0803	54%	\$306,180.00	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$308,209.00
Park Hall(TAS)	0808	38%	\$117,000.00	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$119,029.00
Ridge	0104	27%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00
Greenview Knolls	0810	27%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00
Dynard	0702	20%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00

Oakville	0602	20%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00
Leonardtown	0301	17%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00
Town Creek	0806	17%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00
White Marsh	0503	17%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00
Piney Point	0201	16%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00
Benjamin Banneker	0302	16%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00
Mechanicsville	0504	13%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00
Lettie Marshall Dent	0501	13%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00
Hollywood	0604	11%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00
Chesapeake Public Charter School(CH)		20%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00
MIDDLE										
Spring Ridge	0101	42%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00
Esperanza	0807	22%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00
Leonardtown	0305	18%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00
Margaret Brent	0404	13%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00
HIGH										
White Oak Secondary Center	2500	57%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00

Great Mills	0801	29%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00
Leonardtown	0305	11%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00
Chopticon	0303	10%	\$0	N/A	\$1,400.00	\$439.00	\$0	\$0	\$190.00	\$2,029.00
Dr. James A. Forrest Career and Technology Center	0304	N/A	\$0	N/A	\$1,400.00	\$0	\$0	\$0	\$0	\$1,400.00
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column I.)			\$986,545.00	N/A	\$36,400.00	\$10,975.00	\$0	\$0	\$4,750.00	
School System Administration (For Title I, Use # on Table 7-8 LINE 5)			\$473,211.00	N/A	\$18,946.00	\$616.00	\$489.00	\$1,150.00	\$539.00	
System-wide Programs and School System Support to Schools (For Title I, Use # on Table 7-8 LINE 16)			\$670,360.00	N/A	\$640,829.00	\$7,836.00	\$22,828.00	\$50,680.95	\$11,073.00	
Nonpublic Costs (Column J) (For Title I, Use # on Table 7-10 LINE 5)			\$25,885.00	N/A	\$31,124.00	\$2,649.00	\$1,141.00	\$6,495.05	\$2,317.00	
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			\$2,156,001.00	N/A	\$727,299.00	\$22,076.00	\$24,458.00	\$58,326.00	\$18,679.00	

ATTACHMENT 5-A TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)] Fiscal Year 2008	Local School System: St. Mary's County Public Schools
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Local school systems may transfer ESEA funds by completing this page as part of the Bridge to Excellence Master Plan Annual Update submission, or at a later date by completing and submitting a separate Attachment 5-A form. Receipt of this Attachment as part of the Annual Update will serve as the required 30 day notice to MSDE. A local school system may transfer up to 50 percent of the funds allocated to it by formula under four major ESEA programs to any one of the programs, or to Title I (Up to 30 percent if the school system is in school improvement)¹. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

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

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

Funds Available for Transfer	Total FY 2007 Allocation	\$ Amount to be transferred <u>out of each program</u>		\$ Amount to be transferred into each of the following programs				
				Title I-A	Title II-A	Title II-D	Title IV-A	Title V-A
Title II-A Teacher Quality								
Title II-D Ed Tech								
Title IV-D Safe and Drug Free Schools & Communities								
Title V-A Innovative Programs								

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

**ATTACHMENT 5-B
CONSOLIDATION OF ESEA FUNDS FOR LOCAL
ADMINISTRATION [Section 9203]
Fiscal Year 2008**

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

Section 9203 of ESEA allows a local school system, with approval of MSDE, to consolidate ESEA administrative funds. In consolidating administrative funds, a school system *may not* (a) designate more than the percentage established in each ESEA program, and (b) use any other funds under the program included in the consolidation for administrative purposes. A school system may use the consolidated administrative funds for the administration of the ESEA programs and for uses at the school district and school levels for such activities as –

- The coordination of the ESEA programs with other federal and non-federal programs;
- The establishment and operation of peer-review activities under *No Child Left Behind*;
- The dissemination of information regarding model programs and practices;
- Technical assistance under any ESEA program;
- Training personnel engaged in audit and other monitoring activities;
- Consultation with parents, teachers, administrative personnel, and nonpublic school officials; and
- Local activities to administer and carry out the consolidation of administrative funds.

A school system that consolidates administrative funds shall not be required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation.

If the school system plans to consolidate ESEA administrative funds, indicate below the ESEA programs and amounts that the school system will consolidate for local administration. Provide a detailed description of how the consolidated funds will be used.

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

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

ATTACHMENT 6-A**NONPUBLIC SCHOOL INFORMATION
FOR ESEA PROGRAMS
Fiscal Year 2008****Local School System: St. Mary's County Public Schools**

Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments." NOTE: Complete Attachment 6-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A and Title V-A services. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A		
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
The King’s Christian Academy 20738 Point Lookout Road Callaway, MD 20620	Private School	x	9	9	30	298	30	2	0
	Public School								
	Neutral Site								
Little Flower School P.O. Box 257 Great Mills, MD 20634	Private School	x	17	17	19	191	19	0	0
	Public School								
	Neutral Site								
St. John’s School P.O. Box 69 Hollywood, MD 20650	Private School	x	0	0	17	204	17	1	0
	Public School								
	Neutral Site								

Father Andrew White School P.O. Box 1756 Leonardtown, MD 20650	Private School	x	0	0	26	274	19	0	0
	Public School								
	Neutral Site								
St. Mary's Ryken 22600 Camp Calvert Road Leonardtown, MD 20650	Private School	x	0	0	48	704	48	0	0
	Public School								
	Neutral Site								
Holy Angels-Sacred Heart 21335 Coltons Point Road Avenue, MD 20609	Private School	x	0	0	12	110	12	1	0
	Public School								
	Neutral Site								
Leonard Hall Jr. Naval Academy P.O. Box 507 Leonardtown, MD 20650	Private School	x	0	0	11	95	11	0	0
	Public School								
	Neutral Site								
Starmaker Learning Center 23443 Cottonwood Parkway California, MD 20619	Private School	x	0	0	4	12	4	0	0
	Public School								
	Neutral Site								
Mother Catherine Spalding 38833 Chaptico Road Helen, MD 20635	Private School	x	0	0	15	180	15	0	0
	Public School								
	Neutral Site								
St. Micheals P.O. Box 259 Ridge, MD 20680	Private School	x	0	0	25	125	25	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-B NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2008	Local School System: St. Mary's County Public Schools
---	--

Enter the complete information for each participating nonpublic school, including mailing address. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)				
	Title IV-A		Title V-A		Comments (Optional)
	Students	Staff	Students	Staff	
The King's Christian Academy 20738 Point Lookout Road Callaway, MD 20620	298	30	298	30	
Little Flower School P.O. Box 257 Great Mills, MD 20634	191	29	191	19	
St. John's School P.O. Box 69 Hollywood, MD 20650	204	17	204	17	
Father Andrew White School P.O. Box 1756 Leonardtown, MD 20650	274	26	274	26	

St. Mary's Ryken 22600 Camp Calvert Road Leonardtown, MD 20650	705	48	704	48	
Holy Angels-Sacred Heart 21335 Coltons Point Road Avenue, MD 20609	110	12	110	12	
Leonard Hall Jr. Naval Academy P.O. Box 507 Leonardtown, MD 20650	81	11	81	11	
Starmaker Learning Center 23443 Cottonwood Parkway California, MD 20619	0	0	12	4	
Mother Catherine Spalding 38833 Chaptico Road Helen, MD 20635	177	20	177	20	
St. Micheals P.O. Box 259 Ridge, MD 20680	125	25	125	25	

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**

Local School System: St. Mary's County Public Schools	Fiscal Year 2008
Title I-A Coordinator: Carol Poe	
Telephone: 301-475-5511	E-mail: cmpoe@smcps.org

A. TITLE I THEMES IN THE BRIDGE TO EXCELLENCE MASTER PLAN –

Describe the school system's strategies to provide high quality sustained support to all Title I elementary, middle, and secondary schools. Label each question and answer. Be sure to **address each lettered and bulleted item separately.** **ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 7.**

SCHOOLS IN IMPROVEMENT:

1. **DESCRIBE** the step-by-step process **including specific timeline/dates**, will use to inform parents of each student enrolled in a Title I school identified for improvement, corrective action, or restructuring. **Address each lettered item separately.** Sec. 1116 (b)(6)(A-E)
 - a) what the identification means;
 - b) the reasons for the identification;
 - c) what the school is doing to address the problem of low achievement;
 - d) how the LSS and MSDE are helping the school address the achievement problem; and
 - e) how parents can become involved in addressing the academic issues that caused the school to be identified for school improvement.

DOCUMENTATION: Include sample copies of letters for school year 2007-2008 and documentation to support that the above items a-e have been accomplished.

- a) One St. Mary's County Title I school, Lexington Park Elementary School, has been identified for improvement. Lexington Park Elementary School met AYP expectations for the 2007 administration of the Maryland School Assessment (MSA), but continues as a School in Improvement, Year 1, until AYP is met for two consecutive years. The School Choice Transfer Option will continue to be offered to allow parents the choice to transfer their child/children to other public schools in St. Mary's County that have made AYP.

Dates/Timelines:

- School Choice News Release: Within one week after the 2007 MSA AYP results are available.
- Parent Choice Letter: Within one week after the 2007 MSA AYP results are available.
- School Choice Parent Information Night: July 31, 2007.
- School Choice parent request deadline for currently enrolled students: August 15, 2007 to allow for bus routes to be scheduled; however, the school choice option will be available throughout the school year.
- School Choice for new students moving into the Lexington Park Elementary School attendance area: open enrollment all year for new students.

Attachment 1: School Choice Transfer Option News Release

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

Attachment 1: School Choice Transfer Option News Release

- c) Lexington Park Elementary School is addressing the problem of low achievement in the area of reading by implementing the research based *Houghton Mifflin* reading program. Low reading achievement is also being addressed by implementation of research based reading interventions, such as *Foundations*, *Read Naturally*, and *REWARDS*. Dynamic Indicators of Basic Early Literacy

Skills (DIBELS) assessment is administered quarterly to all students to monitor reading progress. Burns and Roe Informal Reading Inventory and Rigby Running Records additionally provide classroom teachers with assessment information to allow them to create data driven instruction. The Eleven Month School Program provides an additional month of school beyond the regular school year for identified low performing students at Lexington Park Elementary School.

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

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

Attachment 2: Technical Assistance Team Support Plan

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

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

- The School Choice receiving schools were identified based upon their achievement of Adequate Yearly Progress (AYP) on the 2007 administration of the MSA.
- The informational news release concerning the School Choice Transfer Option for parents of students enrolled or scheduled to be enrolled at Lexington Park Elementary Schools for the 2007-2008 school year appeared in the local newspaper, local radio station, and on the SMCPS website.
- Letters were mailed to parents of students scheduled to attend Lexington Park Elementary Schools for the upcoming school year (2007-2008) providing information on the School Choice Transfer Option.
- A Parent School Choice Information Night was scheduled for Tuesday, July 31, 2007 at Lexington Park Elementary School.
- The start-up date for the School Choice Transfer Option is the first day of school: August 22, 2007.

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

Attachment 1: School Choice Transfer Option News Release

**Attachment 3: Title I School Choice Transfer Option
Procedures for the 2007-2008 School Year**

**Attachment 4: Title I School Choice Transfer Option
Parent Information Sheet**

Attachment 5: Parent letter for Lexington Park Elementary School

Attachment 6: Lexington Park Parent School Choice Information Night Agenda

DOCUMENTATION: Include sample copies of letters for school year 2007-2008 and documentation used to accomplish these tasks.

HIGHLY QUALIFIED:

3. **DESCRIBE** the step-by-step process **including specific timelines/dates** will use to notify parents whose children attend Title I schools about the qualifications of their teachers **by addressing each lettered item separately.** Sec. 1111 (h)(6)(A)
 - a) notify the parents of each student attending any school receiving funds that they may request information regarding the professional qualification of the student's classroom teacher, and

- b) timely notice that the parent's child has been assigned or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

a) Parents of students in all Title I schools are notified about their right to request information on the qualifications of their child's teachers and paraeducators during the first week of each school year: August 22, 2007.

Attachment 7a: Parent Letter concerning right to request teacher and paraeducator qualifications

- b) Parents of students who are taught for 4 or more consecutive weeks by a teacher who is not highly qualified are notified by letter at the conclusion of the fourth week.

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

DOCUMENTATION: Include sample copies of letters for school year 2007-2008 and documentation used to accomplish this task.

SCHOOLWIDE PROGRAMS:

- 4. For LSSs with Title I schoolwide programs, **DESCRIBE** the steps taken to help the Title I schools make effective use of schoolwide programs **by addressing each lettered item separately.** Reg. 200.25-28 and Sec. 1114
 - a) **Describe how the system consolidates** federal, state, and local funds for schoolwide programs **(if the system is not consolidating funds, describe how the system coordinates resources to develop programs);**
 - b) **Describe how the system and schools adopt** research based strategies and methods to improve student achievement;
 - c) **Describe how the system and schools follow** the progress of each student subgroup;
 - d) **Describe how the system and schools provide** extended learning time, such as an extended school year, before- and after-school, and summer program opportunities;
 - e) **Describe** the accelerated, high quality curriculum used in **Title I, Part A schools**; and
 - f) **Describe** formative benchmark assessments aligned with the Voluntary State Curriculum.
- g) **Describe the process to assure that the 10 Components of a Schoolwide Program are part of the development, implementation, and monitoring of Schoolwide/School Improvement Plans.**
- h) **Describe specific steps to be taken to review and analyze the effectiveness of schoolwide programs.**

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

- a) Development, implementation, monitoring, and evaluation of the school wide plan are components of the SMCPS Bridge to Excellence Master Plan, Goal 1, Objective 21, Strategy 1. Each school's School Improvement Plan incorporates the alignment of federal, state, and local funds. The School Improvement Plan for each school is reviewed and approved by an assigned School Improvement Plan peer 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: Theo Cramer, Kelly Hall, Kathleen Lyon, Charles Ridgell, Marilyn Mathes.

- b) Scientifically based strategies and methods implemented at Title I schools include the *Houghton Mifflin* reading program. The program has been adopted in grades pre-kindergarten through five at all Title I schools to ensure that all components of literacy are included in the 90 minute literacy instructional blocks. The primary mathematics resource used to teach the Voluntary State Curriculum is *Investigations*, one of only three research based mathematics curricula currently available. Additional supplemental materials for the core reading and mathematics programs are provided for Title I schools, including Teacher Resource Kits, student workbooks, leveled texts and targeted intervention programs such as Wilson Rewards, Foundations, and Read Naturally.

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

c) Each school maintains the Performance Matters data base of formative and summative assessment data for every student. Data includes individual student MSA data and formative assessment data including DIBELS (Dynamic Indicators of Basic Early Literacy Skills) in pre-K through grade 5. Pre and post mathematics benchmark assessments are provided at each grade. Each pre and post assessment focuses on grade level objectives in the VSC. Unit assessments are also administered at grades 3-5. The assessments demonstrate for teachers and students the level of knowledge and rigor MSA demands. Grade level teams develop Team Action Plans to monitor student data and impact classroom instructional decision making.

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

d) All Title I schools have 21st Century Community Learning Center after school programs in place. The Eleven Month School Program was provided during the summer of 2007 for identified students who need additional assistance to achieve AYP. More than eighty per cent of the students who attended the 2006 program demonstrated progress in both reading and mathematics. This program was implemented at the three Title I schools that have schoolwide programs in place.

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

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

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

f) Formative benchmark assessments aligned with the Voluntary State Curriculum have been developed for all grades in the areas of reading and mathematics. The DIBELS literacy assessment continues to be in place at all Title I school for the 2007-2008 school year. The results of these tests are included in grade level Team Action Plans which are monitored by the school leadership teams and assist teachers with instructional decision making.

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

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

h) The review and effectiveness of schoolwide programs is conducted quarterly by the Supervisor of Title I. Each site-based comprehensive **Needs Assessment** assures that instructional decisions are data driven. Schoolwide **Reform Strategies** are consistent with SMCPS Master Plan and State standards. All Title I schools in St. Mary's County have 100% **Highly Qualified** teachers. High quality & ongoing **Professional Development** is closely monitored to align with the needs assessment. Professional development activities are approved by the Director of Professional Development and the Director of Elementary Instruction. Strategies to **Attract High-Quality Teachers** include maintaining low class sizes at all Title I school, as well as, providing additional funding for teacher supplies. Strategies to increase **Parent Involvement** include regularly scheduled parent training sessions, monitoring parent needs by means of a parent survey, and assignment of a parent liaison to each Title I schoolwide school. The plans for assisting **Children in Transition** include the Jump Start Kindergarten Program, the Kindergarten Roundup, fifth grade visits to the feeder pattern middle school, and the Fifth Grade Parent Information Night. All Title I schools have grade level plans which align with the School Improvement Plan. All Grade Levels plan regular weekly meetings **to Include Teachers in Data Driven Decision Making** which in turn drives class instruction. Teachers are encouraged to join the School Improvement Team as decision makers. Teacher representatives provide input for development of quarterly benchmark assessments. **Timely Additional Assistance** is differentiated, based upon student need. Small group instruction is provided using one of the approved intervention programs. **Coordination and Integration of Federal, State, and Local Services**

includes the Judy Center, ESOL, special education inclusion, Title II, and the 21st Century Learning Center Grant which supports after school programs in Title I schools.

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

TARGETED ASSISTANCE SCHOOLS:

5. **DESCRIBE the step-by-step process including timelines/dates used to rank students using a multiple selection (academic) criteria to identify eligible children most in need of services.** (NOTE: Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.) Section 1115.

Students in grades 3 through 5 who attend Targeted Assistance Schools will be identified based upon failure to achieve proficiency on the Maryland School Assessment (MSA), indication of the need for intensive reading remediation based upon the DIBELS assessment, and teacher recommendation. Students in preschool through grade 2 will also be assessed using DIBELS. Additional criteria will include teacher recommendation, parent interviews, and developmentally appropriate measures. The initial identification and rank order will be completed by July, 2007. Revisions/additions will be addressed based upon new enrollment at the beginning and throughout the 2007-08 school year.

Selection Criteria for Targeted Assistance Students

Timeline	Selection Criteria
July 2007	Utilizing end of year assessment data, identify students for Targeted Assistance. Data used for initial identification: DIBELS End of Year Math Assessments IRI data Student level of performance in reading and mathematics Teacher recommendation Mail letters to parents indicating student is identified for Targeted Assistance
November 2007	Updated Targeted Assistance students based on the following criteria: Progress monitoring based on DIBELS Students level of performance based on report cards Teacher recommendation Mail letters to parents indicating student is identified for Targeted Assistance
February 2008	Updated Targeted Assistance students based on the following criteria: Progress monitoring based on DIBELS Students level of performance based on report cards Teacher recommendation Mail letters to parents indicating student is identified for Targeted Assistance
April 2008	Updated Targeted Assistance students based on the following criteria: Progress monitoring based on DIBELS Students level of performance based on report cards Teacher recommendation Mail letters to parents indicating student is identified for Targeted Assistance

6. For LSSs with Title I Targeted Assistance programs, **DESCRIBE** how the school system will/has helped targeted assistance schools identify and implement and monitor effective methods and instructional strategies that are based on best practices and scientific research that strengthens the core academic program of the school. Be sure to **address each lettered item separately**. Section 1115
- a) **Describe how the system/school provides extended learning time, such as an extended school year, before-and after-school, and summer program opportunities;**
 - b) **Describe how the system/school minimizes the removal of children from regular classroom instruction for additional services;**
 - c) **Describe how the system/school provides additional opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff;**
 - d) **Describe the process for developing, implementing, and monitoring Targeted/School Improvement Plans.**
 - e) **Describe specific steps to be taken to review and analyze the effectiveness of Targeted Assistance programs.**

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

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

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

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

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

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

Park Hall Elementary School will be implementing a TAS program for the 2007-08 school year. Projections indicate, however, that this school may exceed the 40% FARMS when September 30, 2007 data is compiled. For this reason, school staff, parents, and community stakeholders will be involved in planning during the 2007-08 school year to implement a Schoolwide program at Park Hall Elementary School for the 2008-09 school year, if FARMS numbers continue to increase. This decision will be finalized in late fall of 2007.

In addition to the LSS Title I coordinator, **identify** by name the person/s responsible for **monitoring** activities a-e, as appropriate: Theo Cramer, Director of Academic Support

- B. PARENT INVOLVEMENT POLICY** To encourage parent involvement, school systems and schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. [Section 1118(a)(2)] Parent involvement strategies should be woven throughout each system's Master Plan.

LOCAL SCHOOL SYSTEM POLICY:

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

- Involves parents in the joint development of the Title I program activities under section 1112, and the process of school review and improvement under section 1116.

Attachment 8: St. Mary's County Public Schools Title I Parent Involvement Policy: Goal 1 Annual review conducted by SMCPS's Parent Involvement Coordinator: Mary Bradford

- Provides the coordination, technical assistance, and other support necessary to assist participating Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance, including the development and review of the home-school compact that each Title I school must develop with parents annually.

Attachment 8: Reference – SMCPS's Title I Parent Involvement Policy: Goal 5

- Builds the schools' and parents' capacity for strong parental involvement.
- 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 that oversees the Head Start Program at the Judy Centers which provide services for parents and children of SWP Title I schools. Goal 2 identifies family parenting support provided to both families of regular education and special education students.

- Conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving academic quality of the schools served under Title I.

Attachment 8: Reference – SMCPS's Title I Parent Involvement Policy: Goals 1-5

- Involves parents in the activities of the schools served under Title I (**Schoolwide and/or Targeted Assistance**).

Attachment 8: Reference – SMCPS's Title I Parent Involvement Policy: Goals 1-5

2. Have there been changes made to the Local School System Parent Involvement Policy?
____ Yes ____X____ No

3. Describe how the LSS distributes 95% of the 1% reservation to its Title I schools for family involvement activities.

The required reservation of 1% of the SMCPS Title I, Part A grant is set aside for Parent Involvement. SMCPS determines the 95% required reservation which is then divided by the total number of children from low-income families in all Title I schools to determine the Parent Involvement per pupil allocation (PPA). The Parent Involvement allocation for each Title I school is then determined by multiplying the PPA by the total number of low-income students in each Title I school.

4. Describe LSS process for monitoring parent involvement requirements in Title I schools.

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

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

SCHOOL LEVEL PARENT INVOLVEMENT POLICY/PLAN:

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

☒ Yes ☐ No

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

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

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

At the beginning of each school year, all Title I schools provide a Title I program information meeting. This informational meeting includes review of the school's parent involvement plan and activities. Results of the previous end-of-year Parent Involvement Survey are shared to identify parent priorities. Each Title I school has a designated Parent Involvement Liaison who assists with this process and conducts workshops for parents throughout the year to assist them with helping their children at home.

The SMCPs Parent Involvement Coordinator, Mary Bradford, meets annually with the Parent Involvement Liaisons and representative parents from each Title I school to review, update, and revise the school's Parent Involvement Plan. Title I school principals are then able to adjust the parental involvement activities based upon the needs of their parents. After review/revision, copies of the Parent Involvement Plan are distributed to all school families.

SCHOOL/PARENT COMPACT:

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

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

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

- 8. How were parents involved in the joint development and implementation of the School/Parent Compact?**

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

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

Local School System: St. Mary's County Public School System	Fiscal Year 2008
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C. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

**Table 7-1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING
THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES**

A local school system must use the same measure of poverty for:

1. Identifying eligible Title I schools.
2. Determining the ranking of each school.
3. Determining the Title I allocation for each school.

PUBLIC SCHOOLS:

CHECK the data source(s) listed below that the school system is using to determine eligible Title I schools. The data source(s) must be applied uniformly to all schools across the school system. A child who might be included in more than one data source may be counted only once in arriving at a total count. **The data source(s) must be maintained in the applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit – if there was one.**

	Free Lunch
X	Free and Reduced Lunch
	Temporary Assistance for Needy Families (TANF)
	Census Poor (Children ages 5-17 based on 2000 Census Data)
	Children eligible to receive medical assistance under the Medicaid program
	A composite of any of the above measures (explain): _____ A weighted process has been used as follows: _____ An unduplicated count has been verified.

PRIVATE SCHOOLS:

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

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

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

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

Fiscal Year 2008

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

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

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

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

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

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

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

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

Local School System: St. Mary's County Public School System Fiscal Year 2008

C. 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. **Use the official number of students approved for FARM as of October 31, 2006 to complete this table along with the September 30, 2006 enrollment data. Beginning in SY 2007-2008 Pre-k should be included in these numbers.**

<u> 3,490 </u> Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2006)	÷	<u> 15,887 </u> Total Local School System Student Enrollment (September 30, 2006)	=	<u> 22% </u> District-Wide Average (percentage) of Low-Income Children
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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 Pre-K-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. Pre-K-6, K-8, 6-9) the school system may include a school in the grade span in which it is most appropriate. Based on the data source(s) noted in Table 7-1 and the district-wide average in Table 7-3, **INDICATE** below the district-wide grade span poverty averages for each grade span groupings.

DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS

Grade Span Write Grade Spans in Spaces Below.	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (Pre -K-5)	1,770	÷	6,928	26%
Middle (6-8)	860	÷	3,731	23%
High (9-12)	860	÷	5,228	16%

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

<u> N/A </u> Local School System Title I-A Allocation (Taken from Table 7-10) (Should match # on C-1-25)	×	<u> N/A </u> Total Number Of Low-Income Public and Private Students (Add the total public students presented above and the private student number presented on Table 7-9.)	=	\$ <u> N/A </u> Per Pupil Amount
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Per-Pupil Amount \$ N/A X **1.25 = Minimum Per Pupil Allocation \$ N/A**
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.

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

Local School System: St. Mary's County Public School System Fiscal Year 2008

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

Table 7-6 CONTINUED ELIGIBILITY

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

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

Table 7-7 TITLE I SKIPPED SCHOOLS

Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:

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

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

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

Local School System: St. Mary's County Public School System	Fiscal Year 2008
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D. BUDGET INFORMATION

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

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

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

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

Total Title I 2007-2008 Allocation		\$ 2,156,001 (Taken from the C-1-25)	
Reservations Requiring Equitable Services for Non-Public Schools Use these numbers in Table 7-9.	ACTIVITY	RESERVA -TION	DETAILED BUDGET DESCRIPTION (including how, where, and for what funds were reserved)
	1 District-wide Title I Instructional Program(s) Reservation (such as extended day, family literacy programs [not Even Start], home tutoring, etc.) Federal Register (Reg). Sec. 200.64.	N/A	
	2 Parent Involvement (not less than 1%) Sec. 1118 (a)(3)(A)	\$25,000	- \$15,245 Family Workshop Materials - \$ 8,655 Workshop Expenses - \$ 1,100 Contracted Services
	3 Professional Development to train teachers to become highly qualified (not less than 5%) Sec. 1119 (1) If a lesser amount or no monies are needed, a description as to why should be provided. Reg. Sec. 200.60 (a) 2 and Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A.	No Longer Applicable, due to NCLB Highly Qualified Deadline.	
	4 TOTAL reservations requiring equitable services. (Present this number in Table 7-10 LINE 2.)	\$25,000	

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

Reservations Not Requiring Equitable Services	5	Administration (including mid-level) for services to public and private school students and non-instructional capital expenses for private school participants Reg. Sec. 200.77 (f) (Present this number in Table 4-A School System Administration.)	\$473,211	\$143,184 Administrative Salaries \$ 40,175 Admin. Fringe Benefits \$ 60,152 Indirect Cost \$ 3,500 Office Supplies \$ 1,800 Mileage \$168,000 11 Month School Salaries \$ 50,400 11 Month Fringe Benefits \$ 6,000 11 Month Materials/Supplies
	6	School Improvement Initiatives under NCLB (not less than 20% - of which 5% is for Choice and 5% for SES) Sec. 1116 (b)(10)(A) and Sec. 1116 (e)(6)	\$61,781	School Choice for Lexington Park Elementary School – attached documentation of need for lesser amount than 20%: Attachment 9
	7	Support to Low Performing Title I Schools Sec. 1116 (b)(4) A-B Local discretion. This reference describes required technical assistance.	N/A	Technical Assistance Teams are assigned to one Title I school that did not make AYP. No Title I funding is used for the Technical Assistance Team.
	8	Services to LEP Students. (Local Discretion).	N/A	
	9.	Services to Neglected Children Sec. 1113(c)(3) (B)(C) (Must) Only reserve funds if N & D programs exist.	N/A	
	10	Services for Homeless Children (must) Sec. 1113(c)(3)(A) and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3. Note: Please include a description of how the funds and service plan is coordinated with the McKinney Vento Homeless Education Act funds.	\$2,585	The funds and service plan are coordinated to provide homeless students with back to school shoes and school supplies.
	11	Professional Development for LSS in Improvement (not less than 10%) (must) Sec. 1116 (c) (7)(A)(iii) Note: 1. If there are no Title I schools identified for improvement in a system identified for improvement, the LSS must still set aside 10% for professional development for any Title I school to help them remain out of improvement status. Please provide an explanation. 2. School level PD funds can be included when factoring the 10%.	N/A	
	12	Other (explain) Professional Development	\$580,994	\$415,109 Literacy (3) and Math (3) Coaches (Schoolwide Programs) \$146,705 Fringe Benefits for Coaches \$ 8,000 Consultant Fees \$10,000 Conference Fees \$ 1,180 Prof. Dev. Supplies/Materials
	13	Incentives for Title I Teachers (Local Discretion) (not more than 5%) for schools in improvement, corrective action, and restructuring. Sec. 1113(c)4	N/A	
	14	Total Reservations Not requiring Equitable Services (Use this number in Table 7-10 LINE 3 below.)	1,118,571	

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

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

Fiscal Year 2008

**E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS
[SECTION 1120]:**

1. Participating private schools and services: **COMPLETE INFORMATION IN ATTACHMENT 6 A** regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title I-A services. Refer to the *Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003*.
2. **DESCRIBE** the school system's process for providing equitable participation to students in private schools. **Address each lettered item separately.**
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the design
And development of the Title I-A services.
Attachment 10: Title I Services to Eligible Non-Public School Children; Procedures for 07-08
Attachments: 11, 12: SMCPs Memorandum of Understanding describes in detail the following manner and extent of consultation with officials of private schools:
 - *How SMCPs will identify student needs*
 - *What services SMCPs will offer*
 - *How and when SMCPs will make decisions about delivery of services*
 - *How, where, and by whom SMCPs will provide services, including whether a third party will provide them*
 - *How SMCPs will academically assess the services and use the results to improve Title I services*
 - *The size and scope of the services SMCPs will provide and the proportion of funds SMCPs will allocate for those services*
 - *How SMCPs will determine the number of non-public children from low-income families residing in participating public school attendance areas*
 - *The services SMCPs will provide for teachers and families of participating students*
 - b) The basis for determining the needs of private school children, families, and teachers;
In consultation with non-public school officials, SMCPs will establish multiple, educationally related, objective criteria to determine the needs of non-public eligible Title I students. The Title I Supervisor will meet quarterly with the Highly Qualified teachers of eligible Title I students to determine teacher needs. Families of private school students will be included in planning and identification of needs of their children.
 - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and
The two participating non-public schools requested reading and/or mathematics tutoring provided by highly qualified teachers hired by SMCPs. Services will be provided at both sites to eligible students in grades Pre-K-5.
 - d) The differences, if any, between the Title I-A services that will be provided to public and private school students and teachers, and the reasons for those differences. (Note: The school system provides services on an equitable basis to private school participants whether or not the services are the same Title I-A services the district provides to public schools. The expenditures for such services, however, must be equal to the proportion of funds allocated to participating Title I schools based on the number of low income children from low-income families who attend private schools, which the local school system may determine each year or every 2 years.)
Non-public individual and/or small group tutoring which takes place at the private schools differs from the schoolwide Title I public school programs due to the small number of students to be served in the private schools.

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

DOCUMENTATION: ATTACH WRITTEN AFFIRMATION (meeting dates, agendas, sign-in sheets, letters) for school year 2007-2008 signed by officials at each participating nonpublic school and/or their designee that consultation has occurred. **DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 7.**

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

26

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

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

**Monies calculated for equitable services to private school participants,
their families, and their teachers.**

Table 7-9				
<u>District-wide Instructional Program(s) Reservation</u>				
In participating public school attendance areas:				
<u>26</u> Total # of <u>private school children</u> from low-income families including those going to schools in other LSSs (Assumes only ES are Served) (Use number comes the Title I Allocation Excel Worksheet. Column G.)	÷	<u>867</u> Total # of children from low-income families in <u>Title I Public Schools</u> (Use number from the Title I Allocation Excel Worksheet Column F)	=	<u>.030</u> Proportion of reservation
<u>.030</u> Proportion of reservation	x	<u>0</u> reservation ⁶ (Use # from Table 7-8, Line 1)	=	<u>0</u> Proportional monies available for equitable services to private school participants
<u>Parental Involvement Reservation</u>				
In participating public school attendance areas:				
<u>26</u> Total # of <u>private school children</u> from low-income families including those going to schools in other LSSs	÷	<u>867</u> Total # of children from low-income families in <u>Title I Public Schools</u>	=	<u>.030</u> Proportion of reservation
<u>.030</u> Proportion of reservation	x	<u>25,000</u> reservation ⁷ (Use # from Table 7-8, Line 2)	=	<u>750</u> Proportional monies available for equitable services to parents of private school participants
Total proportional monies available for equitable services for District-wide Instructional Programs, Parental Involvement, and Professional Development set aside for private school participants. (Totalled from Table 7-9) \$ <u>750</u>				

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

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

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

Local School System: St. Mary’s County Public School System	Fiscal Year 2008
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Table 7-10

BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)

1	Total Title I Allocation (Use amount shown on C-1-25)	-----	2,156,001
2	Total reservations requiring equitable services. (Present final figure in Table 7-8, LINE 4)	minus	25,000
3	Total Reservations not requiring Equitable Services (Use number presented in Table 7-8 LINE 14.)	minus	1,118,571
4	Total Title I LSS allocation minus all reservations : Title I allocation (LINE 1 above) minus all Reservations (LINES 2 & 3 above). (All LSSs, except for those serving schools below the 35% poverty line, should use this number to determine the per pupil allocation.) This number should equal the total of columns I and J on the Title I Allocation Excel Worksheet.	equals	1,012,430
5	Total PPA Allocation (set aside for instructional services) for private eligible school children. This total comes from the Title I Allocation Excel Worksheet Column J. (Present this number in Table 4-A Nonpublic Cost.)	----	25,885

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

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

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

Local School System: St. Mary's County Public School System Fiscal Year 2008

F. CARRYOVER INFORMATION

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

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2006 - September 30, 2007). **LSSs have two options for the use of carryover funds: 1) add carryover funds to the LSS's subsequent year's allocation and distribute them to participating areas and schools in accordance with allocation procedures that ensure equitable participation of non-public school children; 2) designate carryover funds for particular activities that could best benefit from additional funding. (Non-Regulatory Guidance, LEA Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to those Areas and Schools, August 2003, Question 3, page 8.)**

1. Total amount of Title I 2006-2007 allocation: \$ 1,987,640
2. The estimated amount of Title I funds the school system will carryover: \$ 165,205
3. **Explain why this Carryover may occur.**
4. The estimated percentage of carryover Title I funds as of September 30, 2007 8.3% **(THIS IS A PROJECTION.)**
5. Within the past 3 years, has the system been granted a waiver? ☒ Yes ☐ No _____ Year 2004

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

NOTE: SECTION H, FINAL CARRYOVER REPORT SHOULD BE SUBMITTED WITH THE FINAL MASTER PLAN UPDATE SUBMISSION. IF APPROPRIATE, THE CARRYOVER BUDGET AMENDMENT AND NARRATIVE SHOULD BE SUBMITTED WITH THE FINAL MASTER PLAN UPDATE SUBMISSION.

H. TITLE I FY07 CARRYOVER REPORT

(Submit with the Master Plan Update on October 16, 2007)

This report was developed for local school systems (LSSs) to report carryover from their total FY07 allocation. Complete this report to inform MSDE about the amount of FY07 carryover and its proposed use.

Table 7-12 FINAL 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, 2006 - September 30, 2007). LSSs have two options for the use of carryover funds: 1) add carryover funds to the LSS's subsequent year's allocation and distribute them to participating areas and schools in accordance with allocation procedures that ensure equitable participation of non-public school children; 2) designate carryover funds for particular activities that could best benefit from additional funding. (Non-Regulatory Guidance, LEA Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to those Areas and Schools, August 2003, Question 3, page 8.)

1. Total amount of Title I 2006-2007 allocation: \$ 1,987,640
2. The final amount of Title I funds the school system will carryover: \$ 165,205
3. Explain why this Carryover occurred even after substantive discussions among the LSS Title I program, budget, finance, accounting, human resource, and procurement offices. The 8% carryover occurred primarily in the categories of salaries/wages/fringe benefits projections due to staff resignations/reassignments.
4. The final percentage of carryover Title I funds as of September 30, 2007 8.3%.

In the chart below, identify carryover coming from any of the three categories listed. Carryover in any of these categories must remain in the category if the original requirement has not been met.

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

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

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

1. **__X__ PER PUPIL ALLOCATION:** Distribute FY07 carryover funds to participating areas and schools in accordance with allocation procedures that ensure equitable participation of non-public school children. **(COMPLETE AND SUBMIT THE TITLE I CARRYOVER EXCEL WORKSHEET)**
2. **____SCHOOL SYSTEM RESERVATIONS:** Designate FY07 carryover funds for particular activities/categories (Lines 1-14 on the next pages) that could best benefit from additional funding keeping in mind equitable participation of non-public school children. **(COMPLETE THIS CARRYOVER REPORT TO DOCUMENT THESE ACTIVITIES.)**
3. **____COMBINATION:** School systems may also select to allocate their FY06 carryover funds via a combination of per pupil allocation and school system expenses. **(IN THIS CASE, BOTH THE CARRYOVER EXCEL WORKSHEET AND THIS CARRYOVER REPORT MUST BE COMPLETED.)**

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

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

1. District-wide Title I Instructional Program(s) Reservation
2. Parent Involvement
3. Professional Development to train teachers to become highly qualified

NOTE 2: Keep in mind that changes within Activities/Categories may trigger a need to request a budget amendment. If this is the case, please submit budget amendment request and all supporting documents to the Director of Program Improvement and Family Support Branch by October 16, 2007

CARRYOVER REQUIRING EQUITABLE SERVICES

Carryover Requiring Equitable Services for Non-Public Schools			Total dollar amount of the carryover going into this activity/ category for the 07-08 school year	DETAILED BUDGET DESCRIPTION (including how, where, and for what funds were reserved)	
	1	<u>District-wide Title I Instructional Program(s) Reservation</u>	0	• \$	• \$
	2	<u>Parent Involvement</u>	0	• \$	• \$
	3	<u>Professional Development to train teachers to become highly qualified</u> Sec. 1119 (1)	No Longer Applicable, due to NCLB Highly Qualified Deadline.		
	4	<u>TOTAL Carryover requiring equitable services.</u>	0	\$	
		<div style="text-align: center;">0</div> <div>Total carryover allocated to District-wide Title I Instructional Programs</div>	x		<div style="text-align: center;">=</div> <div><u>N/A</u> Proportional carryover monies available for equitable services to private school participants</div>
		<div style="text-align: center;">0</div> <div>Total carryover allocated for Parental Involvement</div>	x		<div style="text-align: center;">=</div> <div><u>N/A</u> Proportional carryover monies available for equitable services to private school participants</div>

PROPOSED CARRYOVER NOT REQUIRING EQUITABLE SERVICES

Carryover Not Requiring Equitable Services	ACTIVITY/CATEGORY		Total dollar amount of the carryover going into this activity/ category for the 07-08 school year	DETAILED BUDGET DESCRIPTION (including how, where, and for what funds were reserved)	
	5	<u>Administration</u>	0	•	\$
				•	\$
	6	<u>School Improvement Initiatives</u> - Choice and SES	0	•	\$
				•	\$
	7	Support to Low Performing Title I Schools	0	•	\$
				•	\$
	8	<u>Services to LEP Students</u> (Local Discretion.)	0	•	\$
				•	\$
	9.	Services to Neglected Children	0	•	\$
				•	\$
	10	Services for Homeless Children	0	•	\$
				•	\$
	11	<u>Professional Development for LSS in Improvement</u>	0	•	\$
				•	\$
	12	Other	0	•	\$
				•	\$
	13	<u>Incentives for Title I Teachers</u> (Local Discretion)	0	•	\$
				•	\$
	14	<u>Total carryover Not Requiring Equitable Services</u> (Sum of LINES 5- 13.)	0		\$
PER PUPIL ALLOCATION					
	15	Total carryover to be allocated to schools via a per pupil allocation for FY08. (Taken from the Excel Title I FY08Carryover Worksheet for the 2007-2008 school year . Add Column I and J and present that total.)		\$ 165,205	

St. Mary's County Public Schools
Local School System

Indicate if Pre-K is included in the
count: __ Yes __ No

Yes
XNo

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

Notations:		A	B	C	D	E	F	G	H	I	J
N=New Title I C=Corrective Action R=Restructuring	SW or TAS	MSDE Sch ID #	Public School Name (Rank order by % highest to lowest) Charter school(s) place * after school name	Specific Numeric Grade Span (public)	Percent of Poverty (F/E=D)	Public School Enrollment (as of 9/30/06)	Number of Low Income- Public School Children (as of 10/31/06)	Number of Low- Income Private School Children Residing in this School's Attendance Area.	Per Pupil Allocation (PPA)	Public School Allocation (F x H =I)	Allocation for Private School Children (Gx H =J)
	SW	805	G.W. Carver Elem. School	Pk-5	58.59%	355	208	7	\$1,360.00	\$282,880.00	\$9,520.00
	SW	804	Lexington Park Elem. Sch.	Pk-5	56.40%	367	207	6	\$1,355.00	\$280,485.00	\$8,130.00
	SW	803	Green Holly Elem. School	Pk-5	53.73%	469	252	1	\$1,215.00	\$306,180.00	\$1,215.00
	TAS	808	Park Hall Elem. School	Pk-5	38.10%	525	200	12	\$585.00	\$117,000.00	\$7,020.00
			Total				867	26		\$986,545.00	\$25,885.00
							Table 7-9	Table 7-9		Table 4 A & B	Table 4 A & B Table 7-10 /5

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

A	B	C	D	E	F	G	H	I	J
MSDE Sch ID #	Public School Name (Rank order by % highest to lowest) Charter school(s) place * after school name	Specific Numeric Grade Spans (public)	Percent of Poverty (F/E=D)	Public School Enrollment Grades Pre-K & up (as of 9/30/06)	Number of Low Income- Public School Children Grades Pre-K & up (as of 10/31/06)	Number of Low- Income Private School Children Grades Pre-K & Up Residing in this School's Attendance Area.	Carryover Per Pupil Allocation (PPA)	Public School Allocation (F x H =I)	Allocation for Private School Children (Gx H =J)
805	G.W. Carver Elementary School	Pk-5	58.59%	355	208	7	\$185.00	\$38,480.00	\$1,295.00
804	Lexington Park Elementary School	Pk-5	56.40%	367	207	6	\$185.00	\$38,295.00	\$1,110.00
803	Green Holly Elementary School	Pk-5	53.73%	469	252	1	\$185.00	\$46,620.00	\$185.00
808	Park Hall Elementary School	Pk-5	38.10%	525	200	12	\$185.00	\$37,000.00	\$2,220.00
	Total				867	26		\$160,395.00	\$4,810.00

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET**

ORIGINAL GRANT BUDGET	\$2,156,001	AMENDED BUDGET #		REQUEST DATE	07/16/07
GRANT NAME	ESEA Title I, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	010.08		
REVENUE SOURCE		SCHOOL NAME			
FUND SOURCE CODE		GRANT PERIOD	07/01/07	06/30/09	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						60,152.00	60,152.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	143,184.00		3,500.00	1,800.00			148,484.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	703,146.00	9,800.00	80,850.00	14,400.00		24,355.00	832,351.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	465,061.00	52,425.00	11,193.00	42,500.00			571,179.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch. Inst. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation				70,261.00			70,261.00
210 Plant Operation							
Prog. 30 Warehousing & Dist.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Food Charges				416,276.00		15.00	416,291.00
214 Community Services	20,180.00	1,100.00	17,000.00	8,800.00		750.00	48,030.00
216 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	61,240,546.00	838,325.00	6,112,428.00	635,912.50	80.00	\$62,707.00	\$2,156,001.00

Finance Official Approval	Rhonda K. Melsan	<i>Rhonda K. Melsan</i>	July 16, 2007	301-475-5511 x 165
Supt./Agency Head Approval	Dr. Michael J. Marbrano	<i>Michael J. Marbrano</i>	7/23/07	301-475-5511 x 178
MSDE Grant Manager Approval				

Grant Budget C-1-35 Rev 04/06

Category / Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Administration & Supervision Salaries & Wages	Administrative Staff Goal 1.21.1.1	(1) 99,960 + (.5) 16,712 + (.3) 26,512	143,184	0	143,184
Fixed Charges for Administration	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	40,175	0	40,175
Instructional Administration & Supervision Supplies & Materials	Administrative supplies and materials Goal 1.21.1.1	10 x 350	3,500	0	3,500
Mid-level Travel	Administrative Staff Goal 1.21.1.1	10 mth x 180	1,800	0	1,800
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	4 Teachers x 44,483.50	177,934	0	177,934
Fixed Charges for Regular Instructional Program FTEs	FICA/Retirement/Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	55,239	0	55,239
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	1.5 Mentors	85,257	0	85,257
Fixed Charges for Regular Instructional Program FTEs	FICA/Retirement/Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	16,736	0	16,736
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	9 Paraeducators	182,542	0	182,542
Fixed Charges for Regular Instructional Program FTEs	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	78,685	0	78,685

Parent Liaison	Family Involvement Goal 1.21.1.3	1 Parent Liaison 29163	29,163	0	29,163
Fixed Charges for Parent Liaison	FICA/Retirement/Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	16,185	0	16,185
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Temporary Paras 6.4 x 11462	74,503	0	74,503
Fixed Charges for Regular Instructional Program Hourly	FICA	Manually calculated for each employee	5,960	0	5,960
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Teacher extra pay/extra duty \$20/hr. x 665 hrs.	13,300	0	13,300
Fixed Charges for Regular Instructional Program Hourly	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	1,064	0	1,064
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Para extra pay/extra duty \$8.75/hr x 184	1,610	0	1,610
Fixed Charges for Hourly Staff	FICA	Manually calculated for each employee	129	0	129
Regular Programs Supplies & Materials	Research based instructional materials Goal 1.21.1.4	17,012.50 MOI x 4 schools	68,050	0	68,050
Regular Programs Supplies & Materials	Research based instructional materials Goal 1.21.1.4	Non- Cap equip 10 computers x 560	5,600	0	5,600
Regular Programs Supplies & Materials	Research based instructional materials Goal 1.21.1.4	Software 5 items x 200	1,000	0	1,000
Regular Programs Contracted Services	Consultants to provide enrichment programs for students Goal 1.21.1.4	4 x 2450	9,800	0	9,800

Regular Program Non-Public Tutor wages	1 Non-Public Tutor 1.21.1.7	1 x 20,000	20,000	0	20,000
Non-Public Fixed Charges	FICA	Manually calculated for each employee	1,530	0	1,530
Non-Public Supplies & Materials	Non-Public materials	2 schools x 2177.50	4,355	0	4,355
Eleven Month School Salaries & Wages	Instructional Staff Goal 1.21.6	3 lead teachers x 8000; 30 teachers x 4,800	168,000	0	168,000
Fixed Charges for 11 month school	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	50,400	0	50,400
11 Month materials & supplies	Research based instructional materials Goal 1.21.1.6	3 schools x 2,000	6,000	0	6,000
Instructional Staff Development Salaries & Wages	Professional Dev for research based programs Goal 1.21.1.2	Literacy/Math Coaches 6 x 69,184.833	415,109	0	415,109
Fixed Charges for prof. dev. coaches	FICA/Retirement/Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	146,705	0	146,705
Instructional Staff Development Salaries & Wages	Prof. Dev. For research based programs Goal 1.21.1.2	Stipends for teacher \$20/hr x 1362	27,240	0	27,240
Fixed charges for stipends	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	2,180	0	2,180
Instructional Staff Development Salaries & Wages	Prof. Dev. For research based programs Goal 1.21.1.2	Stipends for paras 8.75 x 415	3,632	0	3,632
Fixed charges for stipends	FICA	Manually calculated for each employee	291	0	291

Instructional Staff Development Salaries & Wages	Prof. Dev. For research based programs Goal 1.21.1.2	Substitutes \$60/day x 318	19,080	0	19,080
Fixed charges for subs	FICA	Manually calculated for each employee	1,527	0	1,527
Instructional Staff Development Contracted Services	Consultants to provide training in school imp., literacy, math Goal 1.21.1 2	\$1500 x 29.616 days	44,425	0	44,425
Instructional Staff Development Contracted Services(central)	Consultants to provide training in school imp., literacy, math Goal 1.21.1 2	4 days x 2000	8,000	0	8,000
Instructional Staff Development Supplies & Materials	Prof. Dev. Supplies & Materials Goal 1.21.1.2	333.77 x 30 sessions	10,013	0	10,013
Instructional Staff Development Supplies & Materials(Central)	Prof. Dev. Supplies & Materials Goal 1.21.1.2	118 x 10 sessions	1,180	0	1,180
Instructional Staff Development other charges	Conferences Goal 1.21.1.2	50 teachers x 650/ conference	32,500	0	32,500
Instructional Staff Development other charges (central)	Conferences Goal 1.21.1.2	Reg. fees/travel/per diem 10 staff x 1000	10,000	0	10,000
Regular Program Other Charges	Student incentives Goal 1.21.8	4 schools x 3600	14,400	0	14,400
NCLB School Choice	Provide school choice to eligible students Goal 1.21.1 8	4 buses x 15,445.25	61,781	0	61,781
Student Transportation Other Charges	Educational field trips Goal 1.21.1	4 schools x 2125	8,500	0	8,500

Community Services (Homeless educational support) Supplies & Materials	Educational Support to Homeless Students Goal 1.21.1.3	20 students x 129.25	2,585	0	2,585
Community Services Supplies & Materials	Family Literacy Program materials Goal 1.21.1.3	4 schools x 3561.25	14,245	0	14,245
Community Services Supplies & Materials(Central)	Family Literacy Program materials Goal 1.21.1.3	5 events x \$50	250	0	250
Community Services Other Charges	Family night expenses Goal 1.21.1.3	4 x 2016	8,064	0	8,064
Community Services Contracted services	Family Programs 1.21.1.3	2 x 550	1,100	0	1,100
Community Services Other Charges (central)	Family Involv. Goal 1.21.1.3	Family workshop expenses \$197 x 3	591	0	591
Community Services Non-Public	Family Involv. Non-Public Goal 1.21.1.3	2 schools x375	750	0	750
Administration Business Support Services/Transfers	Indirect Costs	2.67%	60,152	0	60,152
	TOTAL		2,156,001	0	2,156,001



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

St. Mary's County Public Schools

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

Theo L. Cramer
Director

Attachment 1

PRESS RELEASE

School Choice Transfer Option for 2007-2008 School Year

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

The St. Mary's Public Schools affected by this provision for the 2007-2008 school year is **Lexington Park Elementary School**.

- **We are very pleased to report that Lexington Park Elementary School did meet the Adequate Yearly Progress (AYP) standards for the 2007 administration of the Maryland School Assessment (MSA).** Lexington Park Elementary School did not, however, meet the AYP standards for the 2006 administration of the MSA. Once a school has been identified for improvement, school choice will continue to be offered to all students for the next school year. To exit school improvement status, the school must make AYP for two consecutive years. Students who attended a choice school last year (2006-2007) may continue at that school through grade five or may elect to return to Lexington Park Elementary School. Students may choose to attend a choice school with transportation provided for the 2007-2008 school year. If Lexington Park Elementary School meets AYP MSA standards for the 2008 administration of the MSA, school choice transportation will not be provided by St. Mary's County Public Schools.
- **We are also very pleased to report that George Washington Carver Elementary School has made AYP for two consecutive years and has exited school improvement.** Students who elected to attend one of the choice schools for the 2006-2007 school year may continue at that school through grade five, however, transportation will not be provided by St. Mary's County Public Schools.

Parents of students scheduled to attend Lexington Park Elementary School for the 2007-2008 school year have the option to transfer their child/children to **Greenview Knolls Elementary School or Green Holly Elementary School**. Both of the selected school choice transfer schools achieved AYP on the 2007 administration of the MSA. Transportation to the school choice transfer schools will be provided by St. Mary's County Public Schools.

Parents who wish to take advantage of the transfer option must complete the *Student Transfer Request Form PS 105*, available at the Lexington Park Elementary School office. The *Student Transfer Option Request Form* is also available at the Student Services Office at the Board of Education Office in Leonardtown. The form must be submitted for approval to the Executive Director of Student Services by **August 15, 2007**. For additional information, please contact Carol Poe in the Department of Academic Support, 301-475-5511, Ext. 140.

Submitted by

Carol M. Poe
Supervisor of Instruction/Title I

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

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

All monthly meetings will take place at school sites.
- The TAT, in collaboration with the school leadership team, will identify the focus of classroom "walk-throughs" which may take place regularly throughout the school year. TAT teams will also collaborate with school leadership teams to look at the implementation of the Voluntary State Curriculum (VSC) by reviewing student work.
- The TAT will provide a written feedback summary after each review meeting to the school leadership team who will share the feedback, as appropriate, with school staff.
- The first Technical Assistance Team meeting will take place no later than October 15, 2007.



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

St. Mary's County Public Schools

Attachment 3

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

Theo L. Cramer
Director

TITLE I SCHOOL CHOICE TRANSFER OPTION

Procedures for Student Transfer for 2007-2008 School Year

1. Requests for student transfers under Title I will be handled on an individual basis, as received. Requests must be processed in a timely manner by the principal and take priority over other transfer requests.
2. Parents are encouraged, but not required, to schedule an appointment to meet with the principal of the school which the student is scheduled to attend. During this meeting, parents/guardians should be fully informed about the transfer option, as well as, school improvement planning and the resources provided by the school.
3. Students who reside in the Lexington Park Elementary School attendance area may elect to transfer to Greenview Knolls Elementary School or Oakville Elementary School. This applies to students currently enrolled and attending in grades kindergarten through five, incoming pre-kindergarten and kindergarten students, and students new to the school attendance area. Students new to the attendance area after the beginning of the school year, and throughout the school year, may elect to participate in the school transfer option.
4. Student Transfer Request form PS 105 must be completed by the parents/guardians and submitted to the Executive Director of Student Services to obtain transfer approval.
5. The Executive Director of Student Services will send a notice of transfer status/approval to parents/guardians. All transfer requests must be submitted on an annual basis.
6. After approval of the transfer, parents/guardians are encouraged to schedule an appointment with the principal of the receiving school. The SMCPS process for resolution of complaints: *Enhancing Parent Communication* is available to parents and is included in all school student handbooks.
7. Transportation for students who transfer from Lexington Park Elementary School to an identified receiving school will be funded through Title I. Transportation will be provided to the transfer school as long as the home school remains in school improvement.
8. The deadline for submission of the request for transfer of students who are currently enrolled, including incoming kindergarten students is August 15, 2007.
9. For additional information, contact the Department of Academic Support, Title I Supervisor at 301-475-5511, ext. 140.

St. Mary's County Title I School Choice Program

PARENT INFORMATION

INTRODUCTION

Federal law requires school districts to offer parents in Title I public schools that have been identified for school improvement, the chance to transfer their children to other public schools in the same school district. Your child's school will participate in the school choice program beginning in the upcoming 2007-2008 school year. To help you understand how the choice program can work for you, here are some answers to questions you may have.

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

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

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

The following schools that have both achieved Adequate Yearly Progress (AYP) on the 2007 administration of the Maryland School Assessment (MSA) have been identified by the St. Mary's County Public School System as Accepting Schools:

Green Holly Elementary School
46000 Millstone Landing Road
Lexington Park, MD 20653

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

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

3. HOW WILL STUDENTS BE CHOSEN?

All students currently enrolled and attending in grades pre-kindergarten through five, incoming pre-kindergarten and kindergarten students, and students new to the school attendance area are eligible. Students new to the attendance area after the beginning of the school year, and throughout the school year, may elect to participate in the school transfer option.

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

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

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

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

6. WHAT'S THE DEADLINE FOR APPLYING?

If you decide you want to send your child to one of the Accepting Schools, you must complete the Student Transfer Request form PS 105 and return it to us no later than August 15, 2007. Forms are available in the school office. Please mail the form to: Kathleen Lyon, Executive Director of Student Services, 23160 Moakley Street, P.O. Box 641, Leonardtown, MD 20650

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

We will let you know by August 17, 2007 if your transfer is approved.

9. QUESTIONS

If you have any more questions about the school choice program or your options, please call Carol Poe at 301-475-5511 ext.140. Also, we encourage you to attend the Parent School Choice Information Night scheduled at 6:30 p.m. on Tuesday, July 31, 2007 at Lexington Park Elementary School.



Lexington Park Elementary School
46763 South Shangri La Drive
Lexington Park, MD 20653

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

Mrs. Susan Fowler
Principal

Mr. Jeff DiRenzo
Assistant Principal

June 9, 2007

Dear Parents/Guardians:

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

The St. Mary's County Title I school affected by the school choice provision for the 2007-2008 school year is Lexington Park Elementary School.

We are very pleased to report that Lexington Park Elementary School did meet and exceed the AYP (Adequate Yearly Progress) standards for the 2007 administration of the MSA (Maryland School Assessment). Students demonstrated outstanding performance in reading and mathematics. However, to exit school improvement status, the school must make AYP for two consecutive years. Because Lexington Park did not meet the AYP standards for the 2006 administration of the Maryland School Assessment, the school choice option will continue to be offered for the 2007-2008 school year.

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

Since your child is scheduled to attend Lexington Park Elementary School for the 2007-2008 school year, you have the option to transfer your child to **Greenview Knolls Elementary School** or **Green Holly Elementary School**, with transportation provided by the St. Mary's County Public School System. Both schools have consistently achieved Adequate Yearly Progress on the Maryland School Assessment. Transportation for students to the school of your choice will be provided by St. Mary's County Public Schools as long as Lexington Park Elementary School remains in school improvement. (Lexington Park students who elected to attend Town Creek Elementary School as a transfer choice for the 2006-2007 school year, may continue to attend Town Creek, with transportation provided.) Student Transfer Request form PS 105, available at the school office, must be completed and submitted for approval to the Executive Director of Student Services by August 15, 2006.

A Parent School Choice Information Night is scheduled for **6:30 p.m. Tuesday, July 31, 2007** at Lexington Park Elementary School. I encourage you to schedule an appointment to discuss the school choice option and your child's instructional program with me by contacting the school office at 301-863-4085. If you wish further information about the school choice option, please contact Carol Poe at the Department of Academic Support, 301-475-5511, Ext. 140.

Sincerely,

Susie Fowler
Principal

cc: Dr. Martirano, SSST, Mrs. Pinto, Mrs. Miluski, Mrs. Serveillo

Lexington Park Elementary School
Title I School Choice Transfer Option
Parent Information Night
July 31, 2007
6:30 p.m.

Agenda

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



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

St. Mary's County Public Schools

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

Board of Education
Dr. Salvatore L. Raspa, Chairman
Mr. William M. Mattingly, Vice Chairman
Mrs. Cathy Allen
Mr. Gary K. Kessler
Mrs. Mary M. Washington
Mr. Praveen Ramaswamy, Student Member
Dr. Michael J. Martirano, Secretary/Treasurer

August 22, 2007

Dear Parent:

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

- Any college or university degrees or certifications held by the teacher;
- The subject area of the teacher's degree or certification;
- Whether the teacher is certified by the State of Maryland to teach a particular grade level or subject area;
- Whether the teacher holds a provisional certificate; and
- 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,

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

(Date: School Year 07-08)

Dear Parent or Guardian:

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

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

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

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

Sincerely,

(Principal Name)
Principal

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

St. Mary's County Public Schools

Title I

Parent Involvement Policy

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

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

SMCPS activities will include:

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

School activities will include:

- Annual Meeting – Each Title I school will convene a meeting at the beginning of each school year to inform parents of their school's participation in the Title I program and the right of parents to be involved. (NCLB Requirement)
- Understandable Communication – Information related to school and parent programs should be sent to parents in a format and, to the extent practicable, in a language the parents can understand. (NCLB Requirement)
- Teacher/Paraprofessional Qualifications – Parents have the right to request information concerning the professional qualifications of their child's teacher and qualifications of classroom paraeducators. (NCLB Requirement)

- Parent Conference – Each Title I school will offer parents the opportunity to participate in a parent-teacher conference, at least annually, during which the school-parent compact shall be discussed as it relates to the child's achievement. (NCLB Requirement)
- Communication – Schools will respond promptly and positively to parents' phone calls, letters, and visits.

Additional parental/community activities may include:

- Community Organizations – Schools may invite community organizations such as the public library to co-sponsor activities to enhance communication between schools and families.
- Business Partners – Schools may involve business partners in supporting and enhancing curriculum through project-based learning and academic challenges involving parents and students.
- Meet the Principal – Schools may hold informal monthly meetings with the principal to address questions or concerns.

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

SMCPS activities will include:

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

School activities may include:

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

Additional parental/community activities may include:

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

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

SMCPS activities will include:

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

School activities may include:

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

Additional parent/community activities may include:

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

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

SMCPS activities will include:

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

School activities will include:

- Volunteer Log – Each Title I school will maintain a volunteer log that will be updated annually.

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

Additional parental/community activities may include:

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

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

School activities will include:

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

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.
- **Information Sessions** – Schools may provide information sessions on various areas of the curriculum (e.g., new mathematics reading series) at times and places accessible to family and community members.
- **School Newsletter** – Schools may highlight specific school and 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 centers, etc.) to all schools and to the community.

School activities may include:

- Information Rights – Schools may hold information rights for community leaders, agencies, and organizations to describe the school's programs and needs and to provide for parental participation.
- Recognition – Schools may recognize publicly and/or privately the support of community businesses and organizations.

Additional parental/community activities may include:

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

Attachment 7, Table 7-8

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

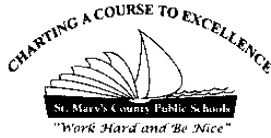
Table 7-8, Activity 6

Sec. 1116 (b) requires justification as to why a lesser amount than 20% of the total grant award is needed to provide the School Choice Transfer Option for students of Lexington Park Elementary School identified as a school in year 1 of school improvement.

Lexington Park Elementary School met AYP requirements for the 2007 administration of MSA, but will continue holding in year 1 of school improvement pending 2 consecutive years of achieving AYP.

- A news release providing AYP results and offering parents of Lexington Park Elementary students the School Choice Transfer Option was provided to the community on July 20, 2007 via the SMCPs website, local newspaper, and local radio station. (Attachment 1)
- On July 10, 2007, School Choice Transfer Option information letters were mailed to the parents of all students of Lexington Park Elementary School students (Attachment 5).
- On July 31, 2007, a School Choice Parent Information meeting was held at Lexington Park Elementary School (Attachment 6).
- Attached (page 2) is the transportation cost proposal submitted by Reed Walker, the Supervisor of Transportation for SMCPs. The proposal provides transportation for 180 students (3 buses) from Lexington Park Elementary School to either of the two choice schools. Evidence from the last school year supports the fact that the cost proposal submitted by the Department of Transportation will support all requests for school choice: 33 students elected school choice to Town Creek Elementary School during the 2006-07 school year; 17 students elected school choice to Greenview Knolls Elementary School during the 2006-2007 school year.

Summary: Lexington Park has a total projected enrollment of 367 students. The annual Parent Involvement Survey results (survey conducted in May, 2007) indicated that 89% of Lexington Park parents were pleased with their child/children's academic and personal success at the school. It is felt that the funding reservation of \$61,781 to provide transportation for 180 students from Lexington Park to either of the two choice schools will exceed the demand for the school choice transfer option. The school choice transfer option will be a part of the new student registration packet at Lexington Park Elementary Schools and this option will be offered to new students registering throughout the 2007-2008 school year.



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

27190 Point Lookout Road
Loveville, Maryland 20656

Phone: 301-475-4256; Fax: 301-475-0239

Mr. Reed Walker
Supervisor of Transportation

MEMORANDUM

Attachment 9,p.2

To: Carol Poe

From: Reed A. Walker

Date: 5/23/07

Re: Estimate to Provide School Choice Transportation

St. Mary's County Public Schools uses contractors to provide most school bus transportation. Payment to contractors consists of three parts, a "Per Vehicle Allotment" and "Administrative Cost Reimbursement", meant to compensate contractors for their fixed costs associated with owning and operating a school bus; a payment based on the time required to complete a particular bus run, to compensate the contractor for employee (driver and/or attendant) costs and; a payment based on the number of miles a bus travels, to compensate the contractor for the operating costs of the bus (e.g. fuel and maintenance.)

Providing transportation to Title I choice students will require St. Mary's County Public Schools to contract for one additional bus for FY2008 and; therefore, the "Per Vehicle Allotment" and "Administrative Cost Reimbursement" for one bus would be billed to Title I. These costs, as detailed below, represent the additional fixed costs paid by St. Mary's County Public Schools to its various contractors in order to provide school of choice transportation.

St. Mary's County Public Schools intends to use the additional bus noted above to provide service to Greenview Knolls and Town Creek Elementary Schools. St. Mary's County Public Schools intends to extend the routes of three other buses to provide service to Green Holly Elementary School. Title I would be billed for the additional time and mileage costs associated with these runs. These costs, as detailed below, represent the incremental costs paid by St. Mary's County Public Schools to its various contractors in order to provide school of choice transportation.

<u>Maintenance</u>	❖	<u>Design & Construction</u>	❖	<u>Operations</u>
<u>Capital Planning</u>	❖	<u>Food Services</u>	❖	<u>Transportation</u>

Per Vehicle Allotment:	\$18,425.00
Administrative Cost Reimbursement:	\$ 785.00
Time Cost: 8hours/day 181days \$16.90/hr	\$24,471.20
Mileage Cost: 100miles/day 181days \$1.00/mile	\$18,100.00
Total	\$61,781.20

St. Mary's County Public Schools does not intend to bill Title 1 for the staff payroll cost and other resources expended to design, implement and supervise the school of choice transportation required by NCLB.

If you have any questions regarding this estimate or the underlying plan, please call me at (301) 475-4256, option 2.



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

St. Mary's County Public Schools

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

Theo L. Cramer
Director

Attachment 10

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 2007-2008 Title I services will be collected for students who were enrolled in the non-public school on or before September 30, 2006.

Procedures for the 2007-2008 School Year

1. All non-public schools interested in participating in the Title I Program for the 2007-2008 school year should return the Title I Participation Option Form to Carol Poe, Supervisor of Instruction for Title I, by February 14, 2007.
2. Non-public schools that elect to participate should provide an enrollment list with 911 addresses of all students in grades K-5 by February 28, 2007 (including students enrolled on or before September 30, 2006). 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 2007-2008 school year are: George Washington Carver Elementary School, Green Holly Elementary School, Lexington Park Elementary School, and Park Hall Elementary School.
3. Proportionality will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area.
4. The non-public students identified to receive Title I services must meet the criteria of residing in a public school Title I attendance area and demonstrating a need for academic intervention to increase achievement. In consultation with non-public school officials, the LEA must establish multiple, educationally related, objective criteria to determine which non-public eligible Title I students will be served.
5. Individual consultation will take place prior to August 1, 2007, between the SMCPS Title I Supervisor and each participating non-public school official to plan the design, implementation, and assessment of Title I services to eligible students.
6. Non-public teachers of Title I students will be invited to participate in professional development activities to increase their skills and knowledge regarding providing instruction to eligible Title I children.
7. Parent involvement of non-public Title I school participants is a component of the consultation with the public school Title I Supervisor. Parental notification, including receipt of permission to participate, should take place at each site.
8. Non-public school officials, in collaboration with the SMCPS Title I Supervisor, will review student results on Terra Nova and The Stanford Achievement Test to identify eligible low performing students for services. The progress of all K-5 students participating in the Title I tutoring program will be assessed quarterly using DIBELS and the SMCPS mathematics assessment approved by non-public officials. The results of these assessments will be used to evaluate and improve services to non-public students.
9. Quarterly consultation meetings will be scheduled with each site to review delivery of Title I services: August, 2007; November, 2007; February, 2008; May, 2008.

St. Mary's County Public Schools
Title I Service to Private School Children
Memorandum of Understanding
Little Flower School
2007-2008

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

The following topics will be discussed:

How SMCPS will identify student needs:

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

What services SMCPS will offer:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Cooperation by the non-public school:

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

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

Signature of Authorized Private School Official

Marsha L. Stewart May 21, 2007
Private School Representative Date

St. Mary's School
Name of Private School Agency or School

Carol D. Poe May 21, 2007
Public School Official Date

St. Mary's County Public Schools

Title I Service to Private School Children Memorandum of Understanding *The King's Christian Academy* 2007-2008

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

The following topics will be discussed:

How SMCPS will identify student needs:

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

What services SMCPS will offer:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Cooperation by the non-public school:

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

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

Signature of Authorized Private School Official

The King's Christian Academy
Sarah T. Patterson _____ *May 15, 2007* _____
Private School Representative Date

Name of Private School Agency or School

Carol W. Poe _____ *May 15, 2007* _____
Public School Official Date

Attachment 8



Title II, Part A Preparing, Training and Recruiting High-Quality Teachers and Principals

<p>Local School System: St. Mary's County Public Schools</p> <p>Title II-A Coordinator: Jeff Maher, Director of Professional & Org. Development</p> <p>Telephone: 301-475-5511, x 133</p>	<p>Fiscal Year 2008</p> <p>E-mail: jamaher@smcps.org</p>
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- A. PERFORMANCE GOALS, INDICATORS, AND TARGETS.** In the October 1, 2003 submission of the five-year comprehensive master plan, school systems provided an analysis of the teacher quality performance indicators detailed in Table 8-1. MSDE has established performance targets as part of the September 2003 Consolidated State Application submission to the United States Department of Education (USDE). USDE will implement a national evaluation and reporting system to provide essential data needed to measure program performance. MSDE will collect teacher quality information from local school systems through another source in order to report to USDE. Although local school systems do not need to respond to this section as part of the master plan annual update, local planning teams should review the teacher quality information to determine progress in meeting state and local performance targets. School systems should use the annual review of the teacher quality data to determine allowable Title II, Part A activities as well as to revise goals, objectives, and/or strategies in the master plan that relate to improving teacher quality.

Table 8-1	IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS	
Performance Goal	Performance Indicators	Performance Targets
Performance Goal 3: By 2007-2008, all students will be taught by highly qualified teachers.	3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA.	<p>Percentage of Classes Taught by Highly Qualified Teachers State Aggregate*</p> <p>2002-2003 Baseline: 64.5 2003-2004 Target: 65 2004-2005 Target: 75 2005-2006 Target: 100 2006-2007 Target: 100 2007-2008 Target: 100</p> <p>Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools*</p> <p>2002-2003 Baseline: 46.6 2003-2004 Target: 48 2004-2005 Target: 65 2005-2006 Target: 100 2006-2007 Target: 100 2007-2008 Target: 100</p>
	3.2 The percentage of teachers receiving "high-quality professional development" (as the term "professional development" is defined in section 9101(34).	<p>Percentage of Teachers Receiving High-Quality Professional Development*</p> <p>2003-2004 Baseline: 36 2004-2005 Baseline: 40 2005-2006 Actual: 45 2006-2007 Target: 50 2007-2008 Target: 55</p>
	3.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d).	<p>Percentage of Qualified Title I Paraprofessionals*</p> <p>2002-2003 Baseline: 21 2003-2004 Target: 30 2004-2005 Target: 65 2005-2006 Target: 100 2006-2007 Target: 100 2007-2008 Target: 100</p>

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

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

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

Fiscal Year 2008

- B. ALLOWABLE ACTIVITIES [Section 2123].** For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
1.1 Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].			
1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)]. *Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].	Recruitment incentives and critical shortage stipends. To be paid by October 1, 2007 to all hired by September 1, 2007, and within 2 months of hiring any additional critical shortage hires throughout the school year. Goal 3.2.1.1	\$37,800	
1.3 Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].	Salaries for teachers to reduce class size. Eight schools will receive either a .5 or 1.0 FTE to help with class size reduction (9 FTEs) Goal 3.2.7.1	\$431,657 (includes fringes)	

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

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

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

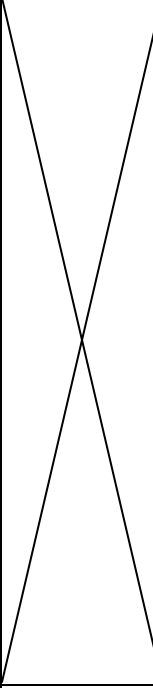
2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in: <i>(a) Content knowledge.</i> Providing training in one or more of the core academic subjects that the teachers teach; <i>(b) Classroom practices.</i> Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [section 2123(a)(3)(A)].	Provide professional development activities in the areas of literacy and mathematics to teachers and principals addressing the VSC, strategies for implementation, designing and administering formative assessments, analyzing the data and redesigning instruction to address the question, "What do we do when a student doesn't meet proficiency?" On-going throughout 2007-2008 school year	\$97,460	\$19,500
	Provide professional development to our Lead Teachers who coach the teachers and paraeducators at the elementary and middle schools. Monthly training sessions throughout the 2007-2008 school year Goal 1.1.1.1; Goal 1.1.3.6; Goal 1.1.4.1; Goal 1.6.11; Goal 1.6.1.5; Goal 1.8.1.2; Goal 3.7.1.3; Goal 3.7.1.1; Goal 1.11.2.3; Goal 1.4.1.3; Goal 1.4.1.4	\$5,000	\$1,000
	As a component of our Teacher Performance Assessment System (TPAS), support collaborative teams (formative and summative) at each school, elementary, middle and high, to promote effective instructional practices, share student work, redesign instruction based on that work and the analysis of the formative assessments. Particular attention will be focused on	\$39,312	\$8,424
2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that – <ul style="list-style-type: none"> Involve collaborative groups of teachers and administrators; Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students 			

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

Local School System: ST. Mary's County Public Schools Fiscal Year 2008

B. ALLOWABLE ACTIVITIES [Section 2123], Continued

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
2.3 Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders [section 2123(a)(6)].	Provide professional development for aspiring leaders, current assistant principals and principals as well as supervisors, coordinators and directors. Implement the Leadership Development Plan. Goal 3.4.1.1; Goal 3.6.1.2; Goal 3.6.1.1	\$9,092	\$2,200
3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals			
3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a)(4)].	Promote the retention of highly qualified teachers through mentoring and coaching initiatives and programs. Goal 3.3.3.2; Goal3.3.3.3; Goal 3.4.2.3 Goal3.3.3.1; Goal 3.4.2.1	\$32,140	
3.2 Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs. [section 2123(a)(5)].	Improve the quality of the teaching force through payment of test fees to teachers who take and pass the appropriate content area tests required to become highly qualified. Goal 3.5.1.3	\$6,000	
3.3 Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation [section 2123(a)(8)].	Offer MSDE-approved course work in reading (and other areas) that promotes completion of certification and highly qualified requirements. Goal 3.5.1.1	\$18,768	
TOTAL TITLE II-A FUNDING AMOUNTS		\$727,299	I C: \$18,946

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

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

Fiscal Year 2007

C. HIGHLY QUALIFIED TEACHERS

1. Given your school system's analysis of data on highly qualified teachers in core academic subjects, describe how these strategies and activities will directly contribute to attracting and retaining highly qualified teachers in core academic subjects at the elementary and secondary level.

St. Mary's County Public Schools has 94.2% of its teachers identified as highly qualified. Our efforts are concise and focused on maintaining the high quality of professional staff teaching our students. St. Mary's County Public Schools' provides numerous incentives to retain its teachers. These include a competitive salary and a long range plan to increase teacher salaries as a system-wide priority, as well as an excellent benefits package including health insurance, tuition reimbursement, and life insurance. In order to build teacher capacity, SMCPs provides high quality professional development for all staff members, and partners with local colleges and universities, as well as the Southern Maryland Higher Education Center, to provide courses locally. New teachers are provided a variety of supports including, a three-day New Teacher Orientation program, optional early-bird professional development sessions, a mentor who has been provided training in coaching and mentoring skills, and a two-year cycle of new teacher meetings. Mentors are provided meetings that occur two to three times per year to address the need for ongoing training.

2. If applicable, describe how these strategies and activities will contribute to reducing the gap between high poverty schools and low poverty schools with respect to the percentage of core academic classes taught by highly qualified teachers.

Strategies that have been identified in Question 1, above, are crucial to reducing the gap between high poverty and low poverty schools with respect to CAS taught by highly qualified teachers. Schools identified by Title I are staffed completely by highly qualified teachers. Principals of high and low poverty schools work closely with a Human Resources representative to identify teacher candidates that meet the highly qualified requirements prior to interviewing those teacher candidates.

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

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

We invite the non-public schools, by written invitation, to come together with all of our ESEA program managers to discuss the scope and intent of the grant. We meet in the summer and mid year to work with the non-public principals, or designees, to draft the grant budget and to look, mid-year, at the implementation of the activities. The schools interested in participating

either attend, ask a colleague to represent them, or call later to discuss the information. We provide an overview of our proposed program and receive input as to how the non-public schools will focus their resources from the grant.

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

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

**Budget Narrative
Title II, Part A**

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

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

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

Allowable Activity 1.1

Not implemented

Allowable Activity 1.2

In order to recruit highly qualified teachers, St. Mary's County Public Schools will pay a recruitment incentive/critical shortage stipend to new hires in areas of critical need (70 new hires at \$500 + FICA). The stipends will be paid by October 1, 2007 to those hired prior to September 1, 2007. Teachers hired later than September 1, 2007 will receive the stipend within two months of hiring. This is addressed in our Master Plan, (Goal 3.2.1.1) (\$37,800, including FICA).

Allowable Activity 1.3

In order to bring down our class size, particularly in the early grades, we have included 7.5 FTE positions in the grant. These positions will benefit 8 schools with either a 1.0 or a .5 FTE for 2007-2008. This is addressed in our Master Plan, Goal 3. A list of schools and a salary/staffing cost sheet are also provided for your review. (Goal 3.2.8.1) (\$431,657 includes fringes)

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

Allowable Activity 2.1

We have targeted a sizeable portion of our grant funding to providing professional development activities that improve the knowledge of teachers and principals in the content areas of literacy and math as well as the area of assessing students, analyzing data and implementing interventions to improve instruction across content areas. Activities in 2.1 will be ongoing throughout the 2007-2008 school year. Many, however, will take place in August, prior to the beginning of school, and in September in order to enhance the knowledge of teachers to use the information during this school year. In addition, end-of-year activities will take place to help guide teachers and staff to analyze assessment data to plan for the coming school year.

The focus for teachers will be in assessing students; analyzing data in teaching teams to identify root cause of the delay for each student; completing item analyses to determine alignment of formative and summative assessment measures; attending professional development in specific interventions identified to address specific student needs; and working to improve content knowledge in both core academic subject areas.

Professional Development will have a continued focus on the implementation of the Voluntary State Curriculum (VSC), strategies for implementation of, designing and administering of and analyzing the results of formative assessments, then redesigning instruction for students who are not proficient. There is a critical emphasis on eliminating the achievement gap for students who are underperforming in the core academic areas. Consultant services will be employed to help guide teachers in analyzing instruction and assessment for the rigor of the VSC for their grade level (\$13,000).

Throughout the year, teachers will be paid to analyze the first quarter and mid year assessment data and collaboratively redesign instruction. Professional development activities are scheduled on system-wide professional development days, as well as in the summer and for evening sessions. \$64,260, inclusive of salaries and wages, in stipends to fund 3.5 hours for 850 participating teachers. There is \$10,000 in funding available to send 10 staff members to professional conferences to build their capacity to lead others in this training. Up to ten teachers or instructional leaders may apply to utilize the funding for conferences. There is a conference approval process to be followed, and decisions will be based on needs determined by (a) school improvement goals and priorities, (b) curriculum implementation needs (e.g., to assist teachers and staff in the utilization of appropriate materials and resources in teaching the VSC); and (c) content-based professional development related to increasing teachers' knowledge and expertise for their content and maintaining high quality status. There is also \$10,200 available for system-wide professional development to provide materials such as chart paper, professional texts, printing, etc., as well as a continental breakfast.

We have also included (\$5,000) for the continued professional development of our Lead Teachers (Instructional Resource Teachers) who act as coaches in our elementary and middle schools. They have a day of professional development each month to build their capacity to lead the way in professional development at their schools. (Goal 1.1.1.1; G1.1.3.6; G1.1.4.1; G1.6.1.1; G1.6.1.5; G1.8.1.2; G3.7.1.3; G3.7.1.1; G1.11.2.3; G1.4.1.3; G1.4.1.4)

The total allotment for allowable activity 2.1 for public schools is \$97,460 with to provide professional development to teachers, principals, and paraeducators. Professional development, monthly, for instructional resource teachers accounts for the remaining \$5,000.

We have allotted \$12,400 for our non-public schools in this category. They identify their needs, target their dollars to activities similar to ours, and submit the bills through our department. They also are invited to attend our professional development, as appropriate.

Allowable Activity 2.2

We have focused the funding for this activity for job-embedded professional development and collaborative teams at each school. As a component of our Teacher Performance Assessment System (TPAS), we have provided \$1,400 to each school to promote effective collaborative teaming and to support the teams in working to improve instruction, share effective instructional practices, share student work, analyze data and work products, redesign the instruction based on that analysis and review all formative assessments and do the same. This year, teams at each school will create team action plans, quarterly, that reflect data discussions and target instruction to identified student need.

(Goal 3.5.1.5)(39,312)

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

Allowable Activity 2.3

We have designed a professional development program for current administrators as well as aspiring leaders, current assistant principals, supervisors, coordinators and directors. We have focused \$9,092 to implement the Leadership Development Plan which includes training in looking at student work and analyzing data and making new instructional decisions based on the new knowledge. (Goal 3.4.1.1; G3.6.1.2; G3.6.1.1) (7,492)

We have allotted the non-public schools \$2000 in this component.

Activity 3

Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals

Allowable Activity 3.1

We have targeted this funding to the promotion of highly-qualified teachers through mentoring and coaching initiatives and programs. These funds will also support the orientation activities for our newly hired teachers which take place in mid-August. There will be follow-up sessions throughout the year to support new teachers as well as activities to provide support to teachers in their second year as a part of the ongoing program. In addition, our newly-designed induction program includes the implementation of model demonstration classrooms at each grade level and in each content area. Demonstration teachers provide assistance in lesson design, the first three weeks of lesson plans, and coaching throughout the year. This allowable activity also provides for the professional development of administrators as well as the capacity building opportunities for aspiring leaders. \$5,940 is provided (inclusive of stipends and fringes) to pay teachers for attending professional development seminars; an additional \$16,200 (salaries and fringes) is included for demonstration classrooms; \$3,750 is allotted for consultant services; and \$6,250 is allotted for professional development materials (Goal 3.3.3.2; G3.3.3.3; G3.4.2.3; G3.3.3.1; G3.4.2.1) (\$10,015)

Allowable Activity 3.2

Each year, the Maryland State Department of Education (MSDE) will complete a report documenting the percentage of classes taught by teachers who have been identified as “highly qualified” as defined by NCLB. An additional yearly report will include the number of classes taught by “highly qualified” teachers in Title I schools. Non-certificated paraeducators will also need to meet the standards identified by MSDE to be highly qualified. MSDE identified the *PRAXIS* tests (Educational Testing Service) that when successfully completed will complete the certification requirements for teachers and/or add an endorsement in an area that will enable them to be identified as highly qualified. Also, instructional paraeducators may pass the *ParaPro* test rather than complete the educational requirements of at least 2 years (or 48 credit hours) of undergraduate credit. In addition, for administrators to meet credentialing requirements and be considered highly qualified, they must pass the School Leaders Licensure Assessment (SLLA). We are providing reimbursement for required assessments for staff members who successfully pass the assessments to for certification and to be considered highly qualified. (Goal 3.5.1.3) (\$6,000)

Allowable Activity 3.3

We address this activity by offering the MSDE-approved coursework in reading (and other areas) that promotes completion of certification and highly-qualified requirements. In meeting the certification and professional development needs of staff aligned with NCLB, state and local requirements, system and school goals, and TPAS, courses will be provided for teachers and administrators. Instructors will be paid (\$9,720, including fringes) and materials and supplies (\$2,048) will be purchased to support the courses. In addition, \$7,000 in online professional development support will be provided. (Goal 3.5.11)

Throughout the Master Plan, each activity that has a budget requirement has a narrative page that is detailed. By referencing the goal, objective, strategy and activity number in the brief description box, you can find more detail regarding each allowable activity.

The total allotment for non-public schools is \$31,124. The total Indirect Cost is \$18,946.

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET**

ORIGINAL GRANT BUDGET	<u>\$727,299.00</u>	AMENDED BUDGET #	<u> </u>	REQUEST DATE	<u>07/17/07</u>
GRANT NAME	<u>Improving Teacher Quality, Title II, Part A</u>	GRANT RECIPIENT NAME	<u>St. Mary's County Public Schools</u>		
MSDE GRANT #	<u> </u>	RECIPIENT GRANT #	<u>119.08</u>		
REVENUE SOURCE	<u> </u>	SCHOOL NAME	<u> </u>		
FUND SOURCE CODE	<u> </u>	GRANT PERIOD	<u>07/01/07</u>	<u>06/30/09</u>	
			From	To	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						18,946.00	18,946.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 24 Chief of Staff							
Prog. 25 Assistant Chief of Staff							
203 Communication & Technology							
Prog. 26 Technology							
Prog. 27 Special Ed.							
204 General Support							
Prog. 28 General Support							
205 School Support							
Prog. 29 School Support							
206 Instructional Support							
Prog. 30 Instructional Support							
207 Professional Development							
Prog. 31 Professional Development							
208 Special Services							
Prog. 32 Special Services							
209 Instructional Support							
Prog. 33 Instructional Support							
210 Plant Maintenance							
Prog. 34 Plant Maintenance							
211 Plant Maintenance							0.00
212 Fixed Charges				130,205			130,205.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	\$477,276.00	\$30,750.00	\$22,966.00	\$146,205.00	\$0.00	\$50,070.00	\$727,299.00

Finance Official Approval	<u>Rhonda K. Meleen</u>	<u>Rhonda K. Meleen</u>	July 17, 2007	301-475-5511 x 163
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Dr. Michael J. Martirano</u>	<u> </u>	<u>7/17/07</u>	301-475-5511 x 178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	<u> </u>	<u> </u>	<u> </u>	<u> </u>
	Name	Signature	Date	Telephone #

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

Category/Object	Line Item	Calculation	Amount	Total
Salaries and Wages (G)	Recruitment stipends for critical shortage areas			
Grant <u>Title II, Part A</u>	Allowable Activity 1.2 Goal 3.2.1.1	70 stipends x \$500.00	\$35,000	\$35,000
Fixed Charges (H)		8% x		
Grant <u>Title II, Part A</u>	Fringes	\$35,000	\$2,800	\$2,800
1.2	TOTAL		\$37,800	\$37,800

Category/Object	Line Item	Calculation	Amount	Total
Instructional Staff	Highly Qualified Teachers to reduce class size			
Salaries and Wages (A)	Allowable Activity 1.3 Goal 3.2.8.1	7.5 FTE positions	\$314,476	\$314,476
Grant <u>Title II, Part A</u>				
Fixed Charges	Total fringe benefits		\$117,181	117181
1.3	TOTAL		\$431,657	\$431,657

Category/Object	Line Item	Calculation	Amount	Total
Instructional Staff Development Salaries and Wages Grant Title II, Part A	Stipends for Professional Development Activity 2.1 Goal 1.8.1.1	850 teachers x \$20 hr x 3.5 hrs	\$59,500	\$59,500
Fixed Charges Grant Title II, Part A	Fringes	8% x \$59,500	\$4,760	\$4,760
Instructional Staff Development Other Grant Title II, Part A	Conference Registration Fees and Travel Allowable Activity 2.1	10 teachers x \$1000	\$10,000	\$10,000
Instructional Staff Development Supplies and Materials Grant Title II, Part A	Continental breakfast, materials for Professional Days Allowable Activity 2.1	\$12 x 850 teachers	\$10,200	\$10,200
Instructional Staff Development Contracted Services Grant Title II, Part A	Consultant Fees for Professional Development Allowable Activity 2.1	5 days x \$2,000 + expenses	\$13,000	\$13,000
2.1	Enhance Content TOTAL		\$97,460	\$97,460
Instructional Staff Development Contracted Services Grant Title II, Part A	IRT Training Allowable Activity 2.1	2 days @ \$1,500 consultant fee	\$3,000	\$3,000
Supplies and Materials Grant Title II, Part A	IRT Training Allowable Activity 2.1	50 IRTS x \$40 in materials	\$2,000	\$2,000
2.1	Lead Teacher Dev TOTAL		\$5,000	\$5,000
	2.1 TOTAL			\$102,460

Category/Object	Line Item	Calculation	Amount	Total
A. Salaries and Wages Grant Title II, Part A	Collaborative Planning for TPAS Allowable Activity 2.2	26 schools x \$1400	\$36,400	\$36,400
Grant Title II, Part A	Fringes	8% x \$36,400	\$2,912	\$2,912
2.2	Job Embedded TOTAL		\$39,312	\$39,312

Category/Object	Line Item	Calculation	Amount	Total
Instructional Staff Development Salaries and Wages Grant Title II, Part A	Teachers-in- Charge Training Allowable Activity 2.3	20 teachers x \$20/hr x 6 hrs	\$2,400	\$2,400
Fixed Charges Grant Title II, Part A	Fringes	8% x \$2,400	\$192	\$192
Instructional Staff Development Contracted Services	Leadership Development Allowable Activity 2.3	\$2,000 x 2 days	\$4,000	\$4,000

Grant <u>Title II, Part A</u>				
Supplies and Materials	Leadership Development	100 administrators x \$25.00 study group book		
Grant <u>Title II, Part A</u>	Allowable Activity 2.3		\$2,500	\$2,500
2.3	TOTAL		\$9,092	\$9,092

Category/Object	Line Item	Calculation	Amount	Total
Salaries and Wages	New Teacher seminars	55 teachers x 2 session x \$50		
Grant <u>Title II, Part A</u>	Allowable activity 3.1		\$5,500	\$5,500
Fixed Charges		8% x		
Grant <u>Title II, Part A</u>	Fringes	\$5,500	\$440	\$440
Salaries and Wages	Demonstration Classrooms	30 teachers x		
Grant <u>Title II, Part A</u>	Allowable activity 3.1	\$500	\$15,000	\$15,000
Fixed Charges		8% x		
Grant <u>Title II, Part A</u>	Fringes	\$15,000	\$1,200	\$1,200
Contracted services	Leadership Mentoring	5 mentors x		
Grant <u>Title II, Part A</u>	Allowable activity 3.1	\$750	\$3,750	\$3,750
Supplies and materials	Training	150 participants x		
Grant <u>Title II, Part A</u>	Allowable activity	\$25	\$3,750	\$3,750
Materials	Evaluation	100 administrators		
Grant <u>Title II, Part A</u>	Allowable activity 3.1 Goal 3.4.2.1	x \$25	\$2,500	\$2,500
3.1		TOTAL	\$32,140	\$32,140

Category/Object	Line Item	Calculation	Amount	Total
Other	PRAXIS and test			
Grant <u>Title II, Part A</u>	Reimbursement Allowable Activity 3.2		\$6,000.00	\$6,000.00
		TOTAL		\$6,000

Category/Object	Line Item	Calculation	Amount	Total
Supplies and materials	Coursework texts	100 participants x		
Grant <u>Title II, Part A</u>	Allowable activity 3.3 Goal 3.5.1.3	\$20.48	\$2,048	\$2,048
Salaries and Wages	Reading Courses	3 instructors x		
Grant <u>Title II, Part A</u>	Allowable activity 3.3	\$1,800	\$5,400	\$5,400
Fixed Charges		8% x		
Grant <u>Title II, Part A</u>	Fringes	\$4,500	\$432	\$432
Salaries and Wages	Other courses for recertification	2 instructors x		
Grant <u>Title II, Part A</u>	Allowable activity 3.3 Goal 3.3.3.2	\$1,800	\$3,600	\$3,600
Fixed Charges		8% x		
Grant <u>Title II, Part A</u>	Fringes	\$3,600	\$288	\$288
Contracted services	Online course support	\$7,000 contracted		
Grant <u>Title II, Part A</u>	Allowable activity 3.3	services	\$7,000	\$7,000
		TOTAL	\$16,768	\$18,768

Total Above	\$677,229
Indirect Cost	\$18,946
Non-public Cost	\$31,124

Total Grant	\$727,299
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Attachment 9



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

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

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

Fiscal Year 2008

Title II-D Technology Coordinator: Paula Juhl/Regina Greely

Telephone: 301-475-5511 ext. 117/113E-mail: prjuhl@smcps.org and rhgreely@smcps.org

- A. ALLOWABLE ACTIVITIES [Section 2416].** For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan or Update, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
1. Strategies and Activities to Provide Ongoing, Sustained, and Intensive High-Quality Professional Development. Note: Each Ed Tech recipient must use at least 25% of its funds to provide ongoing, sustained, and intensive high-quality professional development OR, through an Ed Flex waiver request to MSDE, satisfactorily demonstrate that it already provides, to all teachers in core academic subjects, such professional development, which is based on a review of relevant research.			
1.1 Providing professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology to: a) access data and resources to develop curricula and instructional materials, b) enable teachers to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators and to retrieve Internet-based learning resources, and c) lead to improvements in classroom instruction in the core academic subjects [section 2416(a)(1)].	During the 2007-2008 school year, SMCPs will provide professional development to teachers to connect the curriculum to state standards and the technology standards and current resources. Non public schools will be invited to send representatives.	\$4820.00	
	During the 2007-2008 school year, SMCPs will provide professional development opportunities for conferences, workshops for strong technology leaders. Participants will relay information learned during county wide professional development meetings and at their own school professional meetings.	\$2400.00	
	Alignment to Master Plan: Goal 1 Objectives: All students will achieve proficiency or better in all content by strengthening the use of educational technology, PK-grade 12. Alignment to Local Tech Plan: Technology tools and digital learning resources will be used regularly in instructional activities aligned to the Voluntary State Curriculum and 21 st Century work skills in order to enhance student achievement for all students.		

2. Strategies and Activities to Integrate Technology into the Educational Process			
2.1	Developing and adapting or expanding applications of technology to enable teachers to increase student academic achievement, including technology literacy, through teaching practices that are based on the review of relevant research and through use of innovative distance learning strategies [section 2416(b)(2)].	Alignment to Master Plan (Pg. #s.): Alignment to Local Tech Plan (Pg. #s):	
2.2	Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging state academic content and student achievement standards [section 2416(b)(3)].	Alignment to Master Plan (Pg. #s.): Alignment to Local Tech Plan (Pg. #s):	

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

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

Fiscal Year 2008

A. ALLOWABLE ACTIVITIES [Section 2416], Continued.

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

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

Local School System: St. Mary's County Public School	Fiscal Year 2008
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A. ALLOWABLE ACTIVITIES [Section 2416], Continued.

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
3. Strategies and Activities to Improve Access to Technology			
3.3 Acquiring connectivity linkages, resources, and services (including the acquisition of hardware and software and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media centers, in order to improve student academic achievement [section 2416(b)(7)].	By May 2008, SMCPS will purchase software and hardware linked to curriculum aimed at improving student achievement in mathematics, science, and reading/language arts. Non public schools will determine their needs and purchase accordingly. Teachers and administrators will be directly affected by the professional development provided and while individually evaluating software. Alignment to Master Plan: Goal 1 Objectives: All students will achieve proficiency or better in all content by strengthening the use of educational technology, PK-grade 12. Alignment to Local Tech Plan: Technology tools and digital learning resources will be used regularly in instructional activities aligned to the Voluntary State Curriculum and 21 st Century work skills in order to enhance student achievement for all students.	\$10,543.00	\$2,649.00
3.4 Developing, enhancing, or implementing information technology courses [section 2416(b)(10)].			
4. Strategies and Activities to Assess/Evaluate Effectiveness of Technology (At least 3 percent of Ed tech funds must be used to assess/evaluate effectiveness of technology)			
4.1 Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts [section 2416(b)(8)].	Alignment to Master Plan (Pg. #s): Alignment to Local Tech Plan (Pg. #s):		
4.2 Implementing performance measurement systems to determine the effectiveness of education technology programs funded under Title II-D Ed Tech, particularly in determining the extent to which Ed Tech activities are effective in integrating technology into curricula	By May 30, 2008 SMCPS contract with an external evaluator to evaluate the effectiveness of our activities. Evaluation will look at how well technology is being integrated into the curriculum, how effectively we are	\$662.00	

and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards [section 2416(b)(9)].	<p>helping teachers acquire proficiency with the technology, and what impact, if any, these efforts have on student achievement. SMCPS' professional development office receives input from all professional development activities in the county. Teachers and administrators will be affected by professional development offered.</p> <p>Alignment to Master Plan: SMCPS will review the use of funds at yearly meetings.</p> <p>Alignment to Local Tech Plan Objective 5: Renew the SMCPS Technology Plan based on evaluation and research results.</p>		
		Indirect Costs:	\$616.00
		FICA	\$386.00
TOTAL TITLE II-D ED TECH FUNDING AMOUNTS		\$19,427.00	\$2,649.00

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

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

Fiscal Year 2008

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

1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 30 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title II-D Ed Tech services.
2. Describe the school system's process for providing equitable participation to students in private schools:
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-D Ed Tech services;

Meetings are arranged for all grant participants beginning in early January. We also meet again in March. We also fax information and make use of email to all nonpublic school participants. Documentation of letters and meetings in Attachment 6A.

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

At the arranged meetings, a discussion of needs occurs. The administrators of the nonpublic schools will also email or telephone with an questions or concerns. Nonpublics are given an amount based upon enrollment which they can spend to meet their needs as long as it falls into professional development and resources. We also order several data bases for use by the nonpublic schools.

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

Services provided are for all grade levels.

- d) The differences, if any, between the Title II-D Ed Tech services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title II-D Ed Tech services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served-- to Title II-D Ed Tech services provided to public school children.)

All services provided are equitable. The nonpublic school participants are invited to participate in workshops, conferences, or staff development opportunities.

C. ACCESSIBILITY COMPLIANCE

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

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

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

Local School System: <u>St. Mary's County Public Schools</u>	Fiscal Year 2008
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Please review the information submitted with the October 16, 2006 Annual Update and use the chart on the following page to address additional progress on or changes to the items below related to accessibility compliance. If you choose to use last year's chart with this update, please indicate changes in bold print.

1. Process:

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

2. Implementation:

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

3. Monitoring:

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

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

Local School System: <u>St. Mary's County Public Schools</u> Fiscal Year 2008

PROCESS	IMPLEMENTATION	MONITORING
<p>1.a. SMCPS will require all vendors to submit letters to show to what degree they comply with Section 508 in all RFPs and bids.</p> <p>1.b. SMCPS has developed a software evaluation form which includes a 508 compliance section as well as connections to the Maryland content standards. Staff requests of technology-based instructional products are evaluated and any shortfalls in the product are made known to the staff so that alternate instructional activities can be provided. No technology-based instructional products can be purchased without a 508 compliance form on file.</p> <p>1.c. SMCPS is working to redesign the SMCPS web site so that it meets 508 compliance standards. At this point, SMCPS does not use the web site to access instructional materials beyond access to the online resources for students. It is used for informational purposes only.</p> <p>School webmasters have been informed of the 508 regulations but will work towards creating requirement documentation for teacher created web sites.</p>	<p>2.a. SMCPS in March 2002 notified all media specialists and technology contacts about COMAR 13A.05.02.03. This is an ongoing Fall professional development activity.</p> <p>Technology-based products will offer equivalent accessibility for students with disabilities per the SMCPS ITS Department policy.</p> <p>Availability of the Software Purchasing form incorporates a Section 508 compliance with the second page of the purchasing form.</p> <p>New teachers are presented with 508 information as a part of New Teacher Orientation.</p> <p>SMCPS again reviewed 508 compliance regulations with all media specialists in September 2005 and February 2006 county-wide professional development meetings.</p> <p>Evaluation of the products is overseen by the Library Media Specialists or Technology Contacts.</p>	<p>3.a. Administrators and Supervisors are presented with the regulation at the Fall Administrators and Supervisors' Meeting.</p> <p>Library Media Specialists present the 508 information to their staff yearly.</p> <p>Evaluation of the products will be overseen by the Library Media Specialists as well as the ITS department.</p> <p>All professional development related which incorporates the use or integration of technology will include a review of the regulation as set forth by COMAR 13A.05.02.03.</p>

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

Local School System <u>St. Mary's County Public Schools</u>	Fiscal Year <u>2008</u>
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D. Children's Internet Protection Act (CIPA) Certification Form

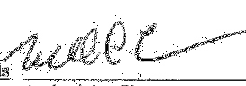
NOTE: Complete only if there have been changes to your last certification submitted to MSDE.

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

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

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

St. Mary's County Public Schools
School System


Authorizing Signature

7/17/07
Date

Title II, Part D
Budget Narrative
2007-2008

We will provide professional development to teachers to connect the curriculum to state standards and the technology standards and current resources. We have planned for 50 participants at @20 per hour for three hours. This amounts to **\$3,000.00**. The Supervisor of Technology will work with the teachers to implement these strategies throughout the year. We are planning on having 28 participants needing substitutes for additional training or to attend professional staff development opportunities. This amounts to **\$1820.00**. We also will provide professional development opportunities for conferences and workshops for strong technology leaders. We plan to provide for 15 participants to attend MAG or MICCA. This amounts to **\$2,400.00**. Each participant will be expected to bring back information to share. The grant administrator(s) will coordinate these workshops/conferences as they occur.

We will purchase software and hardware linked to the curriculum aimed at improving student achievement in mathematics, science, and reading/language arts. Approximately **\$10,543.00** will be spent on the 24 public schools and **\$2,649.00** on the participating nonpublic schools. Nonpublic schools will also be given some data bases, such as SIRS and World Book on Line. The grant administrator and the technology specialist will coordinate with school based personnel to determine the needs for the school system. The purchasing will begin in September so that the materials can be used throughout the school year.

We will contract with an external evaluator to evaluate the effectiveness of our activities. Evaluation will look at how well technology is being integrated into the curriculum, how effectively we are helping teachers acquire proficiency with the technology, and what impact, if any, these efforts have on student achievement. We have budgeted **\$662.00** for a consultant.

We have figured in **\$386.00** for FICA and Worker's Comp. and **\$616.00** for indirect costs.

Our total is **\$22,076.00**.

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET**

ORIGINAL GRANT BUDGET	\$22,076.00	AMENDED BUDGET #		REQUEST DATE	07/10/07
GRANT NAME	ESEA Title II, Part D	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	111.08		
REVENUE SOURCE		SCHOOL NAME			
FUND SOURCE CODE		GRANT PERIOD	07/01/07 06/30/09		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						616.00	616.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	4,820.00	862.00	10,543.00	2,400.00		2,649.00	21,074.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch. Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Plant Changes							0.00
214 Community Services							0.00
215 Capital Outlay							0.00
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	54,102.00	862.00	110,543.00	22,795.00	0.00	33,265.00	222,076.00

Finance Official Approval	Rhonda K. Moleben	<i>Rhonda K. Moleben</i>	July 10, 2007	301-475-5511 x 183
	Name	Signature	Date	Telephone #
Supr./Agency Head Approval	Dr. Michael J. Martorello	<i>Michael J. Martorello</i>	7/17/07	301-475-5511 x 178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Order Budget C-23 Rev. 03/03/06

Title II, Part D 2007-2008

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
1.1 Instructional Staff Development Salaries & Wages Local ____ Grant: Title II, Part D	Stipends for professional development 3.5.1	50 participants x \$20 per hour for 3 hours Substitutes: \$65 X 28 participants	\$3000.00 \$1820.00		\$4820.00
Fixed Charges	FICA	8% X \$4820	\$386.00		\$386.00
1.1 Professional Development Local ____ Grant: Title II, Part D	Conferences/Work shops	15 participants X \$160 MAG, MICCA	\$2400.00		\$2400.00
Total for Activity 1.1			\$7606.00		\$7606.00
3.3 Instructional Staff Development Supplies Local ____ Grant: Title II, Part D	Software and hardware	24 public schools X \$439.00 10 nonpublic schools X \$265.00	\$10,543.00 \$2,649.00		\$10,543.00 \$2,649.00
Total For Activity 3.3			\$13,192.00		\$13,192.00
4.2 Instructional Staff Development Contracted Services Local ____ Grant: Title II, Part D	Consultants to provide professional development training 1.3.1	1 to 2 days	\$662.00		\$662.00
Total for Activity 4.2			\$662.00		\$662.00
Administration Business Support Services/Transfers Local ____ Grant: Title II, Part D	Indirect Costs	2.79 x direct costs	\$616.00		\$616.00
	TOTAL		\$22,076.00		\$22,076.00

Attachment 10



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

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

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

Fiscal Year 2008

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

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115 (c)(1)]

Authorized Activities	Descriptions a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).	Public School Costs	Nonpublic Costs
1.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].			
1.2 Improving the instruction program for ELL children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	Department chairperson serves as lead teacher to provide instructional support to ESOL staff for the development of curriculum, implementation of effective instructional strategies, selection of instructional materials and coordination of overall program and assessment procedures. Chairperson will also coordinate and monitor the development of curriculum maps aligned with the MSDE VSC for ESOL 1.1.2.2	600 1x stipend	30
1.3 Providing intensified instruction for ELL children [section 3115(d)(3)(B)].			
1.4 Improving the English proficiency and academic achievement of ELL children [section 3115(d)(5)].	Additional instructional support for LEP students provided by hourly tutors in pull-out and general education classes. 2.1.1.1	15,200	760

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

Local School System: St. Mary's County Public Schools_____ Fiscal Year 2008

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

2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. Also, high quality professional development shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [section 3115(c)(2)(D)]	a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).		
2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].	Materials/ resources for tri-county team (St. Mary's, Charles , Calvert) staff development 2.2.1.1	1000	50
2.2 Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for ELL children [section 3115(c)(2)(B)].	ESOL staff professional development (workshops, conferences, travel to and from destination) and curriculum development 2.2.1.2	3000	150
2.3 Providing for professional development to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)].			

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

Local School System: St. Mary's County Public Schools_____ Fiscal Year 2008

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

3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]			
Authorized Activities	Descriptions a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).	Public School Costs	Nonpublic Costs
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].			
3.2 Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].	Tri-county ESOL team (St. Mary's, Charles, Calvert) will implement and maintain an interpreters' pool to assist ELL students and their families at school meetings and teleconferences/ESOL program orientation. ESOL staff will participate in after school informational sessions for ELL students and parents. Informational sessions will focus on topics that will promote increased achievement and success in school. Goal 1	1766	89
4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(2)(3)]			
4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d) (3) (A)].			
4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].			
4.3 Providing for access to, and participation in electronic networks for materials, training and communication [section 3115(d)(7)(B)].			
4.4 Incorporation of educational technology and electronic networks into curricula and programs [section 3115(d)(7)(C)].			
4.5 Developing and implementing elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services [section 3115(d)(4)].			

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

Local School System: _St. Mary's County Public Schools_____ Fiscal Year 2008

C. OTHER ACTIVITIES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may not use more than 2% for the cost of administering this subpart.

5. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>No Child Left Behind</i>. (Specify and describe below.) [section 3115(b)]:			
Other Activities	Descriptions a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).	Public School Costs	Nonpublic Costs
5.1 Administrative expenses may not use more than 2% for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs	489	
Total Administrative Expense		\$ 489	
Total Fixed Charges on Salaries		\$1262	\$62
Subtotal		\$ 23,317	\$1141
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		\$24,458	

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

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

Each year a written invitation is extended to representatives from the non-public schools to attend a meeting of all non-public schools interested in participating in the services and programs provided by Title III-A grant. During this meeting an overview of the proposed program is provided so that participants may confirm their involvement. Furthermore, requests for additional support are discussed in response to identified needs. Equitable participation is provided on the expressed need of the individual schools. No differences exist in the services provided the non-public schools except in circumstances when the non-public schools chose not to participate.

Budget Narrative for Goal 2, ESOL
2007 - 2008 Title III Funding

One full - time teacher will serve as department chairperson/lead teacher and receive a one time stipend of \$600 as extra pay for additional duties. The chairperson will oversee the development of curriculum, provide instructional support to ESOL teachers, and monitor coordination of the overall program and assessment procedures. Title III grant funds will also be used to pay hourly tutor(s) \$20/hour at 20 hours/week for 38 weeks plus \$ 1215 FICA.

A total of \$3000 is allotted for staff development. This allotment includes the hiring of a consultant to work with ESOL teachers in the development of curriculum maps, unit plans and lesson seeds. Title III funds will also be used to conduct follow up sessions on inclusion models for providing services to ESOL students in the general education classroom.

Individuals who meet the criteria for serving as an interpreter for ELL students and families will be listed with a pool of candidates. Members of the tri-county team will identify, interview and create a pool of candidates for providing this service. Interpreters will be paid an hourly rate of \$20 which includes transportation expenses. Funds have also been allocated to provide after school informational sessions for ELL students and families with a focus on topics relating to academic achievement and success in school.

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET**

ORIGINAL GRANT BUDGET	\$24,458	AMENDED BUDGET #		REQUEST DATE	07/18/07
GRANT NAME	Title III, English Language Aquisition	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	045.08		
REVENUE SOURCE		SCHOOL NAME			
FUND SOURCE CODE		GRANT PERIOD	07/01/07 06/30/09		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						489.00	489.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-206 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	15,800.00					790.00	15,590.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 05 School Library Media							0.00
Prog. 09 Instruction Staff Dev.			1,000.00	3,000.00		200.00	4,200.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 05 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				1200		60	1,354.00
214 Community Services		1700				60	1,354.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Renovation							0.00
Total Expenditures By Object	\$15,800.00	\$1,700.00	\$1,000.00	\$4,200.00	\$0.00	\$1,650.00	\$24,450.00

Finance Official Approval	Rhonda K. Heleen	<i>Rhonda K. Heleen</i>	July 18, 2007	301-476-6511 x 183
	Name	Signature	Date	Telephone #
Sup./Agency Head Approval	Dr. Michael J. Mantrano	<i>Michael J. Mantrano</i>	7/23/07	301-476-6511 x 178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Grant Budget C-1-05 Rev 01/04

Attachment 10, Title III, Part A-Budget Narrative

Category/ Object	Line Item	Calculation	Amount	In Kind	Total
Special Programs Instructional Staff Salaries and Wages	Hourly pay for hourly tutors 2.1.1.1	\$20/hour x 20 hrs/week x 38 weeks	\$15,200		\$15,200
Nonpublic Special Programs Instructional Staff Salaries and Wages	Hourly pay for part-time tutors 2.1.1.1		\$ 760		\$ 760
Fixed Charges	FICA	\$15,200 x 8%	\$ 1,215		\$ 1215
Nonpublic Fixed Charges	FICA	\$ 760 x 8%	\$ 60		\$ 60
Special Programs Instructional Staff Salaries and Wages	ESOL Department chairperson/lead teacher	\$ 600 1 x stipend	\$ 600		\$ 600
Nonpublic Special Programs Instructional Staff Salaries and Wages	ESOL Department chairperson/lead teacher	\$ 30 1 x stipend	\$ 30		\$ 30
Fixed Charges	FICA	\$ 600 x 8%	\$ 47		\$ 47
Nonpublic Fixed Charges	FICA	\$ 30 x 8%	\$ 2		\$ 2
Instructional Staff Development	ESOL teachers 2.2.1.2	Workshops/conferences and travel to and from for ESOL staff	\$ 3,000		\$ 3,000
Nonpublic Instructional Staff Development	ESOL teachers 2.2.1.2	Workshops/conferences and travel to and from for ESOL staff	\$ 150		\$ 150
Instructional	Tri-County ESOL	Resources / materials	\$ 1,000		\$ 1,000

Staff Development Supplies and Materials	team 2.1	for Tri-county team meetings			
Nonpublic Staff Development Supplies and Materials	Tri-County ESOL teachers 2.1	Resources / materials for Tri – county team meetings	\$ 50		\$ 50
Community Services	Interpreters' pool of candidates to assist ELL students and their families	Interpreters' pool of candidates to assist ELL students and their families	\$ 1,766		\$ 1,766
Nonpublic Community Services	Parent materials/outreach 2.4.1.1	Brochures, translated materials, information nights as appropriate	\$ 89		\$ 89
Administration Business Support		2 % x 24,458	\$ 489		\$ 489
Total Grant			\$ 24,458		\$ 24,458

Attachment 11



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

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

Local School System: <u>St. Mary's County Public Schools</u>	Fiscal Year 2008
Title IV, Part A, SDFSCA Coordinator: <u>Patricia Wince</u>	
Telephone: <u>301-475-5511 extension 2</u>	Email: <u>pewince@smcps.org</u>

A. PERFORMANCE GOAL, INDICATORS, and TARGETS. At a minimum, each local school system (LSS) must adopt the performance goal, indicators, and targets outlined in Table 11-1 below.

Table A-1	SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES PERFORMANCE GOAL, INDICATORS, AND TARGETS	
Performance Goal	Performance Indicators	Performance Targets
Performance Goal 4: All schools will be safe, drug free, and conducive to learning.	4.1 The number of persistently dangerous schools. 4.2 The level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey. 4.3 The number of suspensions and expulsions by offense.	NOTE: Indicator 4.1 has been moved to the Goal 4 page of the Annual Update Guidance. By the end of SY 2006-2007, reduce "cigarettes," "any form of alcohol," and "any drug other than alcohol or tobacco" use (<u>Last 30 Days</u>) in grades 6, 8, 10, and 12 by 10%. By the end of SY 2006-2007, reduce suspensions and expulsions for classroom disruptions, insubordination, and refusal to obey school policies/regulations by 10%. NOTE: SY 2002-03 is the baseline year.

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

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

Fiscal Year 2008

A-2 ANNUAL PROGRESS: Provide a current analysis of the LSS's progress toward meeting each of the Performance Targets. The LSS should use this analysis in conjunction with an annual needs assessment to determine the effectiveness of Title IV, Part A drug and violence prevention programs and activities.

Table A-2 Performance Indicator	Baseline Data (2002 MAS) & Performance Targets for SY 2006-07	SY 2004-05 Actual Performance (2004 MAS)	SY 2006-07 Performance Targets	SY 2006-07 Actual Performance (2007 MAS)
4.2 The level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey (Last 30 Days).	<p>By the end of SY 2006-07:</p> <p>Reduce cigarette use in: 6th grade (from 2.3% to 2.1%) 8th grade (from 6.6% to 5.9%) 10th grade (from 15.1% to 13.6%) 12th grade (from 28.2% to 25.4%)</p> <p>Reduce any form of alcohol use in: 6th grade (from 5.5% to 4.9%) 8th grade (from 18.9% to 17.0%) 10th grade (from 38.2% to 34.4%) 12th grade (from 47.4% to 42.7%)</p> <p>Reduce any drug other than alcohol or tobacco use in: 6th grade (from 4.1% to 3.7%) 8th grade (from 14.3% to 12.9%) 10th grade (from 25.8% to 23.2%) 12th grade (from 28.3% to 25.5%)</p>	<p>Cigarette use in: 6th grade: 2.8% 8th grade: 6.3% 10th grade: 20.4% 12th grade: 23.9%</p> <p>Any form of alcohol use in: 6th grade: 5.2% 8th grade: 16.1% 10th grade: 43.7% 12th grade: 46.7%</p> <p>Any drug other than alcohol or tobacco use in: 6th grade: 2.4% 8th grade: 7.4% 10th grade: 25.7% 12th grade: 25.5%</p>	<p>Reduce cigarette use in: 6th grade (to 2.1%) 8th grade (to 5.9%) 10th grade (to 13.6%) 12th grade (Met)</p> <p>Reduce any form of alcohol use in: 6th grade (to 4.9%) 8th grade (Met) 10th grade (to 34.4%) 12th grade (to 42.7%)</p> <p>Reduce any drug other than alcohol or tobacco use in: 6th grade (Met) 8th grade (Met) 10th grade (to 23.2%) 12th grade (Met)</p>	<p>Cigarette use in: 6th grade: ____% 8th grade: ____% 10th grade: ____% 12th grade: ____%</p> <p>Any form of alcohol use in: 6th grade: ____% 8th grade: ____% 10th grade: ____% 12th grade: ____%</p> <p>Any drug other than alcohol or tobacco use in: 6th grade: ____% 8th grade: ____% 10th grade: ____% 12th grade: ____%</p> <p>NOTE: This column to be completed upon release of the 2007 MAS results.</p>

Table A-2 (Continued) Performance Indicator	SY 2002-03 Baseline Data and SY 2007-08 Performance Targets	SY 2005-06 Performance Targets & Actual Performance	SY 2006-07 Performance Targets & Actual Performance	SY 2007-08 Performance Targets
4.3 The number of school suspensions and expulsions, by offense.	<p>Reduce the number of suspensions and expulsions for (use numbers vs. percentages):</p> <p>Classroom disruptions (from 293 to 264)</p> <p>Insubordination (from 188 to 169)</p> <p>Refusal to obey school policies/regulations (from 490 to 441)</p> <p>NOTE: SY 2002-03 is the baseline year.</p>	<p>Performance Target: 275 Actual Performance: 309</p> <p>Performance Target: 177 Actual Performance: 240</p> <p>Performance Target: 461</p> <p>Actual Performance: 545</p>	<p>Performance Target: 264 Actual Performance: 241</p> <p>Performance Target: 169 Actual Performance: 226</p> <p>Performance Target: 441</p> <p>Actual Performance: 493</p> <p>* See note below</p>	<p>Performance Target: 264</p> <p>Performance Target: 169</p> <p>Performance Target: 441</p>

***NOTE:** For each SY 2006-07 Performance Target that was not met, briefly describe what actions the LSS will take to ensure that the SY 2007-08 Performance Target is met (Use additional space as needed).

Classroom Disruptions: Met

Insubordination and Refusal to Obey School Policies/Regulations

The insubordination data indicates a reduction from 240 referrals in 05-06 school year to 226 in the 06-07 school year. While the 04-05 data reflected a lower number of referrals, 167, the overall reductions in suspensions in all suspension categories has indicated progress in the right direction. The Refusal to Obey School Policies/Regulations data indicates a steady reduction from 743 referrals in 04-05 school year to 493 in the 06-07 school year.

There are a number of initiatives in place that can explain why these two performance targets were not met in connection to the overall reduction in suspensions and the reduction in other suspension categories. Much work has been done through the DPS and the EASMC to train teachers in writing more effective and specific discipline referrals so that appropriate consequences and behavioral change activities can target the specific needs. Secondly, in the last two years, the annual training with assistant principals has focused on correctly assessing the behavioral infraction, connecting it to the correct character trait and teaching appropriate behaviors. These initiatives have allowed all staff to more accurately code and respond to offenses. For example, a referral for classroom disruption can be very broad. A referral for insubordination to a teacher is a more specific offense.

During the 07-08 school year the previously described programs will continue. A full time Pupil Personnel Worker (PPW) has been assigned to one of the high schools where the suspension rate is the highest and the attendance rate is the lowest. PBIS has also been instituted at this high school and continues at two middle schools which have a high minority and FARMS population.

Maryland Adolescent Survey Performance Targets

Pending the results of the MAS for 06-07, performance targets will be addressed when data is released.

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

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

Fiscal Year 2008

- B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)] - Provide the following for all Title IV, Part A activities that will be implemented: (a) A brief description of the services (b) How the services will be targeted to schools and students with the greatest need, and (c) Timelines for when the services will be completed; (d) Cost of services for public schools; and (5) Cost of services to nonpublic schools.**

B-1 Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief description of specific services, Targeting of services to schools and students with the greatest need, and Timelines	Public School Costs	Nonpublic School Costs
1.1 Age appropriate and developmentally based activities that – <ul style="list-style-type: none"> • Address the consequences of violence and the illegal use of drugs, as appropriate; • Promote a sense of individual responsibility; • Teach students that most people do not illegally use drugs; • Teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use; • Teach students about the dangers of emerging drugs; • Engage students in the learning process; and • Incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools [section 4115(b)(2)(A)]. 	Salaries and wages for a resource teacher to provide Substance Abuse Prevention and Tobacco Prevention Education Curriculum (skill-based) training to new teachers at 100% of the schools as a component of Comprehensive School Health. August 2007- June 2008. This service is provided to equip the teachers to effectively deliver the curriculum to all students to enable them to make better decisions.	\$6,916.95	\$1,416.63
	Review and purchase instructional materials K-12 for substance abuse prevention and Tobacco Prevention Education for 100% of all schools . August 2007- June 2008. This service is being provided to enable all students to make healthful decisions.	\$8,600	\$1,528.42
	Transportation for Kids In Court Program for Grade 5 at 100% of all elementary schools . August 2007-June 2008. This service is being provided to target Grade 5 students to increase their understanding of choices and consequences especially as they will transition to middle school.	\$3,450	\$1,200
Activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs [section 4115(b)(2)(B)].			

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

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

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

Fiscal Year 2008

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

B-1 Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief description of specific services, Targeting of services to schools and students with the greatest need, and Timelines	Public School Costs	Nonpublic School Costs
1.5 Providing professional development and training for, and involvement of, school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention [section 4115(b)(2)(D)].	Crisis Prevention Institute training and recertification for school based trainers during the 2007-2008 school year. This non-crisis intervention training focuses on de-escalation and restraint techniques for students whose behaviors have escalated to an unsafe level. This training of school staff will focus on decreasing the scope and intensity of potentially aggressive behaviors at 100% of all schools .	\$4,000	
	Plan to send two central office staff members to the National Student Assistance Conference which focuses on the development and maintenance of safe learning environments during the 2007-2008 school year.	\$3,990	
	Staff Development for central office staff. Targeted conferences or workshops related to prevention, education or intervention programs as related to drug and violence/ crisis prevention during the 2007-2008 school year. This will include the Maryland Association of School Nurse Conference in October 2007, the Maryland School Counselors Association Conference in October 2007, the National Association of School Psychologists Conference in April 2008, and the Maryland Association of Pupil Personnel Workers conference in May 2008.	\$4,500	\$2,000
1.6 Evaluating any of the allowable activities and collecting objective data to assess program needs, program implementation, or program success in achieving program goals and objectives [section 4115(b)(2)(F)].	The State Collaborative on Assessment and Student Standards (SCASS) and Health Education Assessment Project (HEAP) annual membership to use for end-of-course and unit assessments that are aligned with the National Health Education Standards for 100% of all secondary schools . Assessments developed from SCASS bank of test items will be shared with all appropriate non-public schools. August 2007-June	\$1,000	

	2008		
1.7 Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers [section 4115(b)(2)(E)(vii)].			

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

Local School System: <u>St. Mary's County Public Schools</u>	Fiscal Year 2008
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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

B-1 Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief description of specific services, Targeting of services to schools and students with the greatest need, and Timelines	Public School Costs	Nonpublic School Costs
1.8 Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities [section 4115(b)(2)(E)(viii)].	The high school Peer Mediation Program is currently in place at 100% of all high schools . A one-day training for the facilitators will be held during the 2007-2008 school year. Transportation and supplies will be provided. All non-public high schools will be invited to attend.	\$900	\$150
1.9 Alternative education programs or services for violent or drug abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from the regular educational settings, including programs or services to assist students to make continued progress toward meeting the State academic achievement standards and to reenter the regular education setting [section 4115(b)(2)(E)(ix)].	Salaries and wages for teachers to provide before and after school detention for 100% of all middle schools in lieu of suspension. Salaries and wages for teachers to provide Saturday school in lieu of suspension for 100% of all high schools . This enables students to continue with their instructional program thereby reducing out-of-school suspensions.	\$16,524	
• Drug and violence prevention activities designed to reduce truancy [section 4115(b)(2)(E)(xii)].			
1.11 Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use [section 4115(b)(2)(E)(xi)].			
1.12 Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs [section 4115(b)(2)(E)(x)].			
1.13 Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence [section 4115(b)(2)(E)(xiii)].			

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

Local School System: <u>St. Mary's County Public Schools</u>	Fiscal Year 2008
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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

B-1 Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief description of specific services, Targeting of services to schools and students with the greatest need, and Timelines	Public School Costs	Nonpublic School Costs
1.14 Emergency intervention services following traumatic crisis events, such as a shooting, major accident, or a drug-related incident that have disrupted the learning environment [section 4115(b)(2)(E)(xv)].	Food for Crisis Team Training for all primary and secondary crisis teams to revisit, revise and modify current crisis responses and practices during winter of the 2007-2008 school year.	\$800	\$200
1.15 Establishing or implementing a system for transferring suspension and expulsion records, consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g), by a local school system to any public or private elementary school or secondary school [section 4115(b)(2)(E)(xvi)].			
1.16 Community service, including community service performed by expelled students, and service-learning projects [section 4115(b)(2)(E)(xix)].			
1.18 Developing and implementing character education programs, as a component of drug and violence prevention programs, that consider the views of students and parents of the students for whom the program is intended, e.g., a program described in subpart 3 of part D of Title V [section 4115(b)(2)(E)(xvii)].			
1.18 Conducting a nationwide background check of each local school system employee regardless of when hired, and prospective employees for the purpose of determining whether the employee or prospective employee has been convicted of a crime that bears upon the employee's fitness [section 4115(b)(2)(E)(xx)].			
1.19 Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help youth at risk of suicide [section 4115(b)(2)(E)(xxi)].			
1.20 Programs to meet the needs of students faced with domestic violence or child abuse [section 4115(b)(2)(E)(xxii)].			

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

B-1 Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief description of specific services, Targeting of services to schools and students with the greatest need, and Timelines	Public School Costs	Nonpublic School Costs
1.21 Consistent with the fourth amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the students, if the local school system elects to test or inspect [section 4115(b)(2)(E)(xiv)].			
1.22 Establishing and maintaining a school safety hotline [section 4115(b)(2)(E)(xviii)].			
Indirect Cost 2%	Administrative Business Support	\$1,150	
SUBTOTAL -- TITLE IV-A FUNDING AMOUNTS FOR PROGRAMS/ACTIVITIES		\$51,830.95	\$6495.05

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

Local School System: <u>St. Mary's County Public Schools</u>	Fiscal Year 2008
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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

B-2 Specific Programs to Promote and Implement Security Measures. Note: No more than 40 percent of the Title IV, Part A funds may be used to carry out activities identified with an asterisk (*). Of this 40 percent, not more than 50 percent (i.e., no more than 20 percent of the total Title IV-A distribution) may be used for security measures or activities identified with a plus (+), <u>only if funding for these activities is not received from other federal agencies.</u>			
Allowable Activities	Brief description of specific services, Targeting of services to schools and students with the greatest need, and Timelines	Public School Costs	Nonpublic School Costs
2.1 *+Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies. [section 4115(b)(2)(E)(ii)].			
2.2 *+Reporting criminal offences committed on school property [section 4115(b)(2)(E)(iii)].			
2.3 *+Developing and implementing comprehensive school security plans or obtaining technical assistance concerning such plans, which may include obtaining a security assessment or assistance from the School Security and Technology Resource Center at the Sandia National Laboratory located in Albuquerque, New Mexico [section 4115(b)(2)(E)(iv)].			
2.4 *+Supporting safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safety programs [section 4115(b)(2)(E)(v)].			
2.5 *The hiring and mandatory training, based on scientific research, of school security personnel (including school resource officers) who interact with students in support of youth drug and violence prevention activities under this part that are implemented in the school [section 4115(b)(2)(E)(vi)].			
TOTAL FOR SECURITY MEASURES			

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

Local School System: <u>St. Mary's County Public Schools</u>	Fiscal Year 2008
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- C. DRUG AND VIOLENCE PREVENTION PROGRAMS AND ACTIVITIES:** Provide the information requested below for the Drug & Violence Prevention Programs/Activities that will be used during SY 2007-08. Complete Table D-1 to request a waiver for programs/activities funded by Title IV, Part A that do not meet the scientifically based research criteria.

TABLE C-1	Drug & Violence Prevention Programs/Activities		
Grade	Programs/Activities (i.e., <i>Life Skills</i> , <i>Here's Looking At You</i> , <i>Second Step</i> , etc.)	Scientifically Based Researched (Yes/No)	SDFSCA Funds Used to Support Program/Activity (Yes/No)
K	5 out of 17 elementary schools participate in PBIS and MSAP CPI <i>Health Teacher:</i> Teaching Health Concepts and Skills	Yes to PBIS No to MSAP site teams Yes to CPI No to Curriculum	No for PBIS, curriculum, and MSAP site teams Yes for CPI
1	5 out of 17 elementary schools participate in PBIS and MSAP CPI <i>Health Teacher:</i> Teaching Health Concepts and Skills	Yes to PBIS No to MSAP site teams Yes to CPI No to Curriculum	No for PBIS, curriculum, and MSAP site teams Yes for CPI
2	5 out of 17 elementary schools participate in PBIS and MSAP CPI <i>Health Teacher:</i> Teaching Health Concepts and Skills	Yes to PBIS No to MSAP site teams Yes to CPI No to Curriculum	No for PBIS, curriculum, and MSAP site teams Yes for CPI
3	5 out of 17 elementary schools participate in PBIS and MSAP CPI <i>Health Teacher:</i> Teaching Health Concepts and Skills Second Step	Yes to PBIS No to MSAP site teams Yes to CPI No to Curriculum	No for PBIS, curriculum, Second Step, and MSAP site teams Yes for CPI
4	5 out of 17 elementary schools participate in PBIS and MSAP CPI <i>Health Teacher:</i> Teaching Health Concepts and Skills Second Step	Yes to PBIS No to MSAP site teams Yes to CPI No to Curriculum	No for PBIS, curriculum, Second Step, and MSAP site teams Yes for CPI

ATTACHMENT 11: TITLE IV, PART A

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

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

Fiscal Year 2008

C. DRUG AND VIOLENCE PREVENTION PROGRAMS AND ACTIVITIES, Continued

TABLE C-1	Drug & Violence Prevention Programs/Activities		
Grade	Programs/Activities (i.e., <i>Life Skills</i> , <i>Here's Looking At You</i> , <i>Second Step</i> , etc.)	Scientifically Based Researched (Yes/No)	SDFSCA Funds Used to Support Program/Activity (Yes/No)
5	5 out of 17 elementary schools participate in PBIS and MSAP CPI <i>Health Teacher:</i> Teaching Health Concepts and Skills Second Step	Yes to PBIS No to MSAP site teams Yes to CPI No to Curriculum	No for PBIS, curriculum, Second Step, and MSAP site teams Yes for CPI
6	2 out of 4 middle schools participate in PBIS CPI <i>Health Teacher:</i> Teaching Health Concepts and Skills MSAP	Yes to PBIS Yes to CPI No to Curriculum No to MSAP site teams	No for PBIS, curriculum, and MSAP site teams Yes for CPI
7	2 out of 4 middle schools participate in PBIS CPI <i>Health Teacher:</i> Teaching Health Concepts and Skills Second Step MSAP site teams	Yes to PBIS Yes to CPI No to Curriculum Yes to Second Step No to MSAP site teams	No for PBIS, curriculum, Second Step, and MSAP site teams Yes for CPI
8	2 out of 4 middle schools participate in PBIS CPI <i>Health Teacher:</i> Teaching Health Concepts and Skills MSAP site teams	Yes to PBIS Yes to CPI No to Curriculum No to MSAP site teams	No for PBIS, curriculum, and MSAP site teams Yes for CPI
9	2 out of 4 high schools participate in PBIS CPI Lifetime Health MSAP site teams	Yes to PBIS Yes to CPI No to MSAP site teams	No for PBIS, curriculum, and MSAP site teams Yes for CPI

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

Local School System: <u>St. Mary's County Public Schools</u>	Fiscal Year 2008
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C. DRUG AND VIOLENCE PREVENTION PROGRAMS AND ACTIVITIES, Continued

TABLE C-1	Drug & Violence Prevention Programs/Activities		
Grade	Programs/Activities <i>(i.e., Life Skills, Here's Looking At You, Second Step, etc.)</i>	Scientifically Based Researched (Yes/No)	SDFSCA Funds Used to Support Program/Activity (Yes/No)
10	2 out of 4 high schools participate in PBIS CPI MSAP site teams	Yes to PBIS No to MSAP site teams Yes to CPI	No for PBIS, curriculum, and MSAP site teams Yes for CPI
11	2 out of 4 high schools participate in PBIS CPI MSAP site teams	Yes to PBIS No to MSAP site teams Yes to CPI	No for PBIS, curriculum, and MSAP site teams Yes for CPI
12	2 out of 4 high schools participate in PBIS CPI MSAP site teams	Yes to PBIS No to MSAP site teams Yes to CPI	No for PBIS, curriculum, and MSAP site teams Yes for CPI

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

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

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

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

Fiscal Year 2008

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

Table D-1	PROGRAM/ACTIVITY WAIVER REQUEST FORM
<p>Background: Section 4115 of Title IV-A indicates that all programs or activities must comply with the Principles of Effectiveness. Principle three requires that all programs or activities developed or implemented using Title IV-A funds must be based on scientifically based research that provides evidence that the program or activity will reduce violence and/or illegal drug use.</p> <p>In accordance with section 4115(a)(3), this scientifically based research requirement may be waived by MSDE in those instances where a local school system implements innovative programs and/or activities that demonstrate substantial likelihood of success but do not meet the scientifically based definition.</p> <p>Directions to Request a Waiver: Provide supporting information in the space below to justify why a waiver should be granted by MSDE. Describe the program or activity that the local school system would like to implement and how this program or activity demonstrates a substantial likelihood of success.</p>	
<p>Name of program/activity: Alternatives to Suspension</p> <p>Was a request for waiver previously approved by MSDE for this program/activity? YES. SY 2004-05.</p> <p>Brief description of the program/activity: This is a program designed for secondary school students to access as an alternative to suspension from school. Students are required to attend either after school detention or attend Saturday School.</p> <p>Describe how this program/activity demonstrates a substantial likelihood of success (i.e., measurable outcomes achieved from the use of this program/activity): We budgeted for salaries and wages at nine secondary schools for a total amount of \$16,524 to provide instructional assistance to at-risk students who were experiencing behavioral and/or instructional difficulties. This program demonstrates a substantial likelihood of success in several ways. First, in 2006-2007 school year, approximately 2,402 students attended either after-school detention or Saturday School in lieu of out-of-school suspension. This resulted in students remaining in class with high quality instruction anywhere from 2,402 to 7,206 days. Yet there were consequences for negative behavior and targeted intervention by staff addressing behavior change. Informal data collected from parents, students and staff indicates the students did not want to return to after school detention or Saturday School.</p> <p>Out of school suspensions were reduced in four out of eight participating schools. Suspension rates at the other four schools were lower than they could have been due to this program.</p> <p>This program also provides appropriate disciplinary options for students with disabilities by allowing students to access their IEP services while accepting consequences for negative behavior.</p>	

Name of program/activity:
Kids In Court Program

Was a request for waiver previously approved by MSDE for this program/activity?
YES. SY 2004-05.

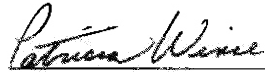
Brief description of the program/activity:

The Kids In Court Program has been in place in grade five for over a decade and models a program first introduced in Montgomery County. The program provides fifth grade students with an insight into the workings of the Juvenile Court while allowing them to experience at first hand the consequences of poor decisions, which is a key component of the Substance Abuse Prevention Curriculum. Classroom teachers are responsible for delivery of a mini-unit on Kids In Court.

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

By providing the fifth grade students with the opportunity to visit the Juvenile Court and experience the negative sides of drug use, violence, and other illegal activities, it is believed that they will develop a better understanding of the importance of avoiding such activity, and the importance of making good decisions. The Kids In Court Mini-Unit which was developed in the county with the assistance of classroom teachers, involves pre and post visit activities and assessments. The MAS data for grade 6 indicates a steady decrease in the use of alcohol and other drugs for grade 6.

Signature--Title IV, Part A SDFSCA Project Director



Date 7/26/07

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

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

Fiscal Year 2008

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

- 1. Participating Private Schools and Services: Complete information in Attachment 6-B on page 31 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the services.**
- 2. Describe the school system's process for providing equitable participation to students in private schools:**
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title IV-A services;**
 - b) The basis for determining the needs of private school children and teachers;**
 - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and**
 - d) The differences, if any, between the Title IV-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title IV-A services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title IV-A services provided to public school children.)**

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

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

Local School System: St. Mary's County Public Schools	Fiscal Year 2008
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TRANSFER OF TITLE IV, PART A ESEA FUNDS [Section 6123(b)]

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

A local school system (LSS) may transfer up to 50 percent of the funds allocated to it by formula under four major ESEA programs to any one of the programs, or to Title I (Up to 30 percent if the LSS is in school improvement). The LSS must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the LSS must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

Total FY 2008 Allocation	Amount (\$) transferred from Title IV, Part A	Amount (\$) to be transferred into each of the following programs				
		Title I-A	Title II-A	Title II-D	Title V-A	
\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	

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

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

Budget Summary	Public	Private	Total
Programs and Activities	\$27,240.00	\$5,078.42	\$32,318.42
Security Measures	\$0	\$0	\$0
Salaries (for full and part-time SDFSCA – include all benefits)			\$24,857.58
2% Administrative Cost			\$1,150
Carryover to FY 2009 (See NOTE 1 below)			\$0
Transfers under Section 6123(b)			\$0
Total FY 2008 Title IV, Part A Expenditures			\$58,326

NOTE 1: 75% of the FY 2008 allocation must be spent by June 30, 2008. A LSS may not carryover more than 25% of its allocation into the next fiscal year unless it can demonstrate, to the satisfaction of the SEA, that it has “good cause” for such a carryover. [Section 4114(a)(3) of the SDFSCA].

Safe and Drug-Free Schools Program Narrative

2007-2008

In accordance with COMAR 13A.04.18.02(B) which requires instruction in the consequences of the non-use, use, and abuse of tobacco, alcohol, and other drugs a kindergarten through high school prevention curriculum is in place in St. Mary's County Public Schools. Teachers new to the system or to a grade level are in-serviced by the health resource teacher prior to the implementation of each course. Ten percent (\$8,333.58) of the Health Resource Teacher position is paid through this grant to provide curriculum development/implementation, training and materials for both public and non-public schools. Materials of instruction to support substance abuse and safety education are reflected in this grant (\$11,071.15).

The targeting of funds has been determined by a number of key factors. Given that the number of student suspensions increases significantly once students enter larger schools at the secondary level, programs have been put in the place first at the elementary levels in order to help prepare students for the challenges currently facing them as well as those ahead. The Second Step program and Character Education programs have been expanded to middle and high schools. School Climate programs such as Positive Behavioral Interventions and Supports (PBIS) are in nine (9) out of 26 schools at elementary, middle and high schools. All students can benefit from these worthwhile programs. These nine (9) schools were identified through data, i.e., suspension, attendance, etc.

The public and non-public schools fifth grade students participate in a field experience at Juvenile Court while it is in session. Four thousand six hundred fifty dollars (\$4,650.00) is budgeted to transport the students. As the fifth grade students prepare for a year of transition into the middle school years, this program will enable them to make better choices.

Funds have been allocated for food (\$1,000.00) to support crisis training after school in order to avoid disrupting the school day. This provides school crisis teams with refreshments to sustain them for this after school hour event. All non-public school crisis teams are invited to attend this training.

Non-violent crisis intervention focuses on de-escalation and restraining of students whose behaviors have escalated to an unsafe level. We have budgeted for training and recertification for staff members at \$3,500.00. As part of this de-escalation initiative, training of all school staff will focus on decreasing the scope and intensity of potentially aggressive behaviors.

Funds have been allocated for two central office staff members to attend the National Student Assistance Conference which focuses on the development and maintenance of safe learning environments (\$3,990.00).

Funds (\$6,500.00) have been allocated for public and non public staff members to attend professional development conferences/trainings which focus on programs or initiatives that provide violence and drug prevention, education, early identification and intervention strategies to ensure safe communities

The State Collaborative on Assessment and Student Standards (SCASS) Health Education Assessment Project (HEAP) was started in 1993 to identify and develop assessment measures in the area of health education. Five hundred dollars (\$1,000.00) is budgeted to support the state's annual membership of SCASS so that we may access in excess of 1,400 tests items for end of course and unit assessments that are aligned with the National Health Education Standards. These end of course assessment questions will be shared with the non public schools.

Peer mediation teaches students appropriate ways to resolve conflicts or disagreements with the support of trained peers who manage the mediation. We have budgeted \$1,050.00 for six (6) high schools to include food and transportation for a one day workshop training for peer mediation facilitators. The non public high schools will be invited to attend this one day workshop. In the 2006-2007 school year approximately 30 students were trained as facilitators. Some methods of evaluation included: classroom discussions, number of mediations completed, evaluation forms completed by teachers, students, and peer mediators, successful resolution of conflicts between students.

“Alternatives to Suspension” is a program designed for secondary school students as an alternative to suspension from school. This includes attendance on Saturdays and/or after school. We have budgeted for salaries and wages and fixed charges at nine secondary schools in the amount of \$16,524.00 to provide instructional assistance to at-risk students who were experiencing behavioral and/or instructional difficulties. This program provided an alternative to suspension for 2,402 students; this data supports a decrease in total out-of-school suspensions by 199 students. This program enabled disruptive students to remain in school as an alternative to suspension.

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET**

ORIGINAL GRANT BUDGET	\$58,869.00	AMENDED BUDGET #		REQUEST DATE	07/13/07
GRANT NAME	Title IV, Part A, Safe & Drug Free Schools	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	065.08		
REVENUE SOURCE		SCHOOL NAME			
FUND SOURCE CODE		GRANT PERIOD	07/01/07	06/30/09	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						1,150.00	1,150.00
Prog. 23 Centralized Support							0.00
202 School Level Administration							
Prog. 16 Office of the Principal							0.00
Prog. 18 Int. Admin. & Supp.							0.00
203-405 Instructional Categories							
Prog. 01 Reader Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech. Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instructional Staff Dev.							0.00
Prog. 10 Guidance/Counseling							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch. Inst. Prog.							0.00
Prog. 05 Instructional Staff Dev.							0.00
Prog. 10 Office of the Principal							0.00
Prog. 12 Int. Admin. & Supp.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operations							0.00
Prog. 30 Transportation & Comm.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Accountability Activities							0.00
215 Capital Outlay							0.00
Prog. 34 Long-Term Improvements							0.00
Prog. 35 Out-of-State Activities							0.00
Prog. 36 Bonding							0.00
Total Expenditures by Object							

Director/Official Signature	<i>[Signature]</i>	Date	07/13/07
Supervisor/Principal	<i>[Signature]</i>	Date	07/13/07
MSDE Representative	<i>[Signature]</i>	Date	07/13/07

2007-2008

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
1.1 Regular Instructional Staff Salaries and Wages	Regular Instructional Resource Teacher/K-12 Health Education	10% estimated total FTE salary	\$5,842.37		\$5,842.37
1.1 Fixed Charges	Instructional Resource Teacher/K-12 Health Education	Fixed Charges for FTE	\$1,074.85		\$1,074.85
1.1 Non Public Instructional Staff Salaries and Wages	Instructional Resource Teacher/K-12 Health Education	17% estimated total FTE salary	\$1,196.63		\$1,196.63
1.1 Non Public Fixed Charges	Instructional Resource Teacher/K-12 Health Education	Fixed Charges for FTE	\$220.00		\$220.00
1.1 Regular Instruction Supplies and Materials	K-12 Substance Abuse and /Violence Education Program	Materials, items TBD	\$9,242.00		\$9,242.00
1.1 Non Public Instruction Supplies and Materials	K-12 Substance Abuse and Violence Education Program	Materials, items TBD	\$1,829.15		\$1,829.15
1.1 Regular Student Transportation	Implement Kids In Court	23 trips x \$150/bus trip	\$3,450.00		\$3,450.00
1.1 Non public student transportation	Implement Kids In Court	8 trips @ \$150/bus trip	\$1,200.00		\$1,200.00
1.1 Supplies & Materials Student Personnel Services	High School Peer Mediation Food for annual one day training	High School Peer Mediation Food	\$500.00		\$500.00
1.1 Supplies & Materials Public – Crisis Team Training	Food for Crisis Team Training	26 Crisis Teams	\$800.00		\$800.00

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
1.1 Supplies & Materials Non-Public – Crisis Team Training	Food for Crisis Team Training	8 Crisis Teams	\$200.00		\$200.00
1.5 Professional Development and Training	Crisis Prevention Institute Training	3 people @ \$500 each for conference registration 2 hotel rooms \$1,114 for 4 nights 3 people at \$322 each for transportation to airport and air fare Meals for 3 people @ \$35 per day for 4 days	\$4,000.00		\$4,000.00
1.5 Professional Development and Training	National Student Assistance Conference	2 staff X \$700 for registration 2 staff Air Fare and Hotel (2 nights X 2 people) for \$2,450.00 2 X \$70 for food	\$3,990.00		\$3,990.00

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
1.5 Public Professional Development and Training for Student Services Staff	Professional development related to drug and violence prevention through education early identification, and interventions	\$2,500 registration Fees \$2,000 Air Fare and Hotel X 3 people	\$4,500.00		\$4,500.00
1.5 Non-Public Staff Development and Training	Professional development related to drug and violence prevention through education early identification, and interventions	8 schools X \$250	\$2,000.00		\$2,000.00
1.6 Other Contracted Charges Regular Instruction	Utilize SCASS to Support Health Education	Annual Fee	\$1,000.00		\$1,000.00
1.8 Public Other Charges Student Transportation	High School Peer Mediation Transportation for annual one day training	High School Peer Mediation Bus Transportation	\$400.00		\$400.00
1.8 Non Public Other Charges Student Transportation	High School Peer Mediation Transportation for annual one day training	High School Peer Mediation Bus Transportation	\$150.00		\$150.00
1.9 Student Personnel Services Salaries and Wages	Implement alternatives to suspension	9 schools X \$1,700	\$15,300.00		\$15,300.00
1.9 Fixed Charges	Implement alternatives to suspension	Fixed Charges FICA & Worker's Comp. 8%	\$1,224.00		\$1,224.00
Administrative Business Support	Indirect Costs	2% X total direct cost	\$1,150.00		\$1,150.00
TOTAL			\$58,326.00		\$58,326.00

Attachment 12



Title V, Part A Innovative Programs

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

Local School System: St. Mary's County Public School Title V Coordinator: Paula R. Juhl/Regina Greely Telephone: 301-475-5511 ext. 117/113 E-mail: prjuhl@smcps.org or rhgreely@smcps.org	Fiscal Year 2008
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- A. ALLOWABLE ACTIVITIES [Section 5131]:** For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

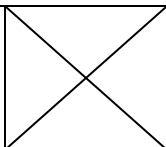
1. Projects and Activities to Promote Education Reform and School Improvement			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions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

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

Local School System: St. Mary's County Public Schools	Fiscal Year 2008
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A. ALLOWABLE ACTIVITIES [Section 5131], Continued.

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

<p>3.4 Programs to provide same-gender schools and classrooms (consistent with applicable law and USDE guidelines for same gender schools and classrooms) [section 5131(a)(23)].</p>			
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ATTACHMENT 12 TITLE V, PART A
INNOVATIVE PROGRAMS

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

Fiscal Year 2008

A. ALLOWABLE ACTIVITIES [Section 5131], Continued.

4. Projects and Activities to Promote the Use of Technology and Educational Materials			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
4.1 Technology activities related to the implementation of school-based reform programs, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classroom and the school library media centers involved [section 5131(a)(2)].	Provide training for technology skills to build teacher capacity to engage students through the integration of technology.	\$1200.00	
	Provide substitutes for media specialists to participate in training for the development of technology skills using Maryland Teacher Technology Standards as a guide for program offerings.	\$1820.00	
	Provide substitutes for media specialists/teachers to attend conferences to develop professional knowledge to enhance their technology and information literacy skills.	\$3000.00	
4.2 Programs for the development or acquisition and use of instructional and educational material, including library services and educational materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student achievement, and that are part of an overall education reform program [section 5131(a)(3)].	Purchase materials and equipment that align with all content areas of the MSDE curriculum PK-12. Teachers and administrators will be directly affected by professional development and individually evaluate the software purchased.	\$4561.00	\$2317.00
5. Projects and Activities to Promote Literacy, Early Childhood Education, and Adult Education			
5.1 Programs to improve the literacy skills of adults, especially the parents of children served by the local school system, including adult education and family literacy programs [section 5131(a)(6)].			
5.2 Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of financial management skills (including the basic principles involved with earning, spending, saving, and			

investing) [section 5131(a)(11)].			
5.3 Activities to establish or enhance prekindergarten programs for children [section 5131(a)(16)].			

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

Local School System: St. Mary's County Public Schools	Fiscal Year 2008
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A. ALLOWABLE ACTIVITIES [Section 5131], Continued.

6. Projects and Activities for Students with Special Needs			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
6.1 Programs to improve the academic achievement of educationally disadvantaged elementary and secondary school students, including activities to prevent students from dropping out of school [section 5131(a)(5)].	Provide opportunities for teachers to attend workshops/conferences designed to improve student achievement and attendance in order to prevent students from dropping out.	\$3000.00	
	Provide supplies for incentives that address positive/healthy adolescent decision-making.	\$2000.00	
6.2 Programs to provide for the educational needs of gifted and talented children [section 5131(a)(7)].			
6.3 Alternative educational programs for students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative programs [section 5131(a)(15)].			
6.4 Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging State academic achievement standards or not completing secondary school [section 5131(a)(17)].			

7. Projects or Activities to Promote Community Service and Community Involvement			
7.1 Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage [section 5131(a)(10)].			
7.2 Initiatives to generate, maintain, and strengthen parental and community involvement [section 5131(a)(21)].			
7.3 Service learning activities [section 5131(a)(24)].			

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

Local School System: St. Mary's County Public Schools	Fiscal Year 2008
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A. ALLOWABLE ACTIVITIES [Section 5131], Continued.

8. Projects and Activities to Promote Health Services			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year comprehensive Bridge to Excellence Master Plan, With Reference to Page Numbers	Public School Costs	Nonpublic Costs
8.1 Programs to hire and support school nurses [section 5131(a)(13)].			
8.2 Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided by qualified school-based mental health services personnel [section 5131(a)(14)]			
8.3 Programs for cardiopulmonary resuscitation (CPR) training in schools [section 5131(a)(18)].			
Indirect costs		\$539.00	
FICA		\$242.00	
TOTAL FUNDING AMOUNTS		\$16,362.00	\$2,317.00

B. ANNUAL EVALUATION OF TITLE V, Part A PROGRAM ACTIVITIES: The local school system must annually evaluate its Title V, Part A programs.

1. Please describe how Title V, Part A programs positively impacted student academic achievement. At a minimum, the evaluation must include information and data on the use of funds, the types of services provided, the students served by the programs, and contain sufficient information for the services that were provided and the effect on academic achievement.

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

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

Money was allocated to the 24 public schools and 10 nonpublic schools for the media specialists to assess the needs of their schools in order to strengthen areas of literacy, math, and science. This affected approximately 16,568 public school students and approximately 3,000 nonpublic school students.

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

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

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

2. Describe how the school system has used the information gleaned from the annual evaluation to make decisions about appropriate changes in programs for this year.

This information was used at each school during data reviews along with each schools data. Decisions for the year as to how to provide intervention programs was discussed using all appropriate data information.

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

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

Fiscal Year 2008

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

1. Participating Private Schools and Services: Complete information in Attachment 6-B on page 31 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title V-A services.
2. Describe the school system's process for providing equitable participation to students in private schools:
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title V-A services. Also, if your non-public schools did not respond to your initial invitation, please describe your follow-up procedures;

Meetings are arranged for all grant participants beginning in early January. We also meet again in March. We also fax information and make use of email to all nonpublic school participants. Documentation of letters and meetings in Attachment 6A.

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

At the arranged meetings, a discussion of needs occurs. The administrators of the nonpublic schools will also email or telephone with any questions or concerns. Nonpublic's are given an amount based upon enrollment which they can spend to meet their needs as long as it falls into professional development and resources. We also order several data bases for use by the nonpublic schools.

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

Services provided are for all grade levels.

- d) The differences, if any, between the Title V-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title V-A services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title V-A services provided to public school children.)

All services provided are equitable. The nonpublic school participants are invited to participate in workshops, conferences, or staff development opportunities.

Title V, Part A
Budget Narrative
2007-2008

We will provide training for technology skills professional development to build teacher and media specialists' capacity to engage students through the integration of technology. This is allocated at \$1200.00. We will provide substitutes for media specialists to attend conferences to develop professional knowledge. For this we have allocated \$1820.00. The professional development activities will be coordinated throughout the school year by the Supervisor of Library Media and the Technology Specialist while consulting with the media specialists as to their needs. Participants will be attending workshops/conferences as they occur. We will provide substitutes to offer multiple opportunities for the development of technology skills using Maryland Teacher Technology Standards as a guide for program offerings. We have allocated \$3,000.00.

Our budget allows the purchase of materials and equipment that align with all content areas of the MSDE curriculum PK-12. We will purchase instructional materials for public and nonpublic schools including software and hardware to connect to the VSC. We will continue to acquire resources for media centers and/or classrooms that will help with the integration of effective technology applications into the curriculum. We also want to continue media center acquisitions to strengthen areas of need given reform priorities – literacy, mathematics, and science. Public schools will have \$4561.00 and nonpublic schools \$2,317.00. The purchasing of instructional materials will be coordinated by the Supervisor of Library Media and the Technology Specialist while consulting with the media specialists.

This funding (\$5,000.00) will support the students at the ALC by providing materials and incentives for attendance, behavior, and academic success. Training for ALC and pupil services staff to enhance student success in these areas has been allocated \$3,000.00. We will also support materials for a positive decision making skills at the high school level in the amount of \$2,000. This will be coordinated by the Director of Pupil Services.

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET**

ORIGINAL GRANT BUDGET	\$19,308.00	AMENDED BUDGET #		REQUEST DATE	07/05/07
GRANT NAME	Title V, Part A Innovative Programs		GRANT RECIPIENT NAME	St. Mary's County Public Schools	
MSDE GRANT #		RECIPIENT GRANT #	116.08		
REVENUE SOURCE		SCHOOL NAME			
FUND SOURCE CODE		GRANT PERIOD	07/01/07 06/30/08		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						539.00	539.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	3,020.00		4,561.00	3,000.00		2,317.00	12,898.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch. Inst. Prog.							0.00
Prog. 08 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
207 Student Personnel Serv.			2,000.00	2,000.00			6,000.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Dist.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Plant Changes							0.00
214 Community Services							0.00
215 Capital Outlay							0.00
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Renovation							0.00
Total Expenditures By Object	3,020.00	0.00	6,561.00	5,000.00	0.00	2,317.00	31,898.00

Finance Official Approval:	Rhonda K. Nielsen	July 5, 2007	301-475-6511 x 183
Supt./Agency Head Approval:	Dr. Michael J. Matthews	7/12/07	301-475-6511 x 178
MSDE Grant Manager Approval:			

Grant Budget C-1-03 (Rev. 9/04)

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
3.1 Instructional Staff Development Salaries & Wages Local __ Grant: Title V	Stipends for professional development 3.5.1	10 participants x \$20 per hour for 6 hours Substitutes: 28X\$65	\$1200.00 \$1820.00		\$1200.00 \$1820.00
Fixed Charges	FICA	8% x \$242.00	\$242.00		\$242.00
3.1 Professional Development Local __ Grant: Title V	Staff Development Conferences/works hops 3.5.1	20 participants for either MAG, MICCA, MEMO, BER at \$150.00	\$3000.00		\$3000.00
Total for Activity 3.1			\$6262.00		\$6262.00
3.2 Instructional Staff Development Supplies Local __ Grant: Title V	Instructional materials for public and nonpublic schools including software and hardware 1.23.1	24 public schools X \$190.00 10 nonpublic schools X \$232.00	\$4561.00 \$2317.00		\$4561.00 \$2317.00
Total for Activity 3.2			\$6878.00		\$6878.00
6.1 Instructional Staff Development (Pupil Services) Local __ Grant: Title V	Workshops/confer ences		\$3000.00		\$3000.00
6.1 Instructional Supplies Local __ Grant: Title V	Incentives for addressing positive/healthy adolescent decision-making		\$2000.00		\$2000.00
Total for Activity 6			\$5000.00		\$5000.00
Administration Business Support Services/Transfers	Indirect Costs	2.79% x direct costs	\$539.00		\$539.00
	TOTAL		\$18679.00		\$18679.00

Attachment 14



Fine Arts

The Bridge to Excellence in Public Schools Act requires that the updated Master Plan “shall include goals, objectives, and strategies” for Programs in Fine Arts. Local school systems are expected to provide a cohesive, stand-alone response to the prompts and questions outlined below.

- Goal #1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Objective #13:** Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.
- Strategy #1:** Continue to provide and strengthen an instructional program in grades Prekindergarten - 12 in the fine arts that meets the Maryland fine arts graduation requirements and which is aligned with the Maryland State Department of Education Essential Learner Outcomes and Voluntary State Curriculum for fine arts.
- Activity #1:** Provide additional staffing for the fine arts program: (2005-2006: 2 middle school orchestra, 2 elementary music, 2 elementary visual arts, 2 middle school dance - Local Fund) (2005-2006: 4 middle school visual art, 2 high school theatre - Local Fund) 2007-2--8 to be determined by student enrollment).
- Activity #2:** Provide a fine arts resource staff position to supplement the completion of nonsupervisory tasks.
- Activity #3:** Provide additional course offerings that meet the Maryland fine arts credit requirement for graduation (2004-2005 Chamber Orchestra and Recreational Arts).
- Activity #4:** Review existing middle school and high school course offerings and explore new courses that include dance, guitar, and piano for revisions in the Program of Studies.
- Activity #5:** Provide inservice opportunities for fine arts teachers in reading, writing, ETIM, differentiation, cross-curriculum integration, curriculum mapping, fine arts assessment tools, and unit and lesson planning format, students with special needs and gifted and talented, (within the county and outside conferences and conventions).
- Activity #6:** Provide supplemental funds for high school uniforms on a three-year rotating cycle.
- Activity #7:** Provide supplemental funds for middle school and high school music (band, chorus, orchestra) in each school, (2005-2006 - middle school will be added).
- Activity #8:** Purchase additional band and string instruments, guitars, piano labs, and general music instruments and material to meet the needs of the music program.
- Activity #9:** Repair existing band and string instruments, guitars, piano labs and general music equipment as needed and professional tune school pianos two times per year.
- Activity #10:** Institute a series of theatre safety units taught by highly qualified theatre teachers and purchase construction tools to accommodate the safety units.
- Activity #11:** Purchase visual arts supplies and equipment to accommodate additional kiln usage and increased student enrollment.

- Goal #1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Objective #13:** Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.
- Strategy #2:** Strengthen the enrichment programs and offer additional opportunities for interested students and gifted and talented students, grades 3-12, to explore and develop expertise in one or more aspects of the fine arts during the school day, extended day, and extended school year.
- Activity #1:** Provide expanded All-County Honor Music Groups to include 3 choral groups, 5 band groups, and 3 orchestra groups.
- Activity #2:** Provide Tri-County and District IV performance and festival opportunities for qualifying students and groups.
- Activity #3:** Provide Preadjudication Clinics for each band, chorus, and orchestra participating in the District IV festival process.
- Activity #4:** Provide financial registration support for those students who qualify for All-State and All-Eastern performing groups.
- Activity #5:** Provide registration fees and financial support for marching band competitions; and music, theatre, and visual arts activities.
- Activity #6:** Provide theatre and auditorium usage with financial support to accommodate the needs of the program.
- Activity #7:** Expand the content area offerings in the Summer Fine Arts Enrichment Camp to accommodate the needs of the student population (2004-2005: dance, and theater).
- Activity #8:** Provide increased visual arts exhibit opportunities within the community, such as Youth Art Month, Chesapeake Bay Blue Heron Project, Rotating exhibits, and the biannual Superintendent's Art Gallery and Gala.
- Activity #9:** Provide increased performance opportunities for fine arts and non-fine arts students within the community, such as Rotary Clubs, County Commissioners' Meetings, Board of Education Meetings, and other civic and business groups.
- Activity #10:** Expand the opportunities for high school music, theatre, and visual arts students to partnership with higher institutions of learning, such as St. Mary's College of Maryland and the College of Southern Maryland.
- Activity #11:** Expand scholarship opportunities for students seeking careers related to the fine arts, such as the George Cragg Hopkins, Jr. Arts Endowment, Inc., GFWC Women's Club of St. Mary's County, and St. Mary's Arts Council.
- Activity #12:** Provide inservice opportunities for fine arts teachers in reading, writing, ETIM, differentiation, cross-curriculum integration, curriculum mapping, fine arts assessment tools, and unit and lesson planning format, students with special needs and gifted and talented, (within the county and outside conferences and conventions).
- Activity #13:** Identify activities for the extended day/extended year in the fine arts.
- Activity #14:** Review the criteria for gifted and talented students in the area of fine arts.

Activity #15: Explore the use of technology in the fine arts and identify innovative technology to support enrichment opportunities for students, PreK-12.

Activity #16: Provide transportation for students participating in county activities, such as: All-county, Tri-county, County Commissioners' Meetings, Board of Education Meetings, and other music, theatre, and visual arts events.

1. Describe the **progress** that was made in 2006-2007 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

During the 2006-2007 cycle of the St. Mary's County Public School's Master Plan progress was made in all areas, except the implementation of a dance curriculum during the school day, due to facilities and program funding. Strategies #1 and #2 and related activities (see above) were implemented, continued, and completed, due largely to the Fine Arts Initiative Grant and additional General Funding, and several small grants. There were several minor modifications to the activities within the strategies, due to the continuation phase of an activity. However, the modifications only enhanced the completion of the strategy.

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

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

During the 2006-2007 cycle of the St. Mary's County Public School's Master Plan progress was made in all areas, except the implementation of a dance curriculum during the school day, due to facilities and budgetary constraint.

The Fine Arts Initiative and the system annual budget have allowed activities and strategies to progress as indicated in the Fine Arts goals. With the inclusion of the all-day kindergarten program, elementary music and visual arts positions were added to accommodate student needs

Supplemental funding for high school band, chorus, and orchestra was increased in the 2006-2007 budget cycle, as was funding in all categories for the fine arts.

(Please refer to the beginning of this document for the complete description of Goal #1, Objective #13, Strategies #1 and #2, and all activities.)

Goal #1, Objective #13, Strategy #1, Activity #1:

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

1 middle school general music position: This allowed the staff members in the growing performing courses to accommodate students. This position is an itinerant position shared by three middle schools.

1 elementary visual arts position: This allowed All-Day kindergarten and prekindergarten classes to be serviced in all elementary schools.

2 elementary music positions: This allowed All-Day Kindergarten and PreK classes to be serviced in all elementary schools and relieved the growing demands of elementary instrumental music in grades 3-5.

Goal #1, Objective #13, Strategy #1, Activity #2:

The fine arts resource position allowed the archives library and tri-county library to be completely inventoried and missing parts/scores to be ordered. Sixty percent of this is paid through the Fine Arts Initiative Grant and forty percent is from General Funds.

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

All strategies were implemented for the programs in Fine Arts. No additional funding was needed for activity #3, 4, 6, 8, or 10. Additional funding was provided from the Fine Arts Initiative Grant for activities #5. Additional funding was also provided from general funds for activities #5, 7, 9, and 11. Activity #4 did not include the implementation of a dance curriculum during the school day, due to facilities and budgetary constraint.

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

All-County Honor Music Groups have been expanded to include band, chorus, orchestra, and jazz band at the elementary, middle, and high school levels. Tri-County Honor Music, District IV, and Preadjudication Clinic activities were funded at the same rate. Financial support for students participating in All-State events was funded at the same rate, due to an increase in student participation.

Goal #1, Objective #13, Strategy #2, Activity #5:

All registration fees for marching band competitions were funded at the requested rate. Financial support for student participation in music, theatre, and visual arts were funded at the requested rate.

Goal #1, Objective #13, Strategy #2, Activity #6:

The theatre program was reviewed and appropriate funding was provided to accommodate program needs.

Goal #1, Objective #13, Strategy #2, Activity #7:

The Summer Fine Arts Enrichment Camp was expanded to include theatre at the elementary and middle school levels. Dance was not added, due to facility needs. Approximately 250 campers were enrolled. Student scholarships were available for our FARM population.

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

Opportunities for students to partnership with community, local colleges, and governmental agencies increased, with no additional funding requirements.

Goal #1, Objective #13, Strategy #2, Activity #12:

Additional funding was provided from the Fine Arts Initiative Grant and from General Funds for curriculum mapping and alignment.

Goal #1, Objective #13, Strategy #2, Activity #13 and 14:

Activities for extended day/extended year/ and gifted and talented students were reviewed, but no additional funding was required.

Goal #1, Objective #13, Strategy #2, Activity #15:

With the adoption of a new music textbook series in grades PreK-8, innovative technology and enrichment activities were added to all elementary and middle schools. Funding was provided from the General Fund through the textbook adoption cycle.

Goal #1, Objective #13, Strategy #2, Activity #16:

All transportation costs for related curricular activities were funded from the General Fund.

3. Describe which goals, objectives, and strategies included in the BTE Master Plan were not attained and where **challenges** in making progress toward meeting Programs in Fine Arts goals and objectives are evident.

Generally, there were no major challenges for the 2006-2007 programs in Fine Arts goals. Additional grants (St. Mary's Arts Council) were written to enhance activities and strategies. Time for professional development is always a challenge, but adjustments have been made in the 2007-2008 cycle to accommodate professional development activities. Textbook committees in visual arts (PreK-12) and

music/fine arts (9-12) will meet throughout the 2007-2008 school year to begin the adoption cycle requirements.

4. Describe the goals, objectives, and strategies that will be implemented during 2007-2008 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.

An additional professional development day has been added to the 2007-2008 school year calendar. Teachers will be inserviced on the new theatre and visual arts textbook series and how it aligns with the Essential Learner Outcomes for Theatre and the Voluntary State Curriculum for Visual Arts. During the summer of 2007, curriculum mapping and unit planning workshops have been scheduled to create documents that will provide an adequate foundation for curriculum alignment. By FY 2008, PreK-12, in fine arts, music, theatre, and the visual arts, will have new textbooks that will enhance the Voluntary State Curriculum and the Essential Learner Outcomes. County assessment committees will be established in 2007-2008 to collect artifacts to begin the process of constructing pilot assessment tools.

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET**

ORIGINAL GRANT BUDGET	\$40,831.00	AMENDED BUDGET #		REQUEST DATE	07/17/07
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	047.08		
REVENUE SOURCE		SCHOOL NAME			
FUND SOURCE CODE		GRANT PERIOD	07/01/07 To 06/30/09		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						815.00	815.00
Prog. 23 Centralized Support							0.00
202 and Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 13 Inst. Admin. & Superv.							0.00
203-205 Instructional Categories							
Prog. 21 Regular Prog.	16,894.00						16,894.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 05 School Library Media							0.00
Prog. 06 Instruction Staff Dev.	28,300.00	2,000.00	1,540.00	2,000.00			28,840.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch. Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Superv.							0.00
207 Student Personnel Serv.							
208 Student Health Services							
209 Student Transportation							
210 Plant Operation							
Prog. 30 Warehousing & Maint.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				3,552.00			3,552.00
214 Community Services							0.00
215 Capital Outlay							0.00
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 39 Remodeling							0.00
Total Expenditures By Object	\$30,524.00	\$2,000.00	\$1,540.00	\$3,552.00	\$0.00	\$815.00	\$40,831.00

Finance Official Approval	Rhonda K. Meleen	<i>Rhonda K. Meleen</i>	August 31, 2007	301-475-5511 x 183
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Michael J. Martirano	<i>Michael J. Martirano</i>	8/3/07	301-475-5511 x 178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Appr.				
	Name	Signature	Date	Telephone #

Grant Budget C-1-25 (Rev. 2/1/05)

St. Mary's County Public Schools Budget Narrative Fine Arts 2007-2008

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Fine Arts Assistant: Staff	40% of FTE Salary	40% of FTE Salary	\$10,824		\$10,824
Fixed Charges	Fringe Benefits: Retirement 11.6 - \$1,255 W/C 1.15 - \$29 Life .42 - \$10 FICA 7.65 - \$828	Fixed Charges on FTE	\$ 2,122		\$ 2,122
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #1, 2, and 3	100 participants x \$20 per hour x 10 hours	\$20,000		\$20,000
Fixed Charges	Fringe Benefits	.0765 % x \$20,000	\$ 1,530		\$ 1,530
Instructional Staff Development Contracted Services	Consultants to provide professional development training Strategy #2 and 3	10 days x \$200	\$ 2,000		\$ 2,000
Instructional Staff Development Supplies	Training materials for professional development Strategy #1, 2, and 3	77 participants x \$20	\$ 1,540		\$ 1,540
Other Charges	Conference Fees Strategy 2,	40 participants x \$50.00	\$ 2,000		\$ 2,000
Administration Business Support Services/Transfers	Indirect Costs	2% x direct costs	\$ 815		\$ 815
	TOTAL		\$40,831		\$40,831

Additional Federal and State Reporting Requirements



Victims of Violent Criminal Offenses in Schools (VVCO) Report for School Year 2006-07

	Local School System (LSS): St. Mary's County Public Schools LSS Point of Contact: Kathleen Lyon Tel: 301-475-5511 ext. 198				
Violent Criminal Offenses	(1) Total # of VVCO	(2) # of VVCO Requesting Transfers	(3) # of VVCO Not Requesting Transfers	(4) # of Transfers Granted by the LSS Without a Final Case Disposition	
Abduction & attempted abduction					
Arson & attempted arson in the first degree					
Kidnapping & attempted kidnapping					
Manslaughter & attempted manslaughter, except involuntary manslaughter					
Mayhem & attempted mayhem					
Murder & attempted murder					
Rape & attempted rape					
Robbery & attempted robbery					
Carjacking & attempted carjacking					
Armed carjacking & attempted armed carjacking					
Sexual offense & attempted sexual offense in the first degree					
Sexual offense & attempted sexual offense in the second degree					
Use of a handgun in the commission or attempted commission of a felony or other crime of violence					
Assault in the first degree					
Assault with intent to murder					
Assault with intent to rape					
Assault with intent to rob					
Assault with intent to commit a sexual offense in the first degree					
Assault with intent to commit a sexual offense in the second degree					
TOTAL	0	N/A	N/A	N/A	

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

Guidance for Completion of the SY 2006-07 Victims of Violent Criminal Offenses in Schools (VVCO) Report

Authority:

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

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

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

COLUMN 3: This column captures the total number of VVCO who did not request a transfer after the "conviction or adjudication" of a perpetrator.

COLUMN 4: This column captures those transfers that were made by the local school system prior to "conviction or adjudication" of a perpetrator and/or without being requested by a VVCO (i.e. in the interest of safety and/or good order and discipline).

Gun-Free Schools Act Report

Local School System (LSS): St. Mary's County Public Schools
 School Year 2006-07
 Point of Contact: Kathleen Lyon
 Telephone: 301-475-5511 ext. 198
 FAX: 301-475-2469
 Email: kmlyou@smcps.org

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

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

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


 Signature - Local Superintendent of Schools
 7/17/07
 Date

Facilities to Support Prekindergarten and Kindergarten Programs

The purpose of this section is a.) to identify any major changes to the school system's overall plan for facilities in support of Bridge to Excellence Master Plan strategies and b.) to track the implementation of mandated prekindergarten (PK) and full-day kindergarten (FDK) programs.

- A. Overall Facilities Plan:** Provide a brief narrative description of any major facilities needs, processes, participants, and/or timelines identified in the last update that have changed substantially due to actual State and local government capital budget allocations or other factors.

Please see Appendix A

- B. Full-day Kindergarten for All Students and Full or Half-Day Prekindergarten Programs:** Complete the attached table. Capital projects should be the same as those submitted to the Public School Construction Program (PSCP) in the *Educational Facilities Master Plan*, dated July 1, 2007, and the FY 2008-13, *Capital Improvement Program Request*, dated October 2006. Detailed project descriptions and schedules are **not** required in this update.

Directions for Completing the Table:

1. Provide name and number of school system.
2. Provide name and phone number of person completing form who can answer questions about the information.
3. Complete Columns 1 – 7.

Column 1	If applicable, provide PSCP/Board of Public Works project number for approved local planning and/or construction projects.
Column 2	List by name , in alphabetical order, all schools and qualified vendor sites that are required to provide programs for FDK for all students and PK for eligible students.
Column 3	Place an X next to all schools that have FDK programs for all students in place in school year 2007-2008.
Column 4	Place an R next to all schools/sites that are required to offer PK programs for all eligible students – 4 yr old children from economically disadvantaged families, by school year 2007-8.
Column 5	Place an X next to all schools/sites that have PK programs for all eligible students in place in school year 2007-8.
Column 6	Indicate by Yes or No if the school system provides transportation for PK students with <u>and</u> without IEPs attending home schools <u>and</u> other sites.

Column 7

List the **Fiscal Year** for State construction funding related to the mandated FDK and PK programs as requested by the school system in the FY08-13 Capital Improvement Program of the Public School Construction Program.

4. If the programs for the students in a named school are offered at a different location, such as another school, a regional center, or a qualified vendor site, insert the name of the location in columns 3, 4, and/or 5 as appropriate. Example: *“at Hoyer Center”*
5. Expand number of rows in the table to include all schools needed.

Name and Number of School System: St. Mary's County Public Schools - 18

Person Completing Form: Kimberly Percell-Howe **Phone:** (301)475-4256, ext. 6

IAC/PSCP Project Number If applicable	School Name and Qualified Vendor Sites	FDK for All Students	PK for All 4 Yr Old Children from Economically Disadvantaged Families			Fiscal Year for State Capital Funding
1	2	3	4	5	6	7
		In Place SY07-08	Required by SY07-08	In Place SY07-08	Transportation Provided (Yes/No)	As requested in PSCP CIP FY08- 13
	Benjamin Banneker	X	R	X	Yes	
	Chesapeake Public Charter School	X	R		No	
18.024.05C	Dynard	X	R	X	Yes	
18.007.03LP	George Washington Carver	X	R	X	Yes	
	Green Holly	X	R	X	Yes	
	Greenview Knolls	X	R	X	Yes	
	Hollywood	X	R	X	Yes	
18.021.98LP	Leonardtwn	X	R	X	Yes	FY 2008
	Lettie Marshall Dent	X	R	X	Yes	
18.021.98LP	Lexington Park	X	R	X	Yes	
	Mechanicsville	@ Lettie Dent	R	@ Lettie Dent	Yes	
18.011.04C	Oakville	X	R	X	Yes	
	Park Hall	X	R	X	Yes	
18.027.06C	Piney Point	X	R	X	Yes	
18.006.04C	Ridge	X	R	X	Yes	
18.031.08C	SMCPS 0606		R			FY 2008 New
18.015.06C	Town Creek	@ Hollywood	R	@ Hollywood	Yes	
	White Marsh	@ Lettie Dent	R	@ Lettie Dent	Yes	

Note: R = In accordance with COMAR 13A.06.03 A.-B., each local school is required to enroll 4-year-old children in prekindergarten who are from families with economically disadvantaged backgrounds or who are homeless. This could occur at any and or all of our elementary schools.

**Transfer of School Records for Children in State-Supervised Care
Annual Certification Statement**

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

Point of Contact: Kathleen M. Lyon

Address: 23160 Moakley Street

Leonardtown, MD 20650

Telephone: (301) 433-2511 ext. 100

Fax: (301) 433-2365

Email: klyon@smcps.org

I certify that the local school system is implementing the requirements for the transfer of educational records for children in state-supervised care in compliance with §§ 5-501 – 5-506 of the Education Article, Annotated Code of Maryland, and Code of Maryland Regulations (COMAR) 13A-08-02.



Signature Local Superintendent of Schools/Chief Executive Officer **Date** 7/23/07

Please return the completed certification statement by August 15, 2007 and submit as part of your 2007 Master Plan Annual update. If you have questions, please contact:

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

Phone: (410) 767-0264

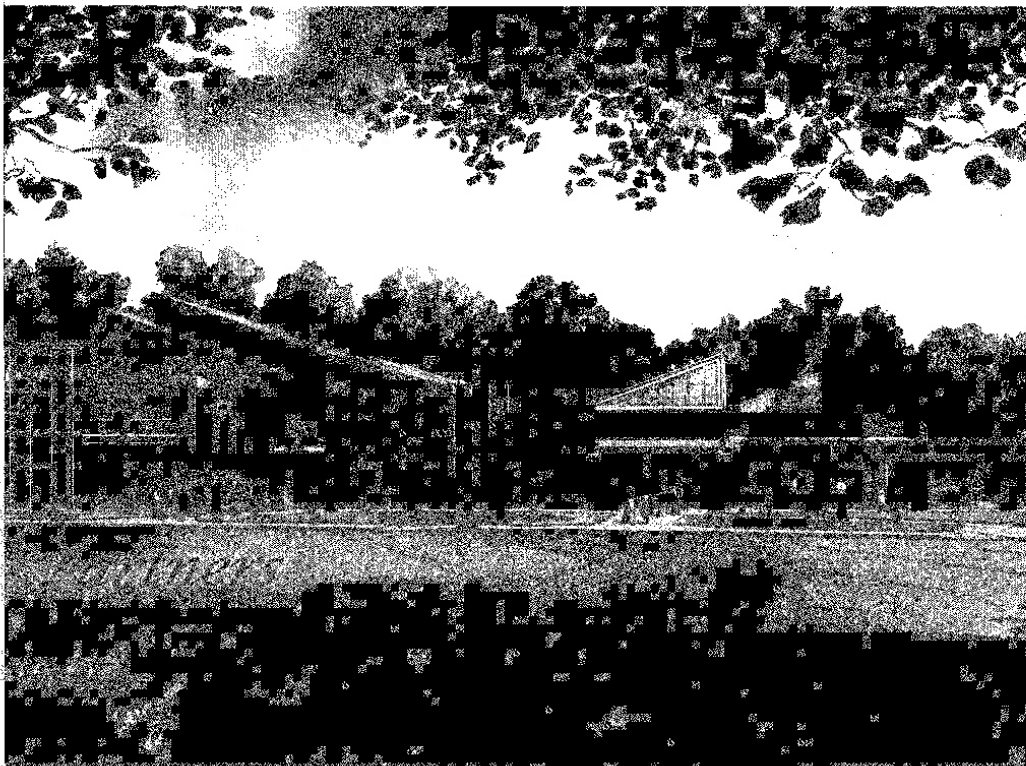
Fax: (410) 333-6148

Email: jmcginnis@msde.state.md.us

Bridge to Excellence Master Plan

Review of Adequacy of Existing School Facility Needs

Updated July 2007



Maintenance
Capital Planning

Design & Construction
Food Services

Operations
Transportation

INTRODUCTION

With the passage of the *No Child Left Behind Act* in January 2002, our nation stands on the threshold of implementing the most important federal education law since the initial enactment of the *Elementary and Secondary Education Act of 1965*. As a result of its passage, a clear message is reverberating throughout the nation. The message will require public school systems to ensure that each student receives a high quality meaningful education. The standards for successful implementation of this law are the acceleration of academic achievement for all students and the elimination of achievement gaps among children.

Maryland fully embraces this goal. The Maryland State Board of Education and the State Department of Education have established the acceleration of student achievement and elimination of achievement gaps as their top priority. To drive changes needed to achieve this goal, Maryland is fortunate to have two additional powerful forces in play at this time. These are the recommendations from the *Visionary Panel for Better Schools* and the recently enacted *Bridge to Excellence in Public Schools Act*.

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

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

As part of the *Bridge to Excellence Master Plan*, each school system is required to review the impact of implementing the master plan with regards to the planning, design, construction, operation, maintenance, and management of its educational facilities. The plan should address capital improvements necessary to implement prekindergarten programs for economically disadvantaged students and full-day kindergarten for all students by the 2007 – 2008 school year. Also, capital improvements may be required to support other educational program services and strategies for summer school programs, after school programs, class size reductions, and alternative programs.

In developing the master plan, the planning team included the following descriptions:

- The process, participants, and timeline that will be used to determine the capital improvements required to carry out the master plan;
- Capital improvements necessary to implement prekindergarten programs for economically disadvantaged students and full-day kindergarten for all students by the 2007 – 2008 school year; and
- Capital improvements required to support other educational programs and services and the strategies (e.g. special programs for identified populations, alternative programs, class size reduction) proposed in the master plan. If a specific approach to capital

improvement has been determined, discuss this approach. If alternative solutions are being studied, explain those alternatives; and

- Non-capital improvement approaches to facility needs that are being considered (e.g. leasing relocatables and/or space in other existing buildings).

The approach to developing the facility needs component of the St. Mary's County Public Schools Master Plan has been a collaborative effort between the Division of Instruction and the Division of Supporting Services. This holistic approach to developing the capital improvements plan in conjunction with the Bridge to Excellence Master Plan has resulted in a program that provides equity and adequacy for delivery of educational services. The cohesive nature of the educational and facilities master plan ensures that there is adequate support for all programs, based on identified needs.

As partners in education, the Division of Supporting Services, which is comprised of the Departments of Capital Planning, Design and Construction, Food Service, Maintenance, Operations, and Transportation are an integral part of a development of the Bridge to Excellence Master Plan, adopting and embracing the goals to ensure that no child is left behind. Each department within the division understands their role in supporting this effort and has developed a mission statement, which supports the vision and goals of the school system. The mission of the Division of Supporting Services is as follows: *"As an integral partner in the educational process, the mission of the Division of Supporting Services is to promote achievement in education through fiscal responsibility and a coordinated effort to provide the highest quality learning environment."*

The Planning Process

The Board of Education is responsible for the formulation and adoption of policies to guide the operation of the school system. The Board determines the philosophy of the school system, the overall goals to be achieved, the means for evaluation, and reports to the public as to current status and needs of the school system.

The Board of Education looks to its Superintendent for professional recommendations before adoption of policies. The Board expects the Superintendent to administer its policies and to operate the schools in accordance with state laws, State Board of Education Bylaws, regulations, and guidelines. Members of the central office staff advise the Superintendent in their areas of special competencies. Directors and supervisors make recommendations as to facilities needed to achieve the desired goals in specific subject areas. The Chief Operating Officer is particularly charged with coordinating data for submittal to the Superintendent and Board.

Teachers serve on various school and county committees. They are the best experts for advice on what facilities are needed to promote learning in specific subject areas at the different grade levels.

Students serve on various school and county committees and hold a student-member position on the Board of Education. They provide valuable advice on what programs, activities, and facilities are needed to promote learning.

At the inception of each project, the school principal appoints a school committee on construction composed of laypersons, members of the school professional staff and community, including student input. Central office personnel serve as advisors to the committee. The committee reports to the Superintendent of Schools.

The school system receives input from a large variety of community organizations and groups, with specific input provided by the School Improvement Teams. To encourage community participation, the program is shared with civic organizations, Parent Teacher Organizations, the Facilities Work Group and is presented to county agencies such as the Planning Commission, as well as the Board of Education and Board of County Commissioners. The process of providing education on our capital improvements program and receiving community input is an on-going process.

Decision Making - The desired characteristics of the facilities must be those, which promote realization of the educational specifications. The Board and the Superintendent utilize the advice of members of the professional staff, lay committees and persons, State Department of Education personnel, staff of the Interagency Committee, architects, engineers, and consultants. Reevaluation and updating the planning process will be achieved through:

- County Commissioners provide budget estimates for current and next five-year capital improvement program budgets.
- Board evaluation of results achieved, including opinions of the Advisory Committee on School Affairs.
- In-house evaluation by the Superintendent and appropriate staff.
- Conferences with staff of Interagency Committee.
- Advice of outside consultants.

Role of the Division of Supporting Services – The Division of Supporting Services has six departments: Capital Planning, Design and Construction, Maintenance, Operations, Transportation, and Food Service. The division and its individual departments always strive for cost effectiveness and efficiency in the delivery of services and the construction of facilities, keeping them functional and attractive yet economical to operate. It promotes energy conservation by using conservation equipment and processes, and by increasing staff and student conservation awareness. It ensures that buildings are well maintained and it strives to provide timely preventive maintenance of key building components to extend their useful life. These management efforts enable students and staff to function in a facility that supports the goal to fulfill the promise in every child.

This division will continue to be challenged to provide classrooms to accommodate increased enrollment while modernizing and updating older facilities to meet changing educational program needs. Maintaining and renewing aging facilities through programs such as the Aging School Program is a priority. There is also a continued need to modify such spaces in existing schools to support programmatic changes such as technology labs so that all schools can offer programs similar to those in new and modernized facilities. The increasing number and complexity of construction projects requires good planning and deployment of resources so that projects can be completed on time.

Department of Capital Planning - In order to support the Board of Education's goals, the Department of Capital Planning analyzes student enrollment projections and develops plans and

strategies to assure that adequate capacity is available both for the system as a whole and for each individual school, not only for current students and programs but also for future students and program changes. The department is responsible for evaluating the enrollment projections and developing effective facility plans to meet capacity and program needs and maintaining accurate data regarding the physical condition of all facilities.

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

Based on the enrollment projections, staff analyzes the utilization of every school in the system to determine whether adequate capacity exists in the short and long-term to provide classrooms and program space for all students. Plans are then drafted to address areas where solutions are required. A variety of solutions are studied, including temporary relocatable classrooms, boundary changes, and construction of new and renovated facilities. Staff works closely with the school community and other St. Mary's County Public Schools staff to develop the rationale and justification for the draft facilities plan before presenting formal capital improvements requests to the Superintendent and the Board of Education for review and approval.

Once the draft plan is adopted by the Board of Education, planning staff prepares all documentation required by local and state elected officials to approve and fund the Board's capital improvements requests. Department staff implements approved state and local budget actions by collaborating with schools, communities and other St. Mary's County Public Schools staff to develop the rationale and justification for projects. The department provides on-going review and analysis of demographics, economic, social, technological, and educational trends in support of St. Mary's County Public Schools Educational Facilities Master Plan. Implementation of the planning initiatives is guided by framework that integrates the school system's improvement efforts and continuous improvements regarding long-term planning initiatives.

Department of Design and Construction - The Design and Construction department manages facilities design and construction activities for the Board of Education Capital Improvements Program (CIP). The office secures/procures architectural engineering services, coordinates design activities, construction bidding, and secures approvals for plans and specifications, and manages construction activities and close-out. They also prepare plans for minor modifications (up to an approximate value of \$250,000) that are completed by in-house staff or contractors. Some of these projects include:

- Aging School Projects
- Relocatable Classrooms
- New School Construction
- Site Redevelopment
- Well and other utility replacement
- Addition/Renovation Projects
- Monitoring all construction work for compliance with applicable codes, plans and specifications and ensuring that the project is completed on time and within budget.

- Development of special capital projects such as accessibility modifications for individuals with disabilities
- Roof and HVAC Systemic Renovations

Department of Maintenance - The Department of Maintenance provides maintenance, repairs, and minor and major alterations. The maintenance department is responsible for preventive and major maintenance work at all facilities as needed. Maintenance also provides snow removal, painting, carpet replacement, and specializes in handling delivery of materials and equipment. The department also performs through staff or contracted services major repairs on heating, cooling, and electrical systems. Employees specialized in these areas are limited within staff resources. Challenges facing the division include:

- Manpower in accommodating continued and proposed future square footage increases
- Changing building technologies due to advanced technology
- Complying with new state and federal mandates
- Maintaining air conditioning/chiller systems
- Operating control systems, both used and new in modernized buildings and introduction of DDC/Logic Controls
- Coordination of state, local, and federal inspections on elevators, pressure vessels, and life safety equipment

In addition, the office must deal with the accelerated wear on facilities resulting from extensive community use and vandalism damage. The maintenance area must also make modifications or repairs to address environmental concerns such as indoor air quality.

Other maintenance area responsibilities include: OSHA/MOSHA compliance record keeping, Right To Know/MSDS Program, Local Emergency Preparedness, Facility Safety and Security, SMCPS work management program, snow removal, staff training, and interaction with Design & Construction projects.

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

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

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

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

Department of Transportation - Section EE of the Board of Education Policies deals with "Transportation Services Management." This department is responsible for the safe, effective, timely and economical transportation of students. Transportation department personnel are responsible for planning, monitoring, and coordinating daily operations, supervising contractors, training of all over-the-road personnel, and the inspection of equipment.

Safe, reliable, and efficient transportation by bus to school is available to every St. Mary's County Public Schools student who:

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

In addition to transportation to and from school each day, program bus services are provided for field trips and special instructional programs, athletic and music events, as well as extended day, before and after school programs, evening and summer programs, and the addition of the Judy Hoyer Center Program. Transportation of special needs students includes special needs students at home schools, transportation of the homeless, and teen parents. Transportation is also provided to our students who attend special state schools, such as Maryland School for the Deaf and Maryland School for the Blind, Chelsea, RICA, Leary, High Roads, and Harbour schools. Responsibilities include:

- Ensure safe and economic routing and scheduling.
- Conduct pre-service and in-service school bus driver training programs.
- Plan and provide safe school bus stops and loading/unloading areas at school.

In fiscal year 2007, it is estimated that 190 drivers and 23 bus assistants will travel 204000 hours in 186 vehicles traveling over 4,612,000 miles on 820 daily routes. Additionally, we will provide transportation services for over 6,400 field trips for special instructional programs, athletic and music events.

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

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

Administrative Procedures for Preparing, Adopting, and Implementing the School Capital Improvement Program - The following is a digest of essential steps:

1. Division of Supporting Services staff members review needs and prepare a list of recommended projects.
2. Board of Education members study and evaluate proposed projects, make tentative revisions, and give preliminary approval.
3. Advisory committee evaluates project and provides input.
4. Department of Capital Planning and central office staff members make appropriate revisions, additions, or deletions.
5. Board of Education gives final approval.
6. Detailed report is given to the Board of County Commissioners, legislative delegation, and general public.

The actual implementation of a specific construction project is handled by local school construction staff and architectural firm personnel. Progress meetings are held as often as necessary and desirable. Frequent progress reports are made to the Board of Education.

History of the Capital Improvements Program

The fundamental goals of facilities planning are to provide a sound educational environment to meet all of the needs of the school system. In FY 1993, the school system embarked on an aggressive capital improvements program to improve and modernize our schools and to meet the anticipated capacity needs. Through a \$191 million capital program we have successfully completed the expansion and modernization of nine elementary schools, which represents 63% of our elementary facilities; two middle schools; all three high schools and our career and technology center. The school system currently has a new elementary school ready to start under construction in the fall of 2007. Through this program the school system has been able to dramatically change the equity in education for students by reducing the average age of our schools from 38 years in 1993 to 19 years in 2007. In addition to the expansion and modernization projects, the school system has aggressively restored our aging infrastructure and implemented new educational opportunities through projects such as: roof replacements, HVAC replacements, science lab modifications, open pod space

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

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

The major trends impacting the future of the capital plan are rising construction costs, the availability of state funds, a change in the state funding under the new cost share formula for FY 2009, an increasing enrollment growth, an increase in the birth rate, pressure to continue reducing class size, and availability of school sites. Together these trends interact to produce a complex environment for developing long-range plans for the school system. The growth rate in student population throughout Maryland is expected to continue at a slower rate than experienced recently. However, St. Mary's County has seen an increase in both the birth rate and overall residency, which results in higher current and projected enrollment. Since 2000, the population of St. Mary's County has grown by 14.6% for an increase of 12,622 for a total of 98,854 residents. St. Mary's County ranks second in total population in Southern Maryland after Charles County at 140,416, with Calvert ranking third at 88,804. However, in terms of percent change in population, St. Mary's County has ranked third in the state for the past three (3) years, having surpassed both Calvert and Charles counties. This rate of growth will reshape plans to accommodate new student growth and long-range plans as the system turns the corner on growth at the elementary level and then at the secondary level. There will still be localized areas of sustained growth across the system and areas of rapid growth, which will require additional capacity that cannot be handled through the previous expansion and modernization program.

The school system will continue its program to modernize our inventory of facilities; however, three new elementary schools have been included in the six-year capital plan. These new elementary schools and the expansion of Leonardtown Elementary School will assist with meeting capacity needs for the next six to nine years. In addition, the interest in continuing to reduce class size will play a major role in the additional capacity new elementary schools will provide.

In addition to a growing elementary school population, the school system must meet federal requirements for offering Prekindergarten and full day Kindergarten as identified in the St. Mary's County Public Schools Bridge To Excellence Master Plan. The school system has fulfilled this requirement a year earlier than required through Kindergarten classroom additions and the replacement of the existing George Washington Carver Elementary School with a larger capacity facility. As the elementary school enrollment continues to increase, additional capacity at the secondary level will be required in the ten-year time frame as a result of the students moving through the grade levels. To meet these needs, the school system has included new high school and middle school facilities within the capital improvements program. The enrollment at the secondary level will have to be monitored closely over the next several years to ensure that the facilities are opened to meet the peak enrollment levels. In addition, a phase-in of the secondary population into a middle/high school transition school will be explored. In the interim, facility plans will continue to rely on relocatable classrooms to accommodate growth until completion of scheduled capital improvements projects occurs. Both a new high school and a new middle school are included in the

school systems current six year capital plan, however, the enrollment trends do not indicate sufficient enrollment to support the approval of these projects by the state in the next five years. The school system will continue to work closely with the county government with regards to potentially forward funding the design and/or construction of one of these facilities.

The school system will continue to analyze the projects needed to meet the educational program requirements and capacity needs of our students. The school system, as part of a statewide task force study, completed a countywide adequacy survey of all schools. Each county was required to utilize the minimum adequacy standards, as provided by the Public School Construction Program, to assess each facility. The survey results were provided to the Task Force to Study Public School Facilities for their review and determination of statewide needs and a final report was issued to the Governor in the spring of 2004. As a result of this survey, the school system has included projects within the updated FY 2008 and FY 2009 capital improvements program to address areas such as traffic patterns and local rated capacity needs. The program may continue to be modified to include future statewide educational program initiatives relative to the adequacy survey. State legislation was proposed in 2007 to require and update of the adequacy survey. When or if an update to the adequacy survey is required it will be completed and any additional findings will be incorporated into the subsequent capital improvements program.

With the possibility of less state-funding based on the new cost share formula in FY 2009, there comes a danger of not being able to maintain project schedules. Based on the current and projected fiscal constraints at the state level, St. Mary's County Public Schools will be competing with other county agencies for the limited funding in the adopted capital improvements program to maintain the construction program. This issue will create greater uncertainty when planning long-range facility programs to support the educational program and capacity requirements.

The school system will continue to work closely with the Board of County Commissioners over the course of this program to accelerate this plan based on future funding levels and capacity needs. Over the last five years, there has been an increase in the per square foot cost of school construction of \$76.39. This increase has resulted in a substantial increase each year to the school systems capital improvements program projects. As of May 2006, school construction projects were exceeding the FY 2007 figure of \$213.00, with bids for projects in excess of \$250.00 per square foot. The school system will continue to monitor the bidding across the state as we prepare out budgets this fall.

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

St. Mary's County Public Schools has 16 elementary schools, 4 middle schools, 3 high schools, 1 career and technology center and 1 secondary center serving 16,667 students in grades PreK-12 as of September 30, 2006. Enrollment in St. Mary's County Public Schools is never static. The fundamental goal of facilities planning is to provide a sound educational environment for a changing enrollment. The number of students, their demographic distribution, and the demographic characteristics of this population must all be addressed in the analysis and evaluation of the capital improvements program. Enrollment changes in St. Mary's County do not occur at a uniform rate throughout the county in which a full range of population density from rural to urban is present.

In March of 2007 the Department of Capital Planning, working with the Maryland Department of Planning, prepared enrollment projections for the next ten (10) years. These projections show an increasing enrollment through 2017 at the elementary level. The Maryland Department of Planning enrollment projection model is closely aligned with our projections, based on prior year increased birth rate and elementary population over the past several years. Both the state and local projections indicate a slight increase in middle school enrollment starting in 2013. It will take three to four years for this increase to be seen in high school enrollment. The recent increase in high school enrollment is attributable to a spike in elementary school enrollment in the late 1990's that caused a "bubble" in the enrollment. The students are now passing through the high school grades. These "bubbles" or spikes in enrollment over a short period of time can be attributed to in migration as a result of changes on the military base or a spike in birth rates.

Although there are discussions in the community about the need for construction of a new high school, the student enrollment projections do not indicate that there will be state support for this project until 2015 based on the state procedure that the majority of students must be in place with the remainder of the students projected in the next five years. Based on a 1,200 capacity high school, the school system will need approximately 500+ students overcrowding in the schools before the state will consider granting approval for the project. In addition, we must demonstrate that we have continued enrollment to utilize the remainder of the capacity. Although we are having isolated incidences of overcrowding at one high school, there is a false sense of urgency based on the closure of two Adequate Public Facility areas based on the current zoning procedures. At the time a developer receives record plat approval, the entire student yield for the development is deducted from the available capacity. However, large subdivisions build out over a number of years, which is how the enrollment projections are formulated. While the school system shows the new students arriving from new subdivisions in the ten year projections, the county's Department of Land Use and Growth management must count all students as having arrived at the school at the time of approval for the subdivision. This scenario has caused two adequate public facilities districts to close down when the school system is able to accommodate additional students as we work towards building the population required for the new school. Currently, a St. Mary's County Chamber of Commerce Task Force is reviewing the Adequate Public Facilities Ordinance to propose recommendations for better aligning the approval of new subdivisions with the actual timeframe for occupancy and student yield assessment. Based on the Adequate Public Facilities Ordinance, the school system has accelerated the planning approval request for the middle school and high school projects in advance of the ability to secure state approval by one year.

The changes in the capital improvements program were reviewed against all of the established criteria. This plan allows the flexibility for growth, with designated schools that could provide additional capacity across the county, through redistricting efforts,

Through the No Child Left Behind legislation, the school system must also review what the impact of implementing the Bridge to Excellence Master Plan will be on the planning, design & construction, operation and maintenance of its educational facilities. The planning should address capital improvements necessary to implement prekindergarten programs for economically disadvantaged students and full-day kindergarten for all students. The school system implemented full day kindergarten a full year before the required date. Also, capital improvements may be required to support other educational program services and strategies for summer school programs, after school programs, class size reduction, extended year school program, and alternative programs.

The survey results from the statewide adequacy survey were also reviewed for potential project inclusion within the capital improvements program.

Elementary Schools – Based on the spring 2007 State and local enrollment projections, system-wide our elementary schools are currently in a period of increasing enrollments. There will continue to be a steady increase in enrollment through FY 2017, which will exceed the available capacity. The school system will continue to rely on relocatable capacity at the elementary school level to meet the capacity needs during the construction of additional capacity. For the 2007 – 2008 school year, the school system utilized 37 relocatable classrooms to meet local class size goals.

With the completion of the Leonardtown Elementary School addition/renovation during 2008, there will still be a need for additional capacity in the central portion of the county, based on the current enrollment projections.

With the completion of the Leonardtown Elementary School addition/renovation, the school system will have capacity to operate between 78% - 127%, with an average of 108.19% utilization based on local rated capacity (based on current enrollment projections). The completion of the Leonardtown Elementary School addition/modernization project will also assist with lowering the utilization rate. This utilization necessitates the need for additional capacity within our elementary schools, especially the need to implement full day Kindergarten initiatives and the flexibility for future educational program changes.

The Educational Facilities Master Plan has included a new elementary school since FY 1993. This new school has been monitored and reviewed for acceleration in the plan each year based on the school systems ability to meet capacity needs at the elementary level through additions and renovations of existing facilities. Over the last five years the school system has gained 1,028 new elementary students, reduced the elementary school capacity by 451 seats to program and class size reductions and addressed the majority of the conversion to full-day kindergarten. In order to meet the capacity needs, the new elementary school was accelerated, with planning approval requested in FY 2005. The project did not receive planning approval from the state since a new school site had not been identified in time for the approval process. The school system acquired the site for the first new elementary school (elementary school 0606) in December 2005. The Public School Construction Program granted planning approval for elementary school 0606 in January 2006 and construction planning in July 2007. The project is scheduled for bidding during the summer of 2007 with construction to start in the fall of 2007.

Two additional new elementary schools are programmed within the capital improvements program. The second new school will be requested for planning approval in FY 2010 and the third new elementary school will be requested in FY 2013. These schools will be needed to address the projected overcrowding generated by an additional 1,541 new elementary students in the next ten years.

The capital improvements program also addresses systemic renovation projects. At the elementary school level, planned projects include the HVAC systemic renovation of Oakville Elementary School, the early childhood center at Benjamin Banneker Elementary School (former Loveville Elementary School building) and chiller replacement at Greenview Knolls Elementary School. With the completion of these three HVAC systemic renovations, all of the schools will have

completed central air conditioning systems. In addition, the school system has projects that meet the projects identified as part of the statewide adequacy survey. In addition, projects to address life cycle replacement will be undertaken in FY 2009 including a partial door replacement at Piney Point Elementary School and security entrances at several schools.

Middle Schools - At the middle school level there has been rapid growth in the late 1990's as a result of a spike in enrollment that formed a bubble at the elementary school level in the early 1990's. These students have now passed through the middle school grades and are attending high school. The enrollment projections indicate that this growth will slow down for a period of several years as evidenced by a slowed down elementary school enrollment for the past four years. A second wave of growth will occur based on an increased birth rate, which began affecting our elementary school enrollment with the 2004 school year. Although the Maryland Department of Planning is projecting minimal growth at the middle school level, the school systems enrollment projections for the 2007 – 2008 school year show a slight increase with more moderate growth beginning in FY 2010 through FY 2013. However, this growth will not be enough to justify a new middle school until FY 2014.

The projections indicate that there will be adequate capacity at the middle school level in the central portion of the county based on the completion of the Margaret Brent Middle School project. The enrollment will begin to increase and with the utilization of relocatable classrooms, the middle school capacity should be sufficient to meet the enrollment needs through FY 2012. Based on the need for relocatable classrooms at the middle and high school level, the school system has included a new middle school within the capital improvements program, which through a phase-in of the student population could address both the future middle and high school shortfall of capacity. A new middle school is included in the capital improvements project, with planning approval requested in FY 2014. As stated above, there is insufficient enrollment support for this project at the state level until after FY 2014. The school system has accelerated the request for this project to FY 2013 based on the needs identified by the Adequate Public Facility Ordinance. Although we are having isolated incidences of overcrowding at the middle school level, there is a false sense of urgency based on the closure of two Adequate Public Facility areas based on the current zoning procedures. At the time a developer receives record plat approval, the entire student yield for the development is deducted from the available capacity. However, large subdivisions build out over a number of years, which is how the enrollment projections are formulated. While the school system shows the new students arriving from new subdivisions in the ten year projections, the county's Department of Land Use and Growth management must count all students as having arrived at the school at the time of approval for the subdivision. This scenario has caused two adequate public facilities districts to close down when the school system is able to accommodate additional students as we work towards building the population required for the new school.

The capital plan includes HVAC systemic renovations at Leonardtown Middle School and Spring Ridge Middle School.

High Schools - All three high schools have been modernized and expanded. The current high school enrollment projections indicate a period of sustained growth that started in FY 1993 and continued through FY 2005. The Maryland Department of Planning and the school systems projections indicate that this growth will slow to a more moderate growth through FY 2017, which is based on a slow down in elementary school enrollment that occurred in the late 1990's. The growth has been centered in the central portion of the county and based on three high school districts; the

largest increase in student enrollment has been experienced at Leonardtown High School. This growth pattern will continue to be monitored closely over the next several years.

Current enrollment projections indicate that there will be inadequate capacity at Leonardtown High, with Chopticon High School being at capacity. As stated above, the school systems capital plan has included a new high school request for planning approval. During the 2003 – 2004 school year, a Science and Engineering Secondary School Committee reviewed the instructional program to assist with the development of ideas for the new high school. In order to receive planning approval from the Public School Construction Program for a new high school, the majority of the enrollment must currently be in place with the remainder reflected in the enrollment projections. In order to receive approval for a 1,200 capacity high school, the school system will need to demonstrate that 500+ students are currently in place with the remainder of the students projected for the next two – three years after approval is granted. Based on current enrollment projections, this level of overcrowding will not occur until FY 2015. The school system will continue to monitor both the middle school and high school enrollment projections over the next several years and will make adjustments to the new school projects, as required to meet the capacity needs. Relief to overcrowding at the high school level is also obtained through students attending work release, college courses and the Dr. James A. Forrest Career and Technology Center, as well as relocatable classrooms.

The capital plan includes the replacement of the gymnasium floors at Chopticon High School and Great Mills High School. Projects have been added to address the aging of our tennis courts and tracks.

The Dr. James A. Forrest Career and Technology Center supports the career and technology education program for students attending all three high schools. Since 1988, the enrollment at the Dr. James A. Forrest Career and Technology Center (formerly St. Mary's Technical Center) has increased from 337 students to 1,006 for the 2006 - 2007 school year. The continual increase of student interest in career and technology programs has resulted in the need to establish an application process, which places students, based on the available program availability. In response to this capacity, educational program and aging facilities needs, planning approval was approved in FY 2001 for an addition/renovation to the Forrest Center and construction funds were approved in FY 2002. This project includes the renovation of the entire building, upgrade of the HVAC and electrical systems and additional classroom space to meet the educational program requirements. The project was completed during the summer of 2006 and the capacity for this facility increased from 360 to 620.

Part VI.5 – Prekindergarten Implementation (Goal 1 – Objective 25)

Through the No Child Left Behind legislation, the school system has reviewed what the impact of implementing the Bridge to Excellence Master Plan will have on the planning, design and construction, operation, and maintenance of its educational facilities. The planning should address capital improvements necessary to implement Prekindergarten programs for economically disadvantaged students by the 2007 – 2008 school year. The school system currently offers Prekindergarten to 562 students at thirteen out of sixteen elementary schools, which exceeds the amount required for our economically disadvantaged students. The remaining three elementary school students are offered Prekindergarten opportunities through other elementary school

Prekindergarten programs. The school system is reviewing the need for additional capacity to house Prekindergarten at all elementary schools and will include capital projects to address the needs through Prekindergarten additions or through consolidation through a new elementary school.

Part VI.6 – Kindergarten Implementation (Goal 1 – Objective 25)

Through the No Child Left Behind legislation, the school system has reviewed what the impact of implementing the Bridge to Excellence Master Plan will have on the planning, design and construction, operation, and maintenance of its educational facilities. The planning should address capital improvements necessary to implement full-day Kindergarten programs for all students by the 2007 – 2008 school year. For the 2007 – 2008 school year the school system will offer full-day Kindergarten to a projected 1,105 students at all sixteen elementary schools. As the elementary school enrollment continues to increase, the school system will need to monitor the capital program to ensure that additional capacity projects are included to meet the enrollment needs. In the interim, facility plans will continue to rely on relocatable classrooms to accommodate growth until completion of scheduled capital improvements projects occur.

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

Since 1993, the school system has reduced elementary school capacity by 1,594 seats to accommodate class size reductions, implement new programs such as Prekindergarten, and to ensure that adequate spaces for instructional support were available. At the same time, the school system's elementary school enrollment grew by 1,702 new students since 1997. At the elementary school level there is a difference between the state and local guidelines with regards to the student/teacher ratio for each grade level. The Public School Construction Program and the Maryland Department of Planning in approving school construction projects utilize the state rated capacity. St. Mary's County Public Schools constructs and staffs elementary schools at a lower student/teacher ratio. The additional classrooms required to meet the lower class size are totally funded utilizing county funds. In existing schools, the difference in class size is accommodated with the use of 38 relocatable classrooms. The school system utilizes a lower class size of 21 students in grades 1 – 2. This class size reduction results in a difference of 362 seats between the local and state rated capacities, which is equivalent to one elementary school. The school system's capital improvements program includes three new elementary schools to meet current and projected capacity needs. As the planning team continues their review and development of the *Bridge to Excellence Master Plan*, additional capital projects may be required to address the capacity needs generated by class size reduction.

Part VI.8 – Alternative Programs (Goal 4 – Objective 3)

As the planning team continues monitoring the *Bridge to Excellence Master Plan*, additional capital projects may be required to address alternative programs, such as the Alternative Learning Center students and those students who attend schools outside of the county based on special needs programs. For the 2007 – 2008 school year the White Oak Secondary School (alternative learning center) will provide educational programs for middle and high school students.

Part VI.9 – Special Programs for Identified Populations (Goal 2 – Objective 1 & 25)

As the planning team continues to monitor the *Bridge to Excellence Master Plan*, additional capital projects may be required to address special programs for identified populations. Present and future capital improvements projects will be inclusive of spaces required to meet the needs identified to achieve the goals and objectives outlined in the master plan. Specifically, a proposed new high school and a science lab renovation at Spring Ridge Middle School will provide a comprehensive program aimed at maximizing the full potential of each student's intellectual, technological and affective skills in science and engineering.

Part VI.10 – Non-Capital Improvement Approaches

The Division of Supporting Services Department of Maintenance has been critical to our ability to meet programmatic changes without capital investment. The department has been instrumental in conversion of existing spaces to meet new programs such as industrial labs to technology labs. In addition, the school system will need to explore the opportunities for exempt financing for relocatables and grant funding.

Part VI.11 – Summary

The Division of Supporting Services has and will continue to work closely and collaboratively with the Division of Instruction to ensure that our students receive equitable and high quality educational opportunities and facilities. The Bridge to Excellence Master Plan will serve as an extension of the ongoing collaboration and will assist with requesting capital funds in a challenging economic timeframe. All resources of the Division of Supporting Services will work together with instructional staff, students, teachers, and parents to ensure that the funds being expended are serving the county well into the future. The school system will continue to build on partnerships in education with our local government, businesses, and citizens to direct the capital investment into providing educational opportunities to fulfill the promise in every child.