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

**2006 BTE Master Plan Update  
Part II Attachments:  
Due August 15, 2006**



**Nancy S. Grasmick  
State Superintendent of Schools**

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## Table of Contents

<b>Information</b>	<b>Pages</b>
<b>Submission Cover Page</b>	<b>3</b>
<b>Attachments 4A – 6B</b>	<b>4</b>
<b>Attachment 7:</b> Title I, Part A	<b>10</b>
<b>Attachment 8:</b> Title II, Part A	<b>51</b>
<b>Attachment 9:</b> Title II, Part D	<b>59</b>
<b>Attachment 10:</b> Title III, Part A	<b>70</b>
<b>Attachment 11:</b> Title IV, Part A	<b>81</b>
<b>Attachment 12:</b> Title V, Part A	<b>95</b>
<b>Attachment 13:</b> Title I, Part D	<b>N/A</b>
<b>Attachment 14:</b> Fine Arts	<b>106</b>
<b>Victims of Violent Criminal Offenses Report</b>	<b>113</b>
<b>Gun Free Schools Act Report</b>	<b>114</b>

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

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

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

**Local School System Submitting This Report:  
Somerset County Public Schools**

**Address:  
7982-A Crisfield Highway  
Westover, MD 21871**

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**WE HEREBY CERTIFY** that, to the best of our knowledge, the information provided in the 2006 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Annual Update has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.

\_\_\_\_\_  
**Signature (Local Superintendent of Schools)**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature (Local Point of Contact)**

\_\_\_\_\_  
**Date**

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

**Local School System: Somerset**

**Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding**

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: • (SW) for T-I Schoolwide Schools • (TAS) for Targeted Assistance T-I Schools(CH) for Charter Schools	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
Greenwood Elementary (SW)	68%	266,871		110,244		
Princess Anne Elementary (SW )	67%	286,769		50,719		
Somerset Intermediate	62%					
Woodson Elementary (SW)	60%	367,532		104,690		
Crisfield High School	51%					
Washington High School	49%					
Ewell School	47%					
Deal Island Elementary (SW)	41%	52,672		3,473		
JM Tawes Technology&Career Center						
Total Public school allocations (Should add up to the total number from Title I Allocation Excel Worksheet Column I.)		973,843				
School System Administration (Use # on Table 7-8 LINE 5)		122,179				
System-wide Programs and School System Support to Schools (Use # on Table 7-8 LINE 16)		35,888			11,748	12,007
Nonpublic Costs (Column J) (Use # on Table 7-10 LINE 5)						
<b>TOTAL LSS Title I Allocation (Should match # presented on C-1-25)</b>		<b>1,131,910</b>		<b>269,126</b>	<b>11,748</b>	<b>12,007</b>

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

Local School System: Somerset County

**Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding**

SCHOOL NAME In Rank Order by Percentage of Poverty – High to Low Poverty  After School Name Indicate: • (SW) for T-I Schoolwide Schools • (TAS) for Targeted Assistance T-I schools • (CH) for Charter Schools	Percent Poverty Based on Free and Reduced Price Meals	Title IV-A Safe and Drug Free Schools and Communities	Title V-A Innovative Programs	Title VI-B Rural and Low- Income Schools	Other	Other	Total ESEA Funding by School
Greenwood Elementary (SW)	68%						377,115
Princess Anne Elementary (SW )	67%						337,488
Somerset Intermediate	62%		4,177				4,177
Woodson Elementary (SW)	60%						472,222
Crisfield High School	51%						
Washington High School	49%		4,177				4,177
Ewell School	47%						
Deal Island Elementary (SW)	41%						56,145
JM Tawes Technology and Career Center							
School System Administration							
Systemwide Programs&School System Support		23,031					
Nonpublic Costs							
<b>TOTAL</b>		23,031	8,354				

**ATTACHMENT 5-A  
TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]  
Fiscal Year 2007**

**Local School System: Somerset**

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

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

Funds Available for Transfer	Total FY 2006 Allocation	\$ Amount to be transferred <u>out of each program</u>	\$ Amount to be transferred into each of the following programs				
			Title I-A	Title II-A	Title II-D	Title IV-A	Title V-A
Title II-A Teacher Quality							
Title II-D Ed Tech							
Title IV-D Safe and Drug Free Schools & Communities							
Title V-A Innovative Programs							

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

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

**Local School System: Somerset**

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

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

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

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

Title I-A (Reasonable and Necessary)	Title II-A (Reasonable and Necessary)	Title II-D (Reasonable and Necessary)	Title III-A (Limit: 2 Percent)	Title IV-A (Limit: 2 Percent)	Title V (Reasonable and Necessary)	Total ESEA Consolidation (Reasonable and Necessary)
\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00

**ATTACHMENT 6-A  
NONPUBLIC SCHOOL INFORMATION FOR  
ESEA PROGRAMS  
Fiscal Year 2007**

Local School System: Somerset

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.**

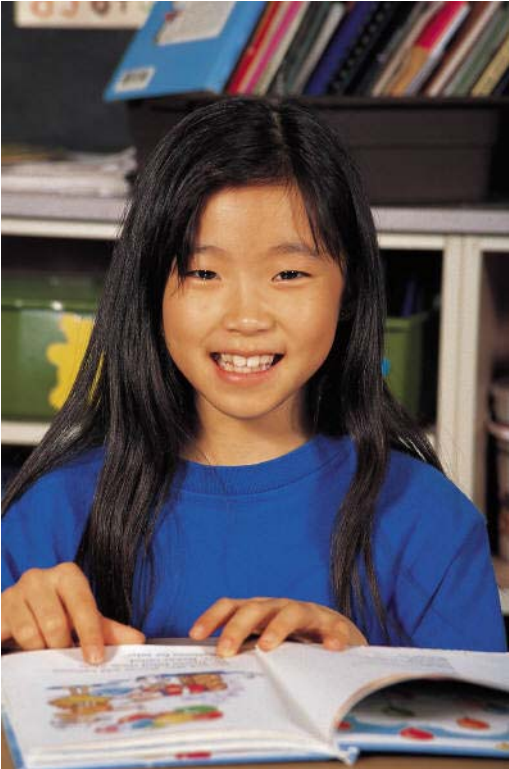
NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
None participating	Private School							
	Public School							
	Neutral Site							
	Private School							
	Public School							
	Neutral Site							
	Private School							
	Public School							
	Neutral Site							

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

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)				
	Title IV-A		Title V-A		Comments (Optional)
	Students	Staff	Students	Staff	
None participating					

# Attachment 7



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

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

<b>Local School System:</b> <u>Somerset County Public Schools</u> <b>Fiscal Year</b> <u>2007</u>
<b>Title I-A Coordinator:</b> <u>Tracie D. Holland</u>
<b>Telephone:</b> <u>410-621-6243</u> <b>E-mail:</b> <u>tholland@somerset.k12.md.us</u>

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

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

**N/A-There are no Title 1 Elementary schools in Somerset County that has been identified for improvement, corrective action or restructuring. If this was to occur we would use the process developed which would address the above listed items. The LEA and School Improvement Non-Regulatory Guidance Document will be used to help guide us through the process.**

**Schools in Improvement**

**#2 Measures that the school system is taking to ensure that the requirements for schools identified for improvement**

**The system has assumed the following process and responsibilities to enable THE SCHOOL to exit school improvement status:**

1. **Communication Support**
  - Clarify requirements for site (Site)
  - Clarify requirements for system (CO)
  - Identify role of CO in assisting site
  - Seat Supervisor of Secondary Education or SIS School Improvement Team as a member
2. **Curricular Support**
  - Provide learning guides for Voluntary State Curriculum for all Core Areas
  - Provide professional development for all staff or learning guides
    - a) Orientation
    - b) Application
    - c) Reflection

3. **Assessment**
  - **Establish county reading and math benchmarks using system endorsements**
  - **Build capacity of teachers in implementation of full cycle (Curriculum → Instruction → Assessment) teaching.**
  - **Build technological capacity of staff to fully utilizing student tracking and diagnostic data (Performance Matters)**
4. **Collaboration Support**
  - **Require alignment of SIP with BTE Master Plan (Highlight in Progress Document Workshops)**
  - **Monitor Progress through**
    - √ **Quarterly Reports**
    - √ **Walk Throughs**
    - √ **Benchmarks**
  - **Access MSDE Technical Support**
  - **Align Site SIP with Elementary Title I SIP**
  - **Facilitate Peer Review with Site Leadership Team**
5. **Resource Provision**
  - **Provide money for SIP goals to improve school achievement**
  - **Build capacity of staff through hiring of HQ staff**
  - **Build capacity of staff through Professional Development and match APD activities to student achievement**  
(APD – After School Professional Development)
  - **Build capacity of students for achievement through parent involvement of system initiatives for sites**

2. **DESCRIBE** the step-by-step process **including specific timelines/dates** used 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)

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

**N/A – There are no Title 1 Elementary schools in Somerset County that has been identified for improvement, corrective action or restructuring. We will use the outline process with projected start-up date, including ways to inform parents of all options prior to the start of school.**

***HIGHLY QUALIFIED:***

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

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

**Somerset County has a step by step process in place to notify parents about the qualifications of their teachers. Notifying parents about the qualifications of their child's teacher has also been addressed in Strategy 2.0 Family and Community involvement. 2.4.1**

**The following timeline outlines the actions taken and the respective deadline and department responsible to ensure all parents of children in Title 1 schools are notified in a timely manner regarding the qualification information of their child's classroom teacher, paraprofessional or long-term substitute in accordance with the No Child Left Behind Act.**

**August 15<sup>th</sup> –**

**Letters sent to all parents of children in Title 1 schools notifying them that they have the right to request qualification information on their child's teacher, paraprofessional or long-term substitute. This letter will also state that a separate letter will be sent if their child is in a classroom with a non-highly qualified teacher, paraprofessional or long-term substitute. (Title 1 office)**

**September 1<sup>st</sup> –**

**Names of non-highly qualified teachers, paraprofessionals and long-term substitutes will be given to the Title 1 office. (Human Resources)**

**Mid September –**

**School calendars are sent home with children. The calendar reiterates that the parent has the right to request qualification information on their child's teacher. (Title 1 office)**

**September 15<sup>th</sup> –**

**Letters sent to parents of children in Title 1 classrooms with non-highly qualified teachers, paraprofessionals or long-term sub. (Title 1 office)**

**The following items will be performed on an as needed basis:**

**A letter will be sent to the parent of the child once their teacher has become highly qualified. Human Resources will supply the teacher name(s) to the Title 1 office who will then mail the letters.**

**When a parent requests information on a teacher's qualifications, Human Resources will send the teacher a copy of the response letter sent to the parent for their reference.**

**In the letter and the Student Information Calendar that is distributed to all parents/guardians in the county in September of each year. The following request for information is included:**

**In January 2002, the new federal law, the No Child Left Behind Act of 2001(NCLB) was signed into effect by President Bush. Every school system that receives Title I funds must ensure that all teachers are highly qualified no later than the end of the 2005-2006 school year. This law gives you the right to ask for and receive information about the professional qualifications of your child's classroom teacher, including:**

- Any college or university degree or certification 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.
- Whether your child is served by paraprofessionals and, if so, the qualifications of the paraprofessional.

If you would like to receive this information about your child's classroom teacher or paraprofessional, please make the request in writing to your school's principal. The principal will then provide the information to you in a timely manner, in most cases within 30 business days.

***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);

At this time Somerset doesn't consolidate funds. Steps have been taken to look at and blend all of Somerset County programs, services and sources of funding, federal, state, and local to enhance the education of the students in Somerset County. These three sources will be used in a variety of ways to increase student achievement from our very diverse population of students.

- b) Describe how the system and schools adopt research based strategies and methods to improve student achievement.

Somerset County has included several research based strategies to increase student achievement . Somerset County's Instructional Team recommends methods to improve student achievement and the Central Office Instructional team approves and finalizes the decisions. Somerset has chosen to incorporate Reading First and Focused Mathematics in all of our Title 1 Elementary Schools. Three out of the four Elementary schools are also participating in The 21<sup>st</sup> Century After-School Program, and using the CES reform model for Coalition of Essential Schools.

Researched based strategies have been addressed in Strategy 1.0 Student Engagement of the Master Plan as following:

- 1.1.9 - differentiated instruction strategies
- 1.1.10 - promoting appropriate levels of challenge and acceleration
- 1.1.29 - research based core reading programs
- 1.1.40 - consistent reading measurements
- 1.1.41 - reading intervention programs
- 1.1.47 - implementing math portfolios
- 1.1.49 - higher level thinking and problem solving
- 1.1.50 - classroom assessments
- 1.1.57 - math intervention program

- c) Describe how the system and schools follow the progress of each student subgroup;

Student assessment data will be disaggregated at the system and school level to help identify areas of specific subgroup performance which will then be used to target intervention strategies that are needed. The schools utilize their Reading Coaches and

**Instructional Facilitators to help with the process of looking at the data for decision making purposes. The Central Office Full team also looks at total school system data to guide in the larger decisions. This issue has been addressed in the plan as following:**

- 1.3.6 - quarterly assessment measures**
- 1.3.8 - disaggregate performance data**
- 4.3.2 - teacher use of assessment data**
- 4.5.4 - analyze State county and classroom assessment data**
- 4.5.5 - data based decision making training**

- 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;**

**Somerset County received a 21<sup>st</sup> Century Grant. A three hour 5 days per week after-school program is operating in 4 of our Title I schools. Deal Island, Greenwood, Marion (will become Woodson Elementary), and Princess Anne Elementary. Students in grades 3-5 who have not reached proficiency on MSA are invited to participate in the program. Our system is considering a coordinator for these programs to consolidate and focus all services.**

- e) Describe the accelerated, high quality curriculum used in Title I, Part A schools; and**

**Somerset County has implemented Reading and Math Intervention programs to meet the needs of our students. Also, Somerset will be implementing additional help in the area of Math by adding Success Maker Software.**

- 1.1.1 - policies to guide curriculum development, review and adoption**
- 1.1.2 - ongoing curriculum review and revision**
- 1.1.3 - alignment of curriculum with VSC**
- 1.1.4 - revise and implement science curriculum**

- f) Describe formative benchmark assessments aligned with the Voluntary State Curriculum.**

**Somerset County uses the Reading First recommended Diebels assessment for a quick review of students. Teachers also look at the unit assessments that are part of the core program. Math Milestones are used to align with out Math Curriculum.**

- 1.1.32- utilizing DIBELS assessments**
- 1.1.55- aligning quarterly assessments to the VSC**

- 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.**

**Somerset County has assured that all Title 1 schools use the 10 components of the Schoolwide Program in every possible way. The Title 1 Supervisor uses the Schoolwide Program Resource Packet as guidance for each Title 1 school. All stakeholders are included in the planning and development of these plans. The finished plan is reviewed and revised as needed. All schools use the School Improvement Plan checklist when developing their plans in the spring. Also, all schools participate in a peer review in the fall to revise plans where needed as a way to provide shared responsibility. The Title 1 Supervisor coordinates SIT meetings and reviews each schools progress throughout the year. Each SIT chair is responsible for keeping the Title 1 binder as evidence that their schools plan is being implemented and evaluated. These binders are used during the quarter review with the Title 1 Supervisor. Any school that is needing modifications will go back to their home school ad meet with their SIT teams to complete and the Title 1 Supervisor will do a final review.**

- h) Describe specific steps to be taken to review and analyze the effectiveness of Schoolwide programs.

Somerset County has taken several steps to make sure that our Schoolwide programs are effective. We have assured that all Title I schools use the 10 components of the Schoolwide Program in every possible way. The finished plan is reviewed and revised as needed. All schools use the School Improvement Plan checklist when reviewing their plans. Also, all schools participate in a peer review in the fall to revise plans where needed as a way to provide shared responsibility. The Title I Supervisor coordinates SIT meetings and reviews each school's progress throughout the year. Our continued focus is in professional development to meet needs as planned. We have implemented several successful intervention programs. We use the walk-through process as a quick evaluation piece in the schools. We use data to analyze the effectiveness of our core programs by quarterly assessments of Diablos and Milestones. Reading Coaches and Math Facilitators each have logs to complete and use as a follow-up of our programs. Monitoring of the intervention programs takes place quarterly as well. Ultimately, Somerset County is following the form of accountability using our data as the evidence that we are meeting all 10 components of being schoolwide schools.

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

The following persons are responsible for activities a-h, as appropriate:

<b>Douglas Bloodsworth</b>	<b>Assistant Superintendent</b>
<b>Tracie Holland</b>	<b>Title I Coordinator/Elementary Supervisor</b>
<b>Karen Linamen</b>	<b>Principal- Deal Island Elementary</b>
<b>Lilly Welch</b>	<b>Principal – Princess Anne Elementary</b>
<b>Cheryl O’Neal</b>	<b>Principal – Greenwood Elementary</b>
<b>Michael Forbush</b>	<b>Principal – Woodson Elementary School</b>
<b>Lisa Forbush</b>	<b>Coordinator- Reading First</b>

**TARGETED ASSISTANCE SCHOOLS:**

- 5. DESCRIBE the step-by-step process including timelines/dates used to rank students using a multiple selection 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.

N/A- We do not have any targeted assisted Schools.

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

NONE- N/A- We do not have any targeted assisted Schools.

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

**NONE- N/A- We do not have any targeted assisted Schools.**

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

**SCPS Finance Director and Title 1 Supervisor meet during budget planning and allocate \$500 as a base to each of the 4 schools and then divide the rest on a per pupil basis and round to an even amount per school utilizing the FARMS enrollment count.**

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

**Each one of our Elementary Schools has a school-level parent involvement plan that matches the needs of their school. The Title 1 Supervisor meets with each school's team during the planning process to guide and insure that all requirements are being followed. The Title 1 Supervisor meets on a regular basis with SIT teams. There is also a peer review completed in the fall and followed up by a spring review to make sure being completed successfully. The Title 1 Supervisor and Finance Director also closely review all monies being utilized for parent involvement. Documentation in our Title 1 Binders are used as evidence that parents are involved in the decision making process.**

**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?

X  Yes \_\_\_ No

- a) If no, how many schools have not adopted a Parent Involvement Policy/Plan? \_\_\_\_\_ # 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.

All of our SIP teams have adopted a parent involvement policy that they created to meet the needs of their parents. Each school along with the parent advisory group will be reviewing their policy for any needed changes and will be submitted in their School Improvement Plans. This process is monitored by the Title 1 Supervisor and LSS.

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

All SIP teams have invited parents to be a member of their SIT team and parent involvement plans. All schools have active parents participating during the majority of the schools SIT planning and meetings. Parent surveys were administered and results are used as guidance for the teams. We also have an active volunteer program which community members and parents. Parent Involvement is documented by using sign-in sheets, agendas, and keeping notes, followed by evaluations. There is a parent advisory group that is active in our schools meeting, planning, and reviewing for the future.

*HOME/SCHOOL COMPACT:*

7. Does each Title I school have a Home/School Compact?  Yes  No  
a) If no, how many schools do not have a Home/School Compact? \_\_\_\_\_ # of schools  
b) Describe the LSS's plan to ensure that all Title I schools annually adopt a home school compact.

All of our schools have adopted a home/school compact that the School Improvement Team which parents are members created to meet the needs of their individual schools. Each school also will be reviewing their plans for any needed changes throughout the year and will be submitted in their School Improvement Plans this year. Parents help revise during parent involvement planning meetings. These compacts are joined in also as part of the student agendas. Parent and teachers, along with the student, use these agendas daily and are used as an additional communication tool. Compacts are also often used during academic and disciplinary conferences. The Title 1 Supervisor reviews the compacts twice a year, once during the Spring when schools begin their SIP planning and again during the peer review in the fall.

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

The home/school compact is developed during SIP planning where parents are included in this Team to make sure parents are involved in the decision making process. Both the compact and SIP plans are reviewed by the parent advisory group. In which they make revisions annually.

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

<b>Local School System: <u>19</u> No Somerset County Public Schools _____ Fiscal Year 2007__</b>
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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
<b>X</b>	Free and Reduced Lunch
	Temporary Assistance for Needy Families (TANF)
	Census Poor (Children ages 5-17 based on 2000 Census Data)
	Children eligible to receive medical assistance under the Medicaid program
	A composite of any of the above measures (explain): _____ A weighted process has been used as follows: _____ An unduplicated count has been verified.

**PRIVATE SCHOOLS:**

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

	A.	Use FARMS to identify low-income students ( <b>Private schools that participate in the FARM program must use the FARM program to identify low-income students.</b> );
	B.	Use the same poverty data the LSS uses to count public school children;
	C.	Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify;
	D.	Extrapolate data from the survey based on a representative sample if complete actual data are unavailable
	E.	Use comparable poverty data from a different source, such as scholarship applications;
	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**

<b>Local School System: <u>  19  </u> No Somerset County Public Schools <u>      </u> Fiscal Year 2007 <u>  </u></b>
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**C. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]**

<b>Table 7-2            METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)</b>
<p>Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I-A. The following points summarize these requirements:</p> <ol style="list-style-type: none"> <li>1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.</li> <li>2. After schools have been ranked by poverty, the school system must serve in rank order of poverty, schools above 75% poverty, including middle and high schools.</li> <li>3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to (a) continue on with the district-wide ranking or (b) rank remaining schools by grade span groupings.</li> <li>4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings.</li> </ol> <p><b>CHECK</b> the appropriate box below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.</p> <p><input type="checkbox"/> <b>Percentages</b> -- 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. <b>Schools below the district-wide average cannot be served. <u>Complete Table 7-3.</u></b></p> <p><input type="checkbox"/> <b>Grade span grouping/district-wide percentage</b> -- 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. <b><u>Complete Tables 7-3 and 4.</u></b></p> <p><input type="checkbox"/> <b>35% rule</b> -- all schools <u>at or above 35%</u> 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%. <b><u>Complete Tables 7-3.</u></b></p> <p><input checked="" type="checkbox"/> <b>Grade-span grouping/35% rule</b> -- 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. <b><u>Complete Tables 7-3 and 4.</u></b></p> <p><input type="checkbox"/> <b>Special Rule:</b> 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. <b><u>Complete Tables 7-3 and 4.</u></b></p> <p><small>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.</small></p>

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

<b>Local School System: <u>19 Somerset County Public Schools</u> Fiscal Year <u>2007</u></b>
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**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 29, 2005 to complete this table along with the September 30, 2005 enrollment data. It is local discretion to include Pre-k in these numbers.

<u>1,672</u> Total Number of Low-Income Children Attending ALL Public Schools (October 30, 2005)	÷	<u>2,915</u> Total Local School System Student Enrollment (September 30, 2005)	=	<u>57%</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 K-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. K-6, K-8, 6-9) the school system may include a school in the grade span in which it is most appropriate. Based on the data source(s) noted in Table 7-1 and the district-wide average in Table 7-3, **INDICATE** below the district-wide grade span poverty averages for each grade span groupings.

**DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS**

Grade Span	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (Grades K-5)	<b>840</b>	÷	<b>1358</b>	<b>62%</b>
Middle (Grades 6-7)	<b>303</b>	÷	<b>492</b>	<b>62%</b>
High (Grades 8-12)	<b>529</b>	÷	<b>1065</b>	<b>50%</b>

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

<u>Local School System Title I-A Allocation (Taken from Table 7-10) (Should match # on C-1-25)</u>	÷	<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>	=	\$ <u>Per Pupil Amount</u>
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Per-Pupil Amount \$ \_\_\_\_\_ X 1.25 = Minimum Per Pupil Allocation \$ \_\_\_\_\_  
 MULTIPLY the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation.

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

**Local School System: 19\_No Somerset County Public Schools \_\_\_\_\_ Fiscal Year 2007\_\_**

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

<b>Table 7-6 CONTINUED ELIGIBILITY</b>		
Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for <u>one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year.</u> LIST below any school(s) that the school system will grandfather for one additional year. <b>Schools must be served in rank order.</b>		
<b>Name of School(s)</b>	<b>Preceding Fiscal Year Percent Poverty</b>	<b>Current Fiscal Year Percent Poverty</b>
N/A		

<b>Table 7-7 TITLE I SKIPPED SCHOOLS N/A</b>			
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:			
<input type="checkbox"/> The school meets the comparability requirements of section 1120(A)(c). <input type="checkbox"/> The school is receiving supplemental funds from other state and local sources that are spent according to the requirements of section 1114 and 1115. <input type="checkbox"/> The funds expended from these other sources equal or exceed the amount that would be provided by Title I.			
<b>Name of School(s)</b>	<b>Percent Poverty</b>	<b>Title I Allocation</b>	<b>Amount and Source of Other Funding</b>
Fill in the name of the schools not being served even though they may fall within rank order.  <b>(Refer to Chart 4 A)</b>  N/A		<b>Fill in the amount of Title I funding the school would have received if it continued to be served.</b>	

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

<b>LocalSchoolSystem: #19 Somerset County Public Schools</b>	<b>Fiscal Year 2007</b>
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**D. BUDGET INFORMATION**

<b>TABLE 7-8 LOCAL SCHOOL SYSTEM RESERVATIONS FROM TITLE I ALLOCATION</b>
<p>Before allocating funds to schools, a school system <b>MUST reserve</b> funds for certain services. Reservations (set asides) should be made for reasonable and necessary expenditures to provide services to children in participating Title I schools. Because the reservation of funds will reduce the amount of funds available for distribution to public schools as well as the program for private school students, consultation with teachers, principals, parents, and private school officials must include discussion on why the reservations are necessary.</p> <p><b>LIST</b> (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. <b>All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-8.</b></p>

**Table 7-8 LOCAL SCHOOL SYSTEM RESERVATIONS FROM TITLE I ALLOCATION<sup>5</sup>**

<b>Total Title I- 2005-2006 Allocation</b>		<b>\$ <u>1,131,910</u> (Taken from the C-1-25)</b>	
<b>Reservations Requiring Equitable Services for Non-Public Schools</b>		<b>ACTIVITY</b>	<b>RESERVA -TION</b>
		<b>DETAILLED BUDGET DESCRIPTION (including how, where, and for what funds were reserved)</b>	
	1	District-wide Title I Instructional Program(s) Reservation (such as extended day, family literacy programs [not Even Start], home tutoring, etc.) Federal Register (Reg). Sec. 200.64.	<b>0</b>
2	Parent Involvement (not less than 1%) Sec. 1118 (a)(3)(A)	<b>\$11,688</b>	Services to promote family literacy and parenting skills. Math & Reading Night Activities at each elementary school. MSA Nights. Back to School Nights. Family Fun Nights.

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

	3	Professional Development to train teachers to become highly qualified (not less than 5%) Sec. 1119 (1) <b>If a lesser amount or no monies are needed, a description as to why should be provided. Reg. Sec. 200.60 (a) 2 and Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A.</b>	0	<b>Somerset County has 4 teachers that are in our Title 1 Elementary Schools that need to pass the Praxis. Money is being utilized from a grant to partner with the University of Maryland Eastern Shore to work on practice tests that will aid in the process of passing the praxis. Somerset County is also hiring mentor veteran teachers to train and tutor this 4 people and this is also funded from a human resource grant.</b>
	4	<b>TOTAL</b> reservations requiring equitable services. <b>(Present this number in Table 7-10 LINE 2.)</b>	<b>\$11,688</b>	

<b>Reservations Not Requiring Equitable Services</b>	5	Administration for services to public and private school students and non-instructional capital expenses for private school participants Reg. Sec. 200.77 (f) <b>(Present this number in Table 4-A School System Administration.)</b>	<b>\$122,179</b>	Title 1 Coordinator .75 Salary- \$56,470 Grant Accountant .5 - \$20,228 Associate .5 - \$17,746 Fixed Charges- \$26,123 Office Supplies- \$1,000 Travel/Mileage- \$612
	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)	0	All schools making AYP
	7	Support to Low Performing Title I Schools Sec. 1116 (b)(4) A-B Local discretion. This reference describes required technical assistance.	0	
	8	Services to LEP Students. <b>(Local Discretion).</b>	0	
	9.	Services to Neglected Children Sec. 1113(c)(3) (B)(C)  <b>(Must) Only reserve funds if N &amp; D programs exist.</b>	0	
	10	Services for Homeless Children <b>(must) Sec. 1113(c)(3)(A) and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3.</b>	<b>\$200</b>	Materials – School Supplies – Clothing if necessary
	11	Pre-School Programs <b>(Local Discretion).</b> <b>(Section 1112(b)(1)(K) and Non-Regulatory Guidance, Serving Preschool Children under Title I-D1)</b>	0	

	12 Professional Development for LSS in Improvement (not less than 10%) (must) Sec. 1116 (c) (7)(A)(iii)	<b>\$19,000</b>	<b>Math Consultants - \$5,000</b> <b>Staff Stipends- \$8,000</b>  59 participants x 4 days @ \$20 x 1.5 hours = \$7,080  23 x 1 day @ \$20 x 2 Hours Participants = \$920 ----- 3 Reading Coaches Salaries- \$180,285  Fixed Charges- \$58,546 PAES, WES, GES – Included in Title 1 - School allocations. ----- <b>\$5,000 Conferences</b> -arent Involvement /Professional Development ----- <b>\$1,000 Travel</b> – Training ----- <b>SEE EXPANDED BUDGET</b>
<b>Note: 1. If there are no Title I schools identified for improvement in a system identified for improvement, the LSS must still set aside 10% for professional development for any Title I school to help them remain out of improvement status. Please provide an explanation.</b> <b>2. School level PD funds can be included when factoring the 10%.</b>			
	13 Other (explain) Substitutes 12 Teachers X 5.5 Days	<b>5,000</b>	<b>Substitutes for Professional Development and to cover during SIT meetings</b>
	14 Incentives for Title I Teachers ( <b>Local Discretion</b> ) (not more than 5%) for schools in improvement, corrective action, and restructuring. Sec. 1113(c)4		
	15 <b>Total Reservations Not requiring Equitable Services (Use this number in Table 7-10 LINE 3 below.)</b>	<b>\$146,379</b>	
	16 <b>Total of Equitable and Non-Equitable Reservations minus Administration. (Present this number in Table 4-A System-wide Program and School System Support to Schools.)</b>	<b>\$35,888</b>	Total Non-Equitable LINE 15 \$ <u>146,379</u> <b>Plus</b> Equitable Reservations LINE 4 \$ <u>11,688</u> <b>Equals</b> \$158,067  <b>Minus</b> Administration – LINE 5 \$ <u>122,179</u> <b>Equals:</b> \$ <u>35,888</u>

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

<b>Local School System:</b> <u>  No 19_  No Somerset County Public Schools</u> <b>Fiscal Year</b> <u>  2007  </u>
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**E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [SECTION 1120]:**

1. Participating private schools and services: **COMPLETE INFORMATION IN ATTACHMENT 6 A** regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title I-A services. Refer to the *Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003*.
2. **DESCRIBE** the school system's process for providing equitable participation to students in private schools. **Address each lettered item separately.**

**The two private schools in Somerset County (Crisfield Christian Academy and Holly Grove Christian School) chose not to participate. Letters were sent, telephone calls made, and an orientation meeting was held with one of the schools who initially expressed interest in the program but did not want follow through.**

- 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;
- b) The basis for determining the needs of private school children, families, 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 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.)
- 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.

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

<p><b>TOTAL</b> 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: <u>                    <b>None</b>                    </u></p> <p><b>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 &amp; Up residing in this schools Attendance Area.” Use this number for the reservation calculations in Table 7-9.</b></p>
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3. **COMPLETE** the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1120(a) of NCLB and Sec 200.64 & 200.65 of Regs.)

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

<b>Table 7-9</b>				
<b><u>District-wide Instructional Program(s) Reservation (Does Not Apply To Preschool Programs)</u></b>				
<b>No Participating Private Schools</b>				
In <b>participating</b> public school attendance areas:				
$\frac{\text{Total \# of private school children from low-income families including those going to schools in other LSSs (Assumes only ES are Served) (Use number comes the Title I Allocation Excel Worksheet. Column G.)}}{\text{Total \# of children from low-income families in Title I Public Schools (Use number from the Title I Allocation Excel Worksheet Column F)}}$	÷		=	$\frac{\text{Proportion of reservation}}{\text{Proportion of reservation}}$
$\frac{\text{Proportion of reservation}}{\text{Proportion of reservation}}$	x	$\frac{\text{reservation}^6}{\text{reservation}^6}$ (Use # from Table 7-8, Line 1)	=	$\frac{\text{Proportional monies available for equitable services to private school participants}}{\text{Proportional monies available for equitable services to private school participants}}$
<b><u>Parental Involvement Reservation</u></b>				
In <b>participating</b> public school attendance areas:				
$\frac{\text{Total \# of private school children from low-income families including those going to schools in other LSSs}}{\text{Total \# of children from low-income families in Title I Public Schools}}$	÷		=	$\frac{\text{Proportion of reservation}}{\text{Proportion of reservation}}$
$\frac{\text{Proportion of reservation}}{\text{Proportion of reservation}}$	x	$\frac{\text{reservation}^7}{\text{reservation}^7}$ (Use # from Table 7-8, Line 2)	=	$\frac{\text{Proportional monies available for equitable services to parents of private school participants}}{\text{Proportional monies available for equitable services to parents of private school participants}}$
<b><u>Professional Development Reservation</u></b>				
In <b>participating</b> public school attendance areas:				
$\frac{\text{Total \# of private school children from low-income families including those going to schools in other LSSs}}{\text{Total \# of children from low-income families in Title I Public Schools}}$	÷		=	$\frac{\text{Proportion of reservation}}{\text{Proportion of reservation}}$
$\frac{\text{Proportion of reservation}}{\text{Proportion of reservation}}$	x	$\frac{\text{reservation}^8}{\text{reservation}^8}$ (Use # from Table 7-8, Line 3)	=	$\frac{\text{Proportional monies available for equitable services for professional development to private school teachers of participants. (To be used to raise the quality of their instruction.)}}{\text{Proportional monies available for equitable services for professional development to private school teachers of participants. (To be used to raise the quality of their instruction.)}}$

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

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

<sup>8</sup> Reservation for professional development under Section 1119(1) is defined as the not less than 5% off the top of the total LSS Title I allocation. (Use the number presented in Table 7-8 LINE 3.)

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

Local School System: Somerset County Public Schools Fiscal Year 2007

Total proportional monies available for equitable services for District-wide Instructional Programs, Parental Involvement, and Professional Development set aside for private school participants. (Totaled from Table 7-9) \$ \_\_\_\_\_

**Table 7-10**

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

1	Total Title I Allocation (Use amount shown on C-1-25)	----	<b>\$1,131,910</b>
2	Total reservations <b>requiring</b> equitable services. (Present final figure in Table 7-8, LINE 4)	minus	<b>\$11,688</b>
3	Total Reservations <b>not requiring</b> Equitable Services (Use number presented in Table 7-8 LINE 15.)	minus	<b>\$146,379</b>
4	<b>Total Title I LSS allocation minus all reservations:</b> Title I allocation (LINE 1 above) minus all Reservations (LINES 2 & 3 above). (All LSSs, except for those serving schools below the 35% poverty line, should use this number to determine the per pupil allocation.) <b>This number should equal the total of columns I and J on the Title I Allocation Excel Worksheet.</b>	equals	<b>\$973,843</b>
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.)	----	<b>\$0</b>

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

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

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

<b>Local School System: <u>No Somerset County Public Schools</u> ____ Fiscal Year 2007</b>
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**F. CARRYOVER INFORMATION**

<b>Table 7-11 ESTIMATE OF TITLE I CARRYOVER (Annually as of September 30)</b>
Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2004 - September 30, 2005). <b>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.)</b>
1. Total amount of Title I 2005-2006 allocation: \$ <u><b>\$1,162,756</b></u>
2. The amount of Title I funds the school system will carryover: <b>\$0.00</b>
3. <b>Explain why this Carryover occurred even after substantive discussions among the LSS Title I program, budget, finance, accounting, human resource, and procurement offices.</b>
4. The percentage of carryover Title I funds as of September 30, 2006 <u>0%</u> (THIS IS A PROJECTION.)
5. Within the past 3 years, has the system been granted a waiver? <u>Yes</u> <input checked="" type="checkbox"/> No _____ Year

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

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

<b>Local School System</b>	Somerset County Public Schools	<b>Carryover Reported Table 7-11, line 2</b>	\$
----------------------------	--------------------------------	--	----

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

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

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

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

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

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

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

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

## PROPOSED CARRYOVER REQUIRING EQUITABLE SERVICES

PROPOSED CARRYOVER REQUIRING EQUITABLE SERVICES						
Carryover Requiring Equitable Services for Non-Public Schools			Total dollar amount of the carryover going into this activity/ category for the 06-07 school year	DETAILED BUDGET DESCRIPTION (including how, where, and for what funds were reserved)		
	1	<u>District-wide Title I Instructional Program(s) Reservation</u>			• \$	
					• \$	
	2	<u>Parent Involvement</u>			• \$	Will be allocated to the four schools for parenting activities.
	3	<u>Professional Development to train teachers to become highly qualified</u> Sec. 1119 (1)			• \$	Will be used for in-service sessions.
	4	<u>TOTAL Carryover requiring equitable services.</u>			\$	
		_____	x	_____	=	_____
		Total carryover allocated to District-wide Title I <b>Instructional Programs</b>		Proportion of Reservation for private school participants from Table 7-9 FY07 Master Plan Update		Proportional carryover monies available for equitable services to private school participants
		_____	x	_____	=	_____
		Total carryover allocated for <b>Parental Involvement</b>		Proportion of Reservation for private school participants from Table 7-9 FY07 Master Plan Update		Proportional carryover monies available for equitable services to private school participants
	_____	x	_____	=	_____	
	Total carryover allocated for <b>Professional Development</b>		Proportion of Reservation for private school participants from Table 7-9 FY07 Master Plan Update		Proportional carryover monies available for equitable services to private school participants	

**PROPOSED CARRYOVER NOT REQUIRING EQUITABLE SERVICES**

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

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

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

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

- Be certain to **complete** all appropriate templates in Part II:
- Attachment 4 & B: School Level “Spreadsheet” Budget Summary
  - Attachment 5 & B: Transferability of ESEA Funds & Consolidation of ESEA Funds for Local Administration
  - Attachment 6 & B: Nonpublic School Information for ESEA Programs **FY ‘07**

ORIGINAL GRANT BUDGET	1,131,910.00	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Title I, Part A	GRANT RECIPIENT NAME	Somerset County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		SCHOOL NAME	Somerset County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/01/06 - 6/30/08		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							
Prog. 22 Business Support	20,228.00		1,000.00				21,228.00
Prog. 23 Centralized Support							
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Supv.	74,216.00			612.00			74,828.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	498,108.00		34,971.00	11,688.00			544,767.00
Prog. 02 Special Prog.							
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.	188,285.00	5,000.00		6,000.00			199,285.00
Prog. 10 Guidance Services							
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
<b>207 Student Personnel Serv.</b>							
<b>208 Student Health Services</b>							
<b>209 Student Transportation</b>							
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>				291,802			291,802.00
<b>214 Community Services</b>							
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
<b>Total Expenditures By Object</b>	780,837.00	5,000.00	35,971.00	310,102.00	0.00	0.00	1,131,910.00

Finance Official Approval

Vicki Miller  
 Name Signature Date Telephone #

Supt./Agency Head Approval

Name Signature Date Telephone #

MSDE Grant Manager Approval

Name Signature Date Telephone #

**Budget Narrative Title 1**

<b>Category/ Object</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In-Kind</b>	<b>Total</b>
202-16 Mid-Level Administration Instructional Admin. & Supervisor Salaries & Wages	Supervisor- Salary Strategy- #4.4.4	.75 FTE	\$56,470		\$56,470
202-16 Mid-Level Administration Instructional Admin. & Supervisor Other	Supervisor – Site Travel	.445 Per Mile Approx. 1,375 Miles	\$612		\$612
201-22 Administration Business Support Salaries & Wages	Accountant –Salary Strategy- #4.4.4	.50 FTE	\$20,228		\$20,228
202-16 Mid-Level Administration Instructional Admin. & Supervisor Salaries & Wages	Secretary- Salary Strategy- #4.4.4	.50 FTE	\$17,746		\$17,746
201-22 Administration Business Support- Supplies	Office Supplies Strategy- #4.4.4	General Office Supplies-Pens, Ink, Markers, Binders, Paper	\$1,000		\$1,000
203-205/09 Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy # 3.6.08 3.6.09 3.6.10	59 elementary reading & math teachers x 4 days @ \$20 X 1.5 hours = 7,080 ----- 23 elementary reading & math teachers X 1 day @ \$20 X 2 Hours =920	\$8,000		\$8,000

203-205/9 Instructional Staff Development Contracted Services	Consultants to provide professional development training Strategy # 3.6.8 3.6.9 3.6.10	\$1250.00 X 2 Math Consultants (Joe Mills & Dan Nuzzi) X 2 Days that will be for all 4 elementary Title 1 Schools	\$5,000		\$5,000
203-205/9 Instructional Staff Development Salaries & Wages	Reading Coaches - Salary Strategy # 1.1.33	3.0 Coaches – 1 for each elementary school below: 1. Princess Anne Elementary \$49,245.00 2. Woodson Elementary \$65,520.00 3. Greenwood Elementary \$65,520.00	\$180,285		\$180,285
203-205/01 Instructional Regular Program Supplies	Supplies & Materials of Instruction Strategy # 1.1.30 #1.1.47	<ul style="list-style-type: none"> <li>• DIS- \$ 1,679</li> <li>• PAES- \$ 11,992</li> <li>• GES- \$ 4,316</li> <li>• Woodson- \$16,784</li> </ul>	\$ 34,771		\$ 34,771
203-205/01 Instructional Regular Program Salaries & Wages	Substitutes- PD & SIT Meetings Strategy # 3.6.10	12 Elementary reading & Math Teachers X 5.5 Days @ \$75.00	\$5,000		\$5,000
203-205/01 Instruction – Regular Programs-Other	Parental Involvement Strategy # 2.1.3	GES-\$3155 PAES-\$3353 WES- \$4156 DIS-\$1024	\$11,688		\$11,688
203-205/09 Instruction –Staff Development Other	Meetings/Conferences Strategy # 3.6.17 Professional Briefings (State/National Meetings & Conferences)	Title 1 Coordinator to National Conference \$1320 -----	\$5,000		\$5,000

		<p>Title 1 Fall &amp; Spring Forum/Meetings \$310 for Title 1 Coordinator</p> <p>-----</p> <p>Facilitators X 4 Math Conference \$1040</p> <p>-----</p> <p>Parent Involvement Conference X 4 Schools X 3 parents per school =16Participants (4 Staff &amp; 12 Parents) \$1,290</p> <p>-----</p> <p>Reading Conference – Reading Teachers X 4 \$1040</p>			
203-205/01 Instruction – Regular Programs Salaries & Wages	Instructional Assistants- Salaries Strategy # 1.1.43	<p>20 –</p> <p>-----</p> <p>Greenwood Elementary School- 6 Assistants \$122,321</p> <p>-----</p> <p>Princess Anne Elementary School- 5 <b>94,873</b></p> <p>-----</p> <p>Woodson Elementary School – 9 Assistants \$180,514</p>	\$397,708		\$397,708

203-205/01 Instruction – Regular Programs Salaries & Wages	Teacher Salary Facilitator Salary Strategy # 1.1.60 & 3.6.4	2- Facilitator Princess Anne Elementary \$54,900  3 <sup>rd</sup> Grade Teacher Deal Island \$40,500	\$95,400		\$95,400
203-205/09 Instruction –Staff Development- Other	Travel-Professional Development Strategy # 3.6.17	Mileage for facilitators to attend math conferences & Reading Coaches for Reading Conference	\$1,000		\$1,000
203-205/01 Instructional Regular Programs- Supplies	Homeless Money Requirement	Supplies	\$200.00		\$200.00
212 Fixed Charges	FICA Retirement, Workers Compensation, Health Insurance, Strategy # 4.4.4	\$291,802	\$291,802		\$291,802
	<b>TOTAL</b>		\$1,131,910		\$1,131,910

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

DOCUMENTATION ATTACHMENTS



# Somerset County Public Schools

7982A Crisfield Highway  
Westover, MD 21871

[www.somerset.k12.md.us](http://www.somerset.k12.md.us)

Telephone: 410.651.1616

Instructional Fax: 410.651.2931

Administrative Fax: 410.651.3566

Dr. Karen-Lee N. Brofee  
Superintendent of Schools  
Douglas A. Bloodsworth, Jr.  
Interim Assistant Superintendent

Board Members  
Richard F. Scott  
Chairperson  
James R. Byrd III  
Vice Chairperson  
William M. Miles  
John W. Paul  
Jack A. Willing, Jr.

The following timeline outlines the actions taken and the respective deadline and department responsible to ensure all parents of children in Title 1 schools are notified in a timely manner regarding the qualification information of their child's classroom teacher, paraprofessional or long-term substitute in accordance with the No Child Left Behind Act.

August 15<sup>th</sup> –

Letters sent to all parents of children in Title 1 schools notifying them that they have the right to request qualification information on their child's teacher, paraprofessional or long-term substitute. This letter will also state that a separate letter will be sent if their child is in a classroom with a non-highly qualified teacher, paraprofessional or long-term substitute.

**(Title 1 office)**

September 1<sup>st</sup> –

Names of non-highly qualified teachers, paraprofessionals and long-term substitutes will be given to the Title 1 office. **(Human Resources)**

Mid September –

School calendars are sent home with children. The calendar reiterates that the parent has the right to request qualification information on their child's teacher. **(Title 1 office)**

September 15<sup>th</sup> –

Letters sent to parents of children in Title 1 classrooms with non-highly qualified teachers, paraprofessionals or long-term sub. **(Title 1 office)**

---

The following items will be performed on an as needed basis:

A letter will be sent to the parent of the child once their teacher has become highly qualified. Human Resources will supply the teacher name(s) to the Title 1 office who will then mail the letters.

When a parent requests information on a teacher's qualifications, Human Resources will send the teacher a copy of the response letter sent to the parent for their reference.

# SOMERSET COUNTY PUBLIC SCHOOLS

7982-A CRISFIELD HIGHWAY  
WESTOVER, MD 21871

TELEPHONE: 410 651-1616  
INSTRUCTIONAL FAX: 410 651-2931  
ADMINISTRATIVE FAX: 410 651-3566



OFFICE OF THE SUPERINTENDENT

October 2006

## Summary of Teacher Certification and Qualifications

**We are pleased with the level of skill and competence of our teacher workforce. Your child is being taught by a teacher who exemplifies these qualities and is working toward satisfying requirements for the highly qualified endorsement as prescribed in the No Child Left Behind (NCLB) legislation.**

**School:**

**Teacher:**

**College Degree:**

**Maryland Certification:**

**Area of Certification:**

# SOMERSET COUNTY PUBLIC SCHOOLS

7982-A Crisfield Highway  
Westover, MD 21871



Telephone: 410 651-1616  
Instructional Fax: 410 651-2931  
Administrative Fax: 410 651-3566

OFFICE OF THE SUPERINTENDENT

**2005 - 2006**

## **Summary of Paraprofessional Certification and Qualifications**

**We are pleased with the level of skill and competence of our paraprofessional workforce. The No Child Left Behind Act of 2001 requires that within four years after the date of enactment that all assistants shall have completed one of the following:**

- **completed at least two years of study of at an institution of higher education;**
- **obtained an associate's (or higher) degree;**
- **meet a rigorous standard of quality and can demonstrate through a formal state assessment.**

**School:**

**Paraprofessional:**

**Assignment:**

**Qualification Status:**



# Somerset County Public Schools

Dr. Karen-Lee N. Brofee  
Superintendent of Schools  
Douglas A. Bloodsworth, Jr.  
Interim Assistant Superintendent

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William M. Miles  
John W. Paul  
Jack A. Willing, Jr.

**AUGUST 2006**

## **PARENT NOTIFICATION REQUIRED BY NO CHILD LEFT BEHIND – NCLB**

Dear Parents:

The federal law, the *No Child Left Behind Act of 2001* (NCLB) was signed into effect by President Bush. Every school system that receives Title I funds must ensure that all teachers are highly qualified no later than the end of 2006-2007 school year. Continual and constant communications between educators, and parents and the community should always be an integral component of the school program, therefore this law gives you the right to ask for and receive information about the professional qualifications of your child's classroom teacher, including:

- Any college or university degree or certification 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
- Whether your child is served by paraprofessionals and, if so, the qualifications of the paraprofessional.

If you would like to receive this information about your child's classroom teacher, please make the request in writing to your school's principal. The principal will then provide the information to you in a timely manner, in most cases within thirty (30) business days.

Sincerely,

Tracie Holland  
Supervisor, Elem. Ed/Title I

TH/mbb

# POLICY

## SOMERSET COUNTY BOARD OF EDUCATION

<b>Date Submitted:</b> November 18, 2003 <b>Date Revised:</b>	<b>Number:</b> <b>800-11</b>
<b>Subject:</b> Title I Parent Involvement Policy	<b>Date Approved:</b> December 16, 2003 <b>Date Reviewed:</b>  <b>Date Effective:</b>

### 1. Purpose

To establish a Title I Parent Involvement Policy that adheres to regulations stated in section 1118(a)(2) of the No Child Left Behind Act of 2001.

### 2. POLICY

The policy shall provide the framework for organized, systematic, ongoing, informed and timely parental involvement in relation to decisions about Title I services provided.

The Superintendent of Schools will assure that Somerset County Public Schools will involve parents in the joint development of this plan by:

- inviting Title I parents to be part of each school improvement committee with the task of developing parent involvement procedures.
- convening annual meetings to inform parents of their school's participation in the development of the Parent Involvement Plan and their right to be involved.

Somerset County Public Schools will provide coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement programs by:

- providing materials and training not otherwise available to help parents with their child's achievement.
- educating school staff on how to reach out to, communicate with, and work with parents as equal partners.
- ensuring to the extent possible, that information is sent home in language and form parents can understand.
- ensuring school-parent compacts are being used to outline responsibilities of the school staff, parents and students in striving to raise student achievement and explain how an effective home-school partnership will be developed.

Somerset County Public Schools will build the schools' capacity for strong parental involvement by:

- providing assistance to participating parents in such areas as understanding federal and state education goals, state content standards, student performance standards, and assessments.
- encouraging the formation of partnerships between schools and local businesses that include a role for parents.
- providing resources for parents to learn about child development and child rearing issues that are designed to help parents become full partners in the education of their children
- encouraging meetings at a variety of times, such as morning and evenings, in order to maximize the opportunities for parents to participate in school-related activities.
- coordinating and integrating parental involvement activities with Head Start, as appropriate.
- approving reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions.
- providing other reasonable supports for parental involvement as requested by parents.

Somerset County Public Schools will coordinate and integrate parental involvement strategies with programs such as Head Start and other federal and state programs by:

- adopting and implementing model approaches to improving parental involvement.
- reviewing school level meeting minutes for the integration and coordination of parent involvement activities.

The Superintendent of Schools or her designee will conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the content and effectiveness of the parent involvement policy as it relates to increased academic quality by:

- distributing an annual survey to solicit such information of all participating Title I parents, administrators, teachers, guidance counselors, and instructional assistants.
- inviting participating Title I parents to an annual county level meeting to review and discuss parental involvement effectiveness and identify barriers to greater parent participation.

Somerset County Public Schools will involve parents in the activities of the schools served under Title I.

### **3. MONITORING OF POLICY IMPLEMENTATION**

The findings of the evaluation along with combined data from the surveys and the minutes from the county level meetings will yield:

- recommendations to each participating school for parent involvement plan revisions.
- suggestions for revising school improvement plans, as they relate to parent involvement.

### **4. MASTER PLAN COORDINATION**

Title I parent involvement activities will be included in the STUDENT ACHIEVEMENT: Family and Community Involvement Strategy with specific representation and recognition.

### **5. PARENT INVOLVEMENT FUNDING**

Somerset County Public Schools will ensure that one percent of the total Title I allocation will be used for parent involvement activities and these funds will be spent at the school level.



# Somerset County Public Schools

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Jack A. Willing, Jr.

July 5, 2006

Mr. Stacey Johnson, Principal  
Holly Grove Christian Academy  
7317 Mennonite Church Road  
Westover, MD. 21871

Dear Mr. Johnson:

The Somerset County Public School System is preparing our Master Plan Update as required by the "Bridge to Excellence" legislation. The Master Plan Update must include program descriptions and budget summaries for all ESEA programs.

The school system is preparing applications for Title I, Title II parts A and D, Title III, Title VI, and Title V and Title VI.

- Title I: Provides assistance to help ensure that all children have the opportunity to obtain high quality education.
- Title II: Part A provides assistance to help increase student achievement by improving teacher and principal quality.
- Title II: Part D provides assistance to improve student achievement through the use of technology in schools.
- Title III: Provides assistance in teaching English to limited English proficient students.
- Title IV: Supports programs to prevent violence in and around schools.
- Title V: Provides support for Innovative Programs.
- Title VI: Provides assistance to rural and low income school districts.

If you are interested in participating in our planning and work sessions with any of these programs I can schedule a meeting to start the process. Please complete the enclosed form conveying Your intentions and return by July 20, 2006.

Sincerely,

Douglas A. Bloodsworth, Jr.

## **ESEA Participation Form**

Mr. Stacey Johnson

Holly Grove Christian Academy

\_\_\_\_\_ I am interested in participating in at least one of the ESEA programs and would like to  
Schedule a meeting to discuss these possibilities.

\_\_\_\_\_ I am not interested in participating in at least one of the ESEA programs and would not like  
to schedule a meeting to discuss these possibilities.

\_\_\_\_\_  
Principal/Signature

\_\_\_\_\_  
Date



# Somerset County Public Schools

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Jack A. Willing, Jr.

July 5, 2006

Mr. William Tull, Principal  
Crisfield Christian Academy  
134 Maryland Avenue  
Crisfield, MD. 21817

Dear Mr. Tull:

The Somerset County Public School System is preparing our Master Plan Update as required by the "Bridge to Excellence" legislation. The Master Plan Update must include program descriptions and budget summaries for all ESEA programs.

The school system is preparing applications for Title I, Title II parts A and D, Title III, Title VI, and Title V and Title VI.

- Title I: Provides assistance to help ensure that all children have the opportunity to obtain high quality education.
- Title II: Part A provides assistance to help increase student achievement by improving teacher and principal quality.
- Title II: Part D provides assistance to improve student achievement through the use of technology in schools.
- Title III: Provides assistance in teaching English to limited English proficient students.
- Title IV: Supports programs to prevent violence in and around schools.
- Title V: Provides support for Innovative Programs.
- Title VI: Provides assistance to rural and low income school districts.

If you are interested in participating in our planning and work sessions with any of these programs I can schedule a meeting to start the process. Please complete the enclosed form conveying Your intentions and return by July 20, 2006.

Sincerely,

Douglas A. Bloodsworth, Jr.

## ESEA Participation Form

Mr. William Tull

Crisfield Christian Academy

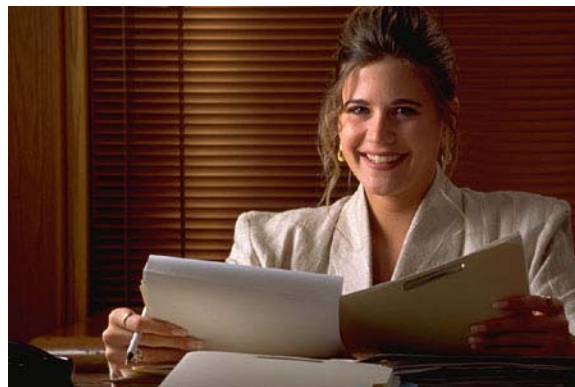
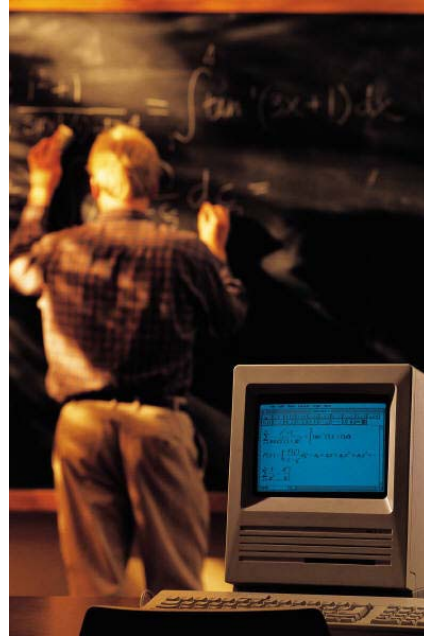
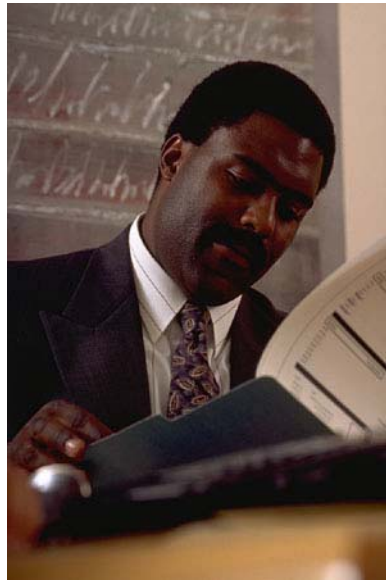
\_\_\_\_\_ I am interested in participating in at least one of the ESEA programs and would like to  
Schedule a meeting to discuss these possibilities.

\_\_\_\_\_ I am not interested in participating in at least one of the ESEA programs and would not like  
to schedule a meeting to discuss these possibilities.

\_\_\_\_\_  
Principal/Signature

\_\_\_\_\_  
Date

# Attachment 8



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

Local School System: Somerset County Public Schools Fiscal Year 2007

Title II-A Coordinator: Doug Bloodsworth

Telephone: 410-651-1616 E-mail: dbloodsworth@somerset.k12.md.us

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

<b>Table 8-1</b>		
<b>IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS</b>		
<b>Performance Goal</b>	<b>Performance Indicators</b>	<b>Performance Targets</b>
<b>Performance Goal 3:</b> By 2005-2006, all students will be taught by highly qualified teachers.	3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA.	Percentage of Classes Taught by Highly Qualified Teachers State Aggregate* 2002-2003 Baseline: 64.5 2003-2004 Target: 65 2004-2005 Target: 75 2005-2006 Target: 100  Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools* 2002-2003 Baseline: 46.6 2003-2004 Target: 48 2004-2005 Target: 65 2005-2006 Target: 100
	3.2 The percentage of teachers receiving "high-quality professional development" (as the term "professional development" is defined in section 9101(34).	Percentage of Teachers Receiving High-Quality Professional Development* 2002-2003 Baseline: 33 2003-2004 Target: 40 2004-2005 Target: 65 2005-2006 Target: 90
	3.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d).	Percentage of Qualified Title I Paraprofessionals* 2002-2003 Baseline: 21 2003-2004 Target: 30 2004-2005 Target: 65 2005-2006 Target: 100

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

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

**Local School System:** Somerset County Public Schools **Fiscal Year** 2007

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

1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
1.1 Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].			X
1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)].  *Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].	Reducing class size in the first and second grade classes at Princess Anne Elementary, Greenwood Elementary and at Carter G. Woodson Elementary. Strategy 1.1.60- Page 20 Timeline 2006-2007	\$261,407	
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)].			

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

<b>Local School System:</b> <u>Somerset County Public Schools</u>	<b>Fiscal Year</b> 2007
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**B. ALLOWABLE ACTIVITIES [Section 2123], Continued.**

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in: <p><i>(a) Content knowledge.</i> Providing training in one or more of the core academic subjects that the teachers teach;</p> <p><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)].</p>			
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"> <li>• Involve collaborative groups of teachers and administrators;</li> <li>• Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;</li> <li>• Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;</li> <li>• Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and</li> <li>• Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)].</li> </ul>	Provide for Continued Professional Development Activities for Greenwood and Deal Island Elementary Schools through Association with Coalition of Essential Schools.	\$7,719	

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

<b>Local School System: <u>Somerset County Public Schools</u> Fiscal Year 2007</b>
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B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
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)].			
<b>3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals</b>			
3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a)(4)].			X
3.2 Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs. [section 2123(a)(5)].			
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)].			
<b>TOTAL TITLE II-A FUNDING AMOUNTS</b>		<b>\$269,126</b>	

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

**Local School System: Somerset County Public Schools Fiscal Year 2007**

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

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

**D. BUDGET INFORMATION AND NARRATIVE**

1. Provide a detailed budget on the MSDE Proposed Title II-A Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in Part C, Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).
2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 10-12 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use Title II-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title II-A program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

ORIGINAL GRANT BUDGET	\$269,126.00	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Title II A, Improving Teacher Quality	GRANT RECIPIENT NAME	Somerset County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		SCHOOL NAME	Somerset County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/01/06 - 6/30/08		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support							
Prog. 23 Centralized Support							
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	218,890.00						218,890.00
Prog. 02 Special Prog.							
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.		5,400.00		2,319.00			7,719.00
Prog. 10 Guidance Services							
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
<b>207 Student Personnel Serv.</b>							
<b>208 Student Health Services</b>							
<b>209 Student Transportation</b>							
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>				42,517			42,517.00
<b>214 Community Services</b>							
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
<b>Total Expenditures By Object</b>	218,890.00	5,400.00	0.00	44,836.00	0.00	0.00	269,126.00

Finance Official Approval

Vicki Miller			
Name	Signature	Date	Telephone #

Supt./Agency Head Approval

Name	Signature	Date	Telephone #

MSDE Grant Manager Approval

Name	Signature	Date	Telephone #

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

<b>Category/Object</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In-Kind</b>	<b>Total</b>
Regular Programs Salaries and Wages	Salary for 5 teachers Activity 1.2	\$218,890	\$218,890		\$218,890.00
Fixed Charges	FICA, Retirement, and WC and Health Insurance Activity 1.2	21% X Direct Cost	\$42,517		\$42,517.00
Contracted Services	Provide for Continued Professional Development Activities for Greenwood and Deal Island Elementary Schools through Association with Coalition of Essential Schools. Activity 2.2	CES Consultants services for 9 Days @ \$600 per Day	\$5400		\$5400.00
Other Charges	Provide for Continued Professional Development Activities for Greenwood and Deal Island Elementary Schools through Association with Coalition of Essential Schools. Activity 2.2	Registration for CES Fall Forum for 3 Teachers @ \$350 per Teacher  Hotel Rooms for 3 teachers for 3 Days at \$ 90 per day.  Airfare for 3 teachers @ \$153 per teacher	\$1050  \$810  \$459.00		\$1050.00  \$810  \$459.00
<b>Total</b>			\$269,126		\$269,126.00

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

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level “Spreadsheet” Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

# Attachment 9



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

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

<b>Local School System:</b> <u>Somerset</u>	<b>Fiscal Year</b> <u>2007</u>
<b>Title II-D Technology Coordinator:</b> <u>Nancy J Smoker</u>	
<b>Telephone:</b> <u>410-621-6244</u>	<b>E-mail:</b> <u>nsmoker@somerset.k12.md.us</u>

**A. ALLOWABLE ACTIVITIES [Section 2416].** For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan 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
<b>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.</b>			
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)].	Alignment to Master Plan (Pg. #s): Alignment to Local Tech Plan (Pg. #s):		
<b>2. Strategies and Activities to Integrate Technology into the Educational Process</b>			
2.1 Developing and adapting or expanding applications of technology to enable teachers to increase student academic achievement, including technology literacy, through teaching practices that are based on the review of relevant research and through use of innovative distance learning strategies [section 2416(b)(2)].	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**

<b>Local School System:</b> <u>Somerset</u>	<b>Fiscal Year 2007</b>
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**A. ALLOWABLE ACTIVITIES [Section 2416], Continued.**

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
<b>2. Strategies and Activities to Integrate Technology into the Educational Process</b>			
2.3 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)].	A Tech Leader will be selected for each school in August 2006. Tech Leaders are responsible for supporting staff in the building in the use of technology. This is done through individual assistance as well as group presentations and workshops. A stipend is paid to each Tech Leader.  Alignment to Master Plan : <b>1.6.11 Pg 46</b> Alignment to Local Tech Plan : <b>1.4.3 P7</b>	\$ 10,800 Stipends  \$ 948 Fringes	
<b>3. Strategies and Activities to Improve Access to Technology</b>			
3.1 Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase awareness to technology for students and teachers, with special emphasis on the access of high-need schools to technology [section 2416(b)(1)].	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**

<b>Local School System:</b> <u>Somerset</u>	<b>Fiscal Year 2007</b>
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**A. ALLOWABLE ACTIVITIES [Section 2416], Continued.**

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
<b>3. Strategies and Activities to Improve Access to Technology</b>			
3.3 Acquiring connectivity linkages, resources, and services (including the acquisition of hardware and software and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media centers, in order to improve student academic achievement [section 2416(b)(7)].	Alignment to Master Plan (Pg. #s): Alignment to Local Tech Plan (Pg. #s):		
3.4 Developing, enhancing, or implementing information technology courses [section 2416(b)(10)].			
<b>4. Strategies and Activities to Assess/Evaluate Effectiveness of Technology (At least 3 percent of Ed tech funds must be used to assess/evaluate effectiveness of technology)</b>			
4.1 Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts [section 2416(b)(8)].	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 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)].	Alignment to Master Plan (Pg. #s): Alignment to Local Tech Plan (Pg. #s):		
<b>TOTAL TITLE II-D ED TECH FUNDING AMOUNTS</b>		<b>\$ 11,748</b>	

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

<b>Local School System:</b> <u>Somerset</u>	<b>Fiscal Year</b> 2007
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**B. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501].**

1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 30 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title II-D Ed Tech services.
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;  
**Holly Grove Christian School and Crisfield Christian Academy were both sent a letter inviting them to participate in the Ed Tech planning process. Both schools declined the offer to participate in this program.**
  - 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 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.)

**C. ACCESSIBILITY COMPLIANCE**

On December 4, 2001 the Maryland State Board of Education approved a regulation (COMAR 13A.05.02.13H) concerning accessible technology-based instructional products. This regulation requires that accessibility standards be incorporated into the evaluation, selection, and purchasing policies and procedures of public agencies. Subsequently, Education Article § 7-910: Equivalent Access for Students with Disabilities was passed during the 2002 General Assembly session and further requires that all teacher-made instructional materials be accessible also. MSDE is charged with monitoring local school systems' compliance with the regulation and the law. For more information on the regulation and the law, visit the following web sites:  
<http://cte.jhu.edu/accessibility/Regulations.cfm>; <http://198.187.128.12/maryland/lpext.dll?f=templates&fn=fs-main.htm&2.0>

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

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<b>Local School System:</b> <u>Somerset</u>	<b>Fiscal Year</b> <u>2007</u>
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**Please review the information submitted with the October 17, 2005 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:

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

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

<b>Local School System:</b> <u>Somerset</u>	<b>Fiscal Year 2007</b>
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PROCESS	IMPLEMENTATION	MONITORING
<p>a) SCPS procedures for invitations to bid, requests for proposals, procurement contracts and grants include a notice of equivalent access requirements consistent with SubPart B Technical Standards, Section 508 of the Rehabilitation Act of 1973.</p> <p align="center"><b>No change</b></p> <p>b) SCPS procedures for design specifications guidelines and selection of technology based product guidelines requires a statement included about the equivalent access standards (SubPart B Technical Standards, Section 508 of the Rehabilitation Act of 1973).</p> <p align="center"><b>No change</b></p> <p>c) SCPS is currently working on a procedure to address the accessibility requirement for Teacher Created Materials.</p> <p align="center"><b>Procedures have not been completed. SCPS will continue to work on them.</b></p>	<p>The following Implementation Plan was written for the 2004-05 school year.</p> <ul style="list-style-type: none"> <li>- The regulations will be explained and a detailed implementation plan will be presented to the Board of Education at the regular August 2004 meeting.</li> <li>- The regulations will be explained to the Supervisors &amp; Principals at the beginning of the year A&amp;S meeting in August 2004</li> <li>- The regulations will be explained to all special education teachers at their opening meeting in August 2004.</li> <li>- The regulations will be explained to the Tech Leaders from each school at the regular beginning of the year meeting in August 2004.</li> <li>- Tech Leaders will present the regulation requirements to their building staff during an opening faculty meeting in September 2004.</li> </ul> <p align="center"><b>The regulations were explained at all of the meetings listed above</b></p>	<p>a) The specific technical provisions are required to be included in RFP's as stated under process. We are then required to follow our standard procurement regulations. The evaluation process must contain a component to determine if the product meets the technical standards or if an exception applies. Any exceptions will be documented. Recommendations to the board of education for purchase must include a statement addressing the technical standards status.</p> <p align="center"><b>No change</b></p> <p>b) All teachers will be aware of the regulations as a result of the implementation plan that has been put into place. Their understanding will be monitored through the process of approving purchase orders at the central office level.</p> <p align="center"><b>No change</b></p>

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

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<b>Local School System:</b> <u>Somerset</u>	<b>Fiscal Year</b> <u>2007</u>
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**D. Children's Internet Protection Act (CIPA) Certification Form**

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

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

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

**Our local school system is certified compliant, through the E-rate program, with the Children's Internet Protection Act requirements.**

Every school in our local school system benefiting from Ed Tech funds has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA.

The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet.

**Not all schools have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, our local school system has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.**

\_\_\_\_\_  
School System

\_\_\_\_\_  
Authorizing Signature

\_\_\_\_\_  
Date

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

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**Local School System: Somerset**

**Fiscal Year 2007**

**F. BUDGET INFORMATION AND NARRATIVE**

1. Provide a detailed budget on the *MSDE Proposed Title II-D Ed Tech Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part C, Allowable Activities*. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).

The expenses associated with the Title II, Part D, Subpart I program fall into one major budget categories Instructional Staff Development: Salary & Wages. The funds will be used to address the following Strategies:

**Strategy 2:** Activities to Integrate Technology into the Educational Process by providing a stipend for the designated Tech Leader in each school. These staff members will be responsible for evaluating assessment results and planning building level professional development.

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

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level "Spreadsheet" Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

GRANT NAME	Title II, Part D, SubPart I - Educational Technology	GRANT RECIPIENT NAME	Somerset County Public Schools
MSDE GRANT #		RECIPIENT GRANT #	
REVENUE SOURCE		SCHOOL NAME	Somerset County Public Schools
FUND SOURCE CODE		GRANT PERIOD	7/01/06 - 6/30/08

CATEGORY/PROGRAM	BUDGET OBJECT						
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
<b>201 Administration</b>							
Prog. 21 General Support							
Prog. 22 Business Support							
Prog. 23 Centralized Support							
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Supv.							
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							
Prog. 02 Special Prog.							
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.	10,800.00						10,800.00
Prog. 10 Guidance Services							
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
<b>207 Student Personnel Serv.</b>							
<b>208 Student Health Services</b>							
<b>209 Student Transportation</b>							
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>				948			948.00
<b>214 Community Services</b>							
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
<b>Total Expenditures By Object</b>	10,800.00	0.00	0.00	948.00	0.00	0.00	11,748.00

Finance Official Approval	Vicki Miller			
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval				
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

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

Local School System: Somerset

Fiscal Year 2007

**Budget Narrative**

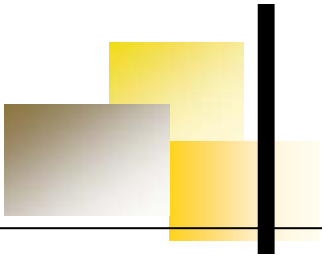
Line Item	Calculation	Requested	In-Kind	Total
Instructional Staff Development Salary & Wages				
• Tech Leader Stipends	<ul style="list-style-type: none"> <li>• 3 Secondary Tech Leaders 13hr per month x \$15 hr For 10 months = \$ 1950 X 3 TLeaders = \$ 5850</li> <li>• 3 Elementary Tech Leaders 9hrs per month x \$15 hr For 10 months = \$ 1350 X 3 TLeaders = \$ 4050</li> <li>• 1 small school Tech Leaders: 6 hrs per month X \$15 hr X 10 mo = \$900</li> </ul>	<ul style="list-style-type: none"> <li>• \$ 5,850</li> <li>• \$ 4,050</li> <li>• \$ 900</li> </ul>		<ul style="list-style-type: none"> <li>• \$ 5,850</li> <li>• \$ 4,050</li> <li>• \$ 900</li> </ul>
Other – Fixed Charges	<ul style="list-style-type: none"> <li>• Fixed Charges</li> </ul>	<ul style="list-style-type: none"> <li>• \$ 948</li> </ul>		<ul style="list-style-type: none"> <li>• \$ 948</li> </ul>
Total				\$ 11, 748

Division of duties for Tech Leaders:

Secondary Schools    6 hrs per month for planning meetings/professional development  
                               5 hrs per month for tech support  
                               2 hrs per month to compile usage reports

Elementary Schools    6 hours per month for planning meetings/professional development  
                               2 hrs per month for tech support  
                               1 hr per month to compile usage reports

Small School            5 hrs per moth for planning meetings/professional development  
                               .5 hrs per month for tech support  
                               .5 hr per month to compile usage reports



# Attachment 10



## Title III, Part A English Language Acquisition, Language Enhancement, And Academic Achievement

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

<b>Local School System: <u>  Somerset County  </u> Fiscal Year 2007</b>
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- A. REQUIRED ACTIVITIES [Section 3115 (c)]:** For all required activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, (d) the amount of funding for services to public and nonpublic students and teachers, and e) any revision to the plan as part of this annual update (including page numbers). *Use separate pages as necessary for descriptions.*

<b>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)]</b>			
<b>Authorized Activities</b>	<b>Descriptions</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
	<b>a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).</b>		
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)].	LAS-Links Assessment Improving Instruction	\$1000.00	
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)].	Instruction Regular Program – Tutor/Interpreter 6 hrs/day x \$10.00/hr = \$60.00/day x 35 days = \$2100.00	\$2100.00	

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

<b>Local School System: <u>Somerset County</u> Fiscal Year <u>2007</u></b>
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A. REQUIRED ACTIVITIES [Section 3115(c)], Continued.

<b>2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)]</b>			
<b>Authorized Activities</b>	<b>Descriptions</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<p><b>Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. Also, high quality professional development shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [section 3115(c)(2)(D)]</b></p>	<p>a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).</p>		
<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].</p>			
<p>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)].</p>	<p>Attending this conference is part of long term professional development for the staffs to receive information at monthly faculty meetings. TESOL National Conference March 2007 Conference Related Costs for two: Registration \$1200.00 Hotel \$ 800.00 Travel \$1000.00 Meals \$ 500.00 Total: \$3500.00</p>	\$3500.00	
<p>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)].</p>	<p>Two Professional Development In-Services for staff to learn ELL instructional strategies Provide stipends for teachers to attend 3 hrs x \$15 x 30 participants = \$1350.00 MSDE ELL Briefings - Improving Instruction</p>	\$1350.00  \$1000.00	

	Conference Related Costs:		
	Hotel	\$ 450.00	
	Travel	\$ 400.00	
	Meals	\$ 150.00	

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

<b>Local School System: <u>  Somerset County  </u> Fiscal Year 2007</b>
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**B. ALLOWABLE ACTIVITIES [Section 3115(d)]: An eligible entity receiving funds under section 3114 (a) may use the funds to achieve one or more of the following activities:**

<b>3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]</b>			
<b>Authorized Activities</b>	<b>Descriptions</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
	<b>a) brief description of the services</b> <b>b) timelines or target dates</b> <b>c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan</b> <b>d) services to non public schools</b> <b>e) any revision to the plan as part of this annual update (including page numbers).</b>		
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].			
3.2 Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].			
<b>4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(2)(3)]</b>			
4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d) (3) (A)].			
4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].	Materials of Instruction Bilingual Books = \$500.00 Electronic Bilingual Dictionaries=\$700.00 Classroom Materials = \$1915.00	\$3115.00	
4.3 Providing for access to, and participation in electronic networks for materials, training and communication [section 3115(d)(7)(B)].			
4.4 Incorporation of educational technology and electronic networks into curricula and programs [section 3115(d)(7)(C)].			
4.5 Developing and implementing elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services [section 3115(d)(4)].			

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

<b>Local School System: <u>  Somerset County  </u></b>	<b>Fiscal Year</b>
<b>2007</b>	

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

<b>5. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>No Child Left Behind</i>. (Specify and describe below.) [section 3115(b)]:</b>			
<b>Other Activities</b>	<b>Descriptions</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
	<b>a) brief description of the services</b> <b>b) timelines or target dates</b> <b>c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan</b> <b>d) services to non public schools</b> <b>e) any revision to the plan as part of this annual update (including page numbers).</b>		
5.1 Administrative expenses may not use more than 2% for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs  Office Supplies	\$240.00	
5.2 Fixed Charges	FICA/Workmen's Compensation	\$285.00	
<b>TOTAL ELL TITLE III-A (FUNDING) AMOUNT</b>		\$12,590.00	

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

<b>Local School System:</b> _____	<b>Fiscal Year 2007</b>
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**D. IMMIGRANT ACTIVITIES [section 3115(e)]: Activities by agencies experiencing substantial increases in immigrant children and youth**

**1. An eligible entity receiving funds under section 3114 (d) (1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. [section (e)(1)]**

Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
	<b>a) brief description of the services</b> <b>b) timelines or target dates</b> <b>c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan</b> <b>d) services to non public schools</b> <b>e) any revision to the plan as part of this annual update (including page numbers).</b>		
1.1 Providing for family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children [section 3115(e) (1) (A)].			
1.2 Supporting personnel including teacher aides who have been specifically trained or are being trained to provide services to immigrant children and youth [section 3115(e) (1) (B)].			
1.3 Providing tutorials mentoring and academic or career counseling for immigrant children and youth [section 3115(e) (1) (C)].			
1.4 Identifying and acquiring curricular materials, educational software, and technologies to be used carried out with these funds [section 3115(e) (1) (D)].			
1.5 Providing basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies, cost of transportation or such other costs [section 3115(e) (1) (E)].			
1.6 Providing other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the USA, such as programs of introduction to the educational system and civics education [section 3115(e) (1) (F)].			

1.7 Providing activities, coordinated with community based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services [section 3115(e) (1) (G)].			
1.8 Other activities (that provide enhanced instructional opportunities for immigrant children and youth).			
1.9 Administrative expenses may not use more than 2% for the cost of administering this subpart [section 3115(b)].			
<b>TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT</b>			

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

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

**The two private schools in Somerset County ( Crisfield Christian Academy and Holy Grove Christian School) were mailed and faxed letters of invitation to participate. Both schools did not respond to our invitation to participate.**

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

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<b>Local School System:</b> _____ <b>Fiscal Year 2007</b>
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**B. BUDGET INFORMATION AND NARRATIVE**

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

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

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level “Spreadsheet” Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

**BUDGET NARRATIVE TITLE III, PART A**  
**English Language Acquisition, Language Enhancement and**  
**Academic Achievement**  
**2006**

<b>Category/ Object</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In-Kind</b>	<b>Total</b>
203-205 02 Instruction Special Program – Supplies and Materials	LAS-Links Assessment Improving Instruction Activity 1.2	IPT Assessment Kit – \$1,000.00	\$ 1000.00	-0-	1000.00
203-205 02 Instruction Special Program Tutor/Interpreter Salary/Wages	Intensified Instruction Activity 1.4	6 hrs/day x \$10.00/hr = \$60.00/day x 35 days = \$2100.00	\$ 2100.00	-0-	\$2100.00
203-205 09 Instructional Staff Development Other	Professional Development Activity 2.2 ELL National Conf. for staff	Conference Related costs: Registration, hotel, travel, meals – \$3500.00	\$ 3500.00	-0-	3500.00
203-205 09 Instructional Staff Development Salaries/Wages	Professional Development Activity 2.3	3 hrs x \$15 x 30 participants = \$1350.00	\$ 1350.00	-0-	1350.00
203-205 09 Instructional Staff Development - Other	MSDE Professional Development Improving Instruction Conference Related Costs (hotel, travel, meals) Activity 2.3	\$1000.00	\$1000.00	-0-	1000.00
203-205 02 Instruction Special Program – Supplies and Materials	Instructional Classroom Materials Activity 4.2	Bilingual Resource Books= 500.00 Electronic Bilingual Dictionaries= 700.00 Classroom Mat= 1,915.00	\$ 3115.00	-0-	3115.00
202 15Mid Level Administration Supplies/Materials	Office Supplies Activity 5.1	2% of grant = \$240.00	\$ 240.00	-0-	240.00
212 Fixed Charges	FICA/Workmen’s Compensation Activity 5.2	\$285.00	\$ 285.00	-0-	285.00
<b>TOTAL</b>		<b>\$12,590.00</b>	<b>\$12,590.00</b>	<b>-0-</b>	<b>\$12,590.00</b>

# Attachment 11



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

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

<p><b>Local School System:</b> <u>Somerset County</u> <b>Fiscal Year</b> <u>2007</u></p> <p><b>Title IV, Part A, SDFSCA Coordinator:</b> <u>Vicki Carter</u></p> <p><b>Telephone:</b> <u>410-621-6247</u> <b>Email:</b> <u>vcarter@somerset.k12.md.us</u></p>
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**A. PERFORMANCE GOAL, INDICATORS, and TARGETS.** At a minimum, each local school system (LSS) must adopt the performance goal, indicators, and targets outlined in Table 11-1 below.

<b>Table 11-1</b>		
<b>SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES PERFORMANCE GOAL, INDICATORS, AND TARGETS</b>		
<b>Performance Goal</b>	<b>Performance Indicators</b>	<b>Performance Targets</b>
<p><b>Performance Goal 4:</b> All schools will be safe, drug free, and conducive to learning.</p>	<p>4.1 The number of persistently dangerous schools.</p> <p>4.2 The level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey.</p> <p>4.3 The number of suspensions and expulsions by offense.</p>	<p><b>NOTE: Indicator 4.1 has been moved to the Goal 4 page of the Annual Update Guidance.</b></p> <p>By the end of SY 2006-2007, reduce “cigarettes,” “any form of alcohol,” and “any drug other than alcohol or tobacco” use (<u>Last 30 Days</u>) in grades 6, 8, 10, and 12 by 10%.</p> <p>By the end of SY 2006-2007, reduce suspensions and expulsions for classroom disruptions, insubordination, and refusal to obey school policies/regulations by 10%.</p> <p><b>NOTE: SY 2002-03 is the baseline year.</b></p>

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

Local School System: <u>Somerset County</u>	Fiscal Year 2007
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A-1 ANNUAL PROGRESS: Provide a current analysis of the LSS’s progress toward meeting each of the Performance Targets. The LSS should use this analysis in conjunction with an annual needs assessment to determine the effectiveness of Title IV, Part A drug and violence prevention programs and activities.

Table 11-2 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 (2006 MAS)
<p>4.2</p> <p>The level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey (Last 30 Days).</p>	<p><b>By the end of SY 2006-07:</b></p> <p><b>Reduce cigarette use in:</b>            6<sup>th</sup> grade (from <u>6.7%</u> to <u>6.0%</u>)            8<sup>th</sup> grade (from <u>17.8%</u> to <u>16 %</u>)            10<sup>th</sup> grade (from <u>18.7%</u> to <u>16.9%</u>)            12<sup>th</sup> grade (from <u>21.4%</u> to <u>19.3%</u>)</p> <p><b>Reduce any form of alcohol use in:</b>            6<sup>th</sup> grade (from <u>9.5 %</u> to <u>8.6 %</u>)            8<sup>th</sup> grade (from <u>27.2%</u> to <u>24.5 %</u>)            10<sup>th</sup> grade (from <u>27.7%</u> to <u>24.9%</u>)            12<sup>th</sup> grade (from <u>48.7%</u> to <u>43.8%</u>)</p> <p><b>Reduce any drug other than alcohol or tobacco use in:</b>            6<sup>th</sup> grade (from <u>6.5 %</u> to <u>5.9 %</u>)            8<sup>th</sup> grade (from <u>17.2 %</u> to <u>15.5%</u>)            10<sup>th</sup> grade (from <u>15.1%</u> to <u>13.6%</u>)            12<sup>th</sup> grade (from <u>23.7%</u> to <u>21.3%</u>)</p>	<p><b>Cigarette use in:</b>            6<sup>th</sup> grade: <u>8.8%</u>            8<sup>th</sup> grade: <u>17.3 %</u>            10<sup>th</sup> grade: <u>17.0 %</u>            12<sup>th</sup> grade: <u>22.5 %</u></p> <p><b>Any form of alcohol use in:</b>            6<sup>th</sup> grade: <u>9.5 %</u>            8<sup>th</sup> grade: <u>26.9%</u>            10<sup>th</sup> grade: <u>28.9%</u>            12<sup>th</sup> grade: <u>48.3%</u></p> <p><b>Any drug other than alcohol or tobacco use in:</b>            6<sup>th</sup> grade: <u>10.9%</u>            8<sup>th</sup> grade: <u>14.7%</u>            10<sup>th</sup> grade: <u>15.6%</u>            12<sup>th</sup> grade: <u>19.2%</u></p>	<p><b>Reduce cigarette use in:</b>            6<sup>th</sup> grade (to <u>6.0 %</u>)            8<sup>th</sup> grade (to <u>16.0%</u>)            10<sup>th</sup> grade (to <u>16.8%</u>)            12<sup>th</sup> grade (to <u>19.3%</u>)</p> <p><b>Reduce any form of alcohol use in:</b>            6<sup>th</sup> grade (to <u>8.6 %</u>)            8<sup>th</sup> grade (to <u>24.5%</u>)            10<sup>th</sup> grade (to <u>24.9%</u>)            12<sup>th</sup> grade (to <u>43.8%</u>)</p> <p><b>Reduce any drug other than alcohol or tobacco use in:</b>            6<sup>th</sup> grade (to <u>5.9 %</u>)            8<sup>th</sup> grade (to <u>15.5%</u>)            10<sup>th</sup> grade (to <u>13.6%</u>)            12<sup>th</sup> grade (to <u>21.3%</u>)</p>	<p><b>Cigarette use in:</b>            6<sup>th</sup> grade: ____%            8<sup>th</sup> grade: ____%            10<sup>th</sup> grade: ____%            12<sup>th</sup> grade: ____%</p> <p><b>Any form of alcohol use in:</b>            6<sup>th</sup> grade: ____%            8<sup>th</sup> grade: ____%            10<sup>th</sup> grade: ____%            12<sup>th</sup> grade: ____%</p> <p><b>Any drug other than alcohol or tobacco use in:</b>            6<sup>th</sup> grade: ____%            8<sup>th</sup> grade: ____%            10<sup>th</sup> grade: ____%            12<sup>th</sup> grade: ____%</p> <p><b>NOTE: Leave this column blank</b></p>

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

Table 11-2 (Continued)  Performance Indicator	Baseline Data (SY 2002-03) and Performance Targets (SY 2007-08)	SY 2004-05 Performance Targets & Actual Performance	SY 2005-06 Performance Targets & Actual Performance	SY 2006-07 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 <u>214</u> to <u>186</u>)</p> <p>Insubordination (from <u>80</u> to <u>72</u>)</p> <p>Refusal to obey school policies/regulations (from <u>75</u> to <u>48</u>)</p> <p>NOTE: SY 2002-03 is the baseline year.</p>	<p>Performance Target: <u>69</u> Actual Performance: <u>155</u></p> <p>Performance Target: <u>56</u> Actual Performance: <u>104</u></p> <p>Performance Target: <u>44</u> Actual Performance: <u>60</u></p>	<p>Performance Target: <u>140</u> Actual Performance: <u>207</u></p> <p>Performance Target: <u>94</u> Actual Performance: <u>128</u></p> <p>Performance Target: <u>54</u> Actual Performance: <u>59</u></p> <p>* See note below</p>	<p>Performance Target: <u>193</u></p> <p>Performance Target: <u>115</u></p> <p>Performance Target: <u>53</u></p>

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

**Classroom Disruptions:** Continued review and improvement in PBIS and Character education programs at the secondary level will result in a reduction of suspensions in this category. Increased staffing which includes Behavior Intervention Specialists and Learning Support Specialists will provide additional services to students.

**Insubordination:** Same as above

**Refusal to obey school policies/regulations:** While Somerset County Public Schools did not reach the target in this category there was a slight decline in the number of suspensions. Continuing to review and improve the programs listed above will allow for the 07 target to be achieved.

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

<b>Local School System:</b> <u>Somerset County</u>		<b>Fiscal Year</b> <u>2007</u>
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**B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)] – Provide the following for all allowable Title IV, Part A activities that will be implemented: (a) a brief description of the services (b) how the services will be targeted to schools and students with the greatest need and the (c) timelines or target dates. Provide the amount of funding for Title IV, Part A services to students and teachers in public and nonpublic schools. Use separate pages as necessary for descriptions.**

<b>(1) Programs and Activities to Promote Drug and Violence Prevention</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Targeting of Services to Schools and Students With the Greatest Need, and Timelines</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<p>1.1 Age appropriate and developmentally based activities that –</p> <ul style="list-style-type: none"> <li>• Address the consequences of violence and the illegal use of drugs, as appropriate;</li> <li>• Promote a sense of individual responsibility;</li> <li>• Teach students that most people do not illegally use drugs;</li> <li>• Teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;</li> <li>• Teach students about the dangers of emerging drugs;</li> <li>• Engage students in the learning process; and</li> <li>• Incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools [section 4115(b)(2)(A)].</li> </ul> <p>Note: For curriculum programs and activities, complete information in Part C, Table 11-2.</p>	<ul style="list-style-type: none"> <li>• Elementary students will participate in Red Ribbon Week activities.</li> <li>• SRO's will teach DARE to 5<sup>th</sup> grade.</li> <li>• School nurses will provide drug prevention and health information at all levels.</li> <li>• Middle students will participate in adventure learning activities to build self esteem and empower them to resist unhealthy behaviors.</li> <li>• Secondary students will be surveyed to assess concerns regarding safety.</li> </ul> <p>Strategy 5.2.11</p>	\$6714	
<p>1.2 Activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs [section 4115(b)(2)(B)].</p>	<p>a. Participate in community programs that will educate students, parents, and community</p> <p>b. Spring activities conducted by S.H.O.P. at secondary level.</p> <p>Strategy 5.2.11</p>	\$2052	
<p>1.3 Disseminating information about drug and violence prevention to schools and the community [section 4115(b)(2)(C)].</p>	<p>a. SCPS staff will provide information to the school and community through agency collaboration.</p>	\$523	
<p>1.4 Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention [Section 4115(b)(2)(E)(i)].</p>	<p>a. The Safe Schools/Healthy students initiative steering committee will distribute prevention information through planned community activities.</p>		

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

<b>Local School System:</b> <u>Somerset County</u>	<b>Fiscal Year</b> <u>2007</u>
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**B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.**

<b>(1) Programs and Activities to Promote Drug and Violence Prevention</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Targeting of Services to Schools and Students With the Greatest Need, and Timelines</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
1.5 Providing professional development and training for, and involvement of, school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention [section 4115(b)(2)(D)].	<ul style="list-style-type: none"> <li>a. SCPS staff will receive training in bullying prevention and identification of and intervention with students with substance abuse issues.</li> <li>b. Staff will be trained in evaluation of students referred for violence.</li> </ul> Strategy 5.15.; 5.2.14	\$2874	
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)].			
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)].	<ul style="list-style-type: none"> <li>2.7 LST will continue to support referred students and families who experience barriers to school success</li> <li>3.7 Professional development will be provided to LSS for evaluation of students for potential or existing risk factors.</li> </ul> Strategy 5.2.12; 5.1.6.1	\$2261	
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)].	<ul style="list-style-type: none"> <li>a. Provide mediation training to staff/students grades 3-12</li> <li>b. Evaluate peer mediation programs</li> <li>c. Provide additional Lion's Quest training at middle level.</li> <li>d. Evaluate and expand PBIS at middle and high school levels.</li> </ul> Strategy 5.1.3; 5.1.6.1; 5.1.2	\$2052	
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)].	<ul style="list-style-type: none"> <li>a. Support all students and families in alternative educational settings by providing training/resources to staff, parents and students.</li> </ul> Strategy 5.2.6	\$1888	
1.10 Drug and violence prevention activities designed to reduce truancy [section 4115(b)(2)(E)(xii)].	<ul style="list-style-type: none"> <li>a. Monitor and evaluate the Truancy Reduction Pilot Program and the Drug Court program.</li> </ul> Strategy 5.1.6.3	\$821	

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

<b>Local School System:</b> <u>Somerset County</u>	<b>Fiscal Year</b> <u>2007</u>
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**B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.**

<b>(1) Programs and Activities to Promote Drug and Violence Prevention</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Targeting of Services to Schools and Students With the Greatest Need, and Timelines</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
1.11 Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use [section 4115(b)(2)(E)(xi)].	a. Coordinate with Health Dept. & other agencies to provide student access b. Monitor and evaluate student advisory programs		
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)].	a. Provide professional development for counselors, nurses and students to enhance their skills for intervention with students identified as having risk factors.  Strategy 5.2.5	\$2615	
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)].	a. Continued implementation of bullying and harassment programs and policies.  Strategy 5.2.2		
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)].	a. Update crisis plans of each school b. Two crisis drills per year per school c. Coordinate plans/drills with community agencies Strategy 5.2.10.1	\$821	
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)].	a. Train student records personnel to include information concerning the transfer of required records when students leave SCPS.  Strategy 5.5.3		
1.16 Community service, including community service performed by expelled students, and service-learning projects [section 4115(b)(2)(E)(xix)].			

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

<b>Local School System:</b> <u>Somerset County</u>	<b>Fiscal Year 2007</b>
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**B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.**

<b>(1) Programs and Activities to Promote Drug and Violence Prevention</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Targeting of Services to Schools and Students With the Greatest Need, and Timelines</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
1.18 Developing and implementing character education programs, as a component of drug and violence prevention programs, that consider the views of students and parents of the students for whom the program is intended, e.g., a program described in subpart 3 of part D of Title V [section 4115(b)(2)(E)(xvii)].	a. Continue to support character education programs by providing training and resources  Strategy 5.2.8	\$410	
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)].	a. Provide training/resources to staff for implementation of the crisis plan which includes identifying of and warning signs for suicide Strategy 5.5.6		
1.20 Programs to meet the needs of students faced with domestic violence or child abuse [section 4115(b)(2)(E)(xxii)].			
1.21 Consistent with the fourth amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the students, if the local school system elects to test or inspect [section 4115(b)(2)(E)(xiv)].	a. Continue the use of drug detecting dogs at the secondary level.		
1.22 Establishing and maintaining a school safety hotline [section 4115(b)(2)(E)(xviii)].			
<b>SUBTOTAL -- TITLE IV-A FUNDING AMOUNTS FOR PROGRAM ACTIVITIES</b>		\$23,031	

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

<b>Local School System:</b> <u>Somerset County</u>	<b>Fiscal Year</b> <u>2007</u>
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**B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.**

<b>(2) Specific Programs to Promote and Implement Security Measures. Note: No more than 40 percent of the Title IV, Part A funds may be used to carry out activities identified with an asterisk (*). Of this 40 percent, not more than 50 percent (i.e., no more than 20 percent of the total Title IV-A distribution) may be used for security measures or activities identified with a plus (+), <u>only if funding for these activities is not received from other federal agencies.</u></b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Targeting of Services to Schools and Students With the Greatest Need, and Timelines</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
2.1 *+Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies. [section 4115(b)(2)(E)(ii)].			
2.2 *+Reporting criminal offences committed on school property [section 4115(b)(2)(E)(iii)].			
2.3 *+Developing and implementing comprehensive school security plans or obtaining technical assistance concerning such plans, which may include obtaining a security assessment or assistance from the School Security and Technology Resource Center at the Sandia National Laboratory located in Albuquerque, New Mexico [section 4115(b)(2)(E)(iv)].	Through Safe Schools/Healthy Students Initiative a school security inspection will be conducted in all schools.		
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)].	Continue to evaluate the SRO program funded through local police department.  SRO will conduct DARE in grade 5.  Strategy 5.2.9		
<b>SUBTOTAL -- TITLE IV-A FUNDING AMOUNT FOR SECURITY MEASURES</b>			
<b>TOTAL -- TITLE IV-A FUNDING AMOUNTS</b>		\$23,031	

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

Local School System: <u>Somerset County</u>	Fiscal Year 2007
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**C. DRUG AND VIOLENCE PREVENTION PROGRAMS AND ACTIVITIES:** Provide the information requested below for the Drug & Violence Prevention Programs and Activities that will be used during SY 2006-07. Complete Section F, Table 11-3 to request a waiver for programs/activities being funded by Title IV, Part A that do not meet the scientifically based research criteria.

TABLE 11-3	Drug & Violence Prevention Programs/Activities		
Grade	Programs/Activities <i>(i.e., Life Skills, Here's Looking At You, Second Step, etc.)</i>	Is the Program/Activity Scientifically Based Researched (Yes/No)	Are SDFSCA Funds Used to Support the Program/Activity (Yes/No)
K	Character Counts, Second Step, PBIS	Yes	Yes
1	Character Counts, Second Step, PBIS	Yes	Yes
2	Character Counts, Second Step, PBIS	Yes	Yes
3	Character Counts, Second Step, PBIS	Yes	Yes
4	Character Counts, Second Step, PBIS	Yes	Yes
5	Character Counts, Second Step, PBIS	Yes	Yes
6	PBIS, STARS, Lion's Quest	Yes	Yes
7	PBIS, STARS, Lion's Quest	Yes	Yes
8	PBIS, Teen Tobacco Users, Youth Matters	Yes	Yes
9	PBIS, Teen Tobacco Users, Youth Matters	Yes	Yes
10	PBIS, Teen Tobacco Users, Youth Matters	Yes	Yes
11	PBIS, Teen Tobacco Users, Youth Matters	Yes	Yes
12	PBIS, Teen Tobacco Users, Youth Matters	Yes	Yes

What percentage of schools use scientifically based researched programs (SBRP) to reduce disruption?  
90 %

What percentage of school staff using a SBRP to reduce disruption were trained to implement the SBRP?  
90 %

Does the LSS conduct school climate surveys? YES NO. If YES, what percentage of students report a positive connection to school?      % Have not completed one since 2002. Through the Safe Schools Healthy Students Initiative one will be completed this year.

ATTACHMENT 11 TITLE IV, PART A

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Somerset County Fiscal Year 2007

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

TABLE 11-4	PROGRAM/ACTIVITY WAIVER REQUEST FORM
<p><b>Background:</b> 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><b>Directions to Request a Waiver:</b> 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: <b>NONE</b></p> <p>Was a request for waiver previously approved by MSDE for this program/activity? <b>YES NO</b>. If yes, please indicate when (Example: SY 2003-04 &amp; SY 2004-05).</p> <p>Brief description of the program/activity:</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):</p>	

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

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

Local School System: Somerset County Fiscal Year 2007

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

1. Participating Private Schools and Services: Complete information in Attachment 6-B on page 31 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the services.  
**Crisfield Christian Academy and Holly Grove are the two private schools in Somerset County. They were sent registered letters informing them of the Title IV grant and were asked to participate in the planning and work sessions. They did not respond.**
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;  
**Crisfield Christian Academy and Holly Grove are the two private schools in Somerset County. They were sent registered letters informing them of the Title IV grant and were asked to participate in the planning and work sessions. They did not respond.**
  - 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.)

G. BUDGET INFORMATION AND NARRATIVE

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

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

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level "Spreadsheet" Budget Summary.

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

ORIGINAL GRANT BUDGET	23,031	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Title IV, Safe & Drug Free Schools	GRANT RECIPIENT NAME	Somerset County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		SCHOOL NAME	Somerset County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/01/06 - 6/30/08		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.			11,120.00				11,120.00
Prog. 02 Special Prog.							
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.		1,160.00	860.00	6,150.00			8,170.00
Prog. 10 Guidance Services							
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
<b>207 Student Personnel Serv.</b>	1,020.00						1,020.00
<b>208 Student Health Services</b>							
<b>209 Student Transportation</b>		2,637.00					2,637.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>				84			84.00
<b>214 Community Services</b>							
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
<b>Total Expenditures By Object</b>	1,020.00	3,797.00	11,980.00	6,234.00	0.00	0.00	23,031.00

Finance Official Approval

Vicki Miller

Name Signature Date Telephone #

Supt./Agency Head Approval

Name Signature Date Telephone #

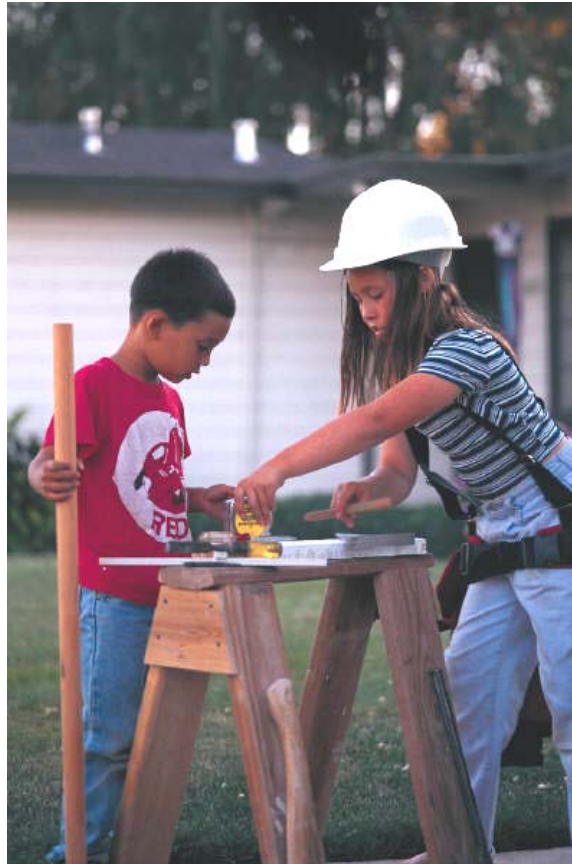
MSDE Grant Manager Approval

Name Signature Date Telephone #

**Budget Narrative Title IV**  
**Safe and Drug Free Schools**

<b>Category</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>
<b>203-205/01</b> Instruction – Regular Programs; Materials/Supplies	Peer Mediation, SHOP, LST Materials(Training) <b>1.2, 1.7, 1.8</b>	400 participants X \$10	\$4000
<b>203-205/01</b> Instruction – Regular Programs: Materials/Supplies	Red Ribbon Week; Crisis Management; Suicide prevention; Adventure Learning <b>1.1, 1.5, 1.9, 1.14, 1.17</b>	356 participants X \$20	\$7120
<b>203-205/09</b> Instructional Staff Development Contracted Services	Consultants to provide professional development training <b>1.5, 1.15</b>	4 days X \$290	\$1160
<b>203-205/09</b> Instructional Staff Development – Supplies & Materials	In-Service materials <b>1.1, 1.5</b>	86 participants X \$10	\$860
<b>203-205/09</b> Instructional Staff Development: Other	Related conference costs <b>1.8, 1.12</b>	41 participants X \$150	\$6150
<b>209</b> Students Transportation Contracted Services	Buses for field trips <b>1.1, 1.2, 1.9</b>	8 X 329.62	\$2637
<b>207</b> Student Services Personnel Stipend	To support after hours in-service training and/or work <b>1.7, 1.12</b>	51 participants X \$20	\$1020
Other charges	FICA & WC on stipends	\$1020 X 8.24 %	\$84
<b>Total</b>			\$23,031

# Attachment 12



## Title V, Part A Innovative Programs

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

<b>Local School System:</b> <u>Somerset County Public Schools</u> <b>Fiscal Year</b> <u>2007</u> <b>Title V Coordinator:</b> <u>Doug Bloodsworth</u> <b>Telephone:</b> <u>410-621-6224</u> <b>E-mail:</b> <u>dbloodsworth@somerset.k12.md.us</u>
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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)].	Washington High will partner with the Coalition of Essential Schools to provide school improvement training in the areas of Reading, Math, and Culture. Strategy 1.1.11, 3.4.03, 1.1.73, 1.1.52, 3.6.20		
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**

<b>Local School System:</b> _____	<b>Fiscal Year 2007</b>
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**A. ALLOWABLE ACTIVITIES [Section 5131], Continued.**

<b>2. Projects and Activities to Promote Teacher Quality, Professional Development, and Class-Size Reduction</b>			
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).			
<b>3. Projects and Activities to Promote Parental Options</b>			
3.1 The planning, design, and initial implementation of charter schools as described in Part B of Title V of the ESEA [section 5131(a)(8)].			X
3.2 Activities to promote, implement, or expand public school choice [section 5131(a)(12)].			
3.3 School safety programs, including programs to implement the unsafe school choice policy in Section 9532 of the ESEA, and that may include payment of reasonable transportation costs and tuition costs for students who transfer to a different school under the policy [section 5131(a)(25)].			
3.4 Programs to provide same-gender schools and classrooms (consistent with applicable law and USDE guidelines for same gender schools and classrooms) [section 5131(a)(23)].			

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

<b>Local School System:</b> _____	<b>Fiscal Year 2007</b>
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**A. ALLOWABLE ACTIVITIES [Section 5131], Continued.**

<b>4. Projects and Activities to Promote the Use of Technology and Educational Materials</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
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)].			
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)].			
<b>5. Projects and Activities to Promote Literacy, Early Childhood Education, and Adult Education</b>			
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**

<b>Local School System:</b> _____	<b>Fiscal Year 2007</b>
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**A. ALLOWABLE ACTIVITIES [Section 5131], Continued.**

<b>6. Projects and Activities for Students with Special Needs</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
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)].			
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)].			
<b>7. Projects or Activities to Promote Community Service and Community Involvement</b>			
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: _____	Fiscal Year 2007
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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)].			
<b>TOTAL FUNDING AMOUNTS</b>			

**B. ANNUAL EVALUATION OF TITLE V-A PROGRAM ACTIVITIES: The local school system must annually evaluate its Title V-A programs and submit the evaluation to MSDE annually by October 31 as part of the Annual Update to the *Bridge to Excellence Master Plan*.**

1. The evaluation must describe how the Title V-A programs affected student academic achievement.
2. At a minimum, the evaluation must:
  - a) Include information and data on the use of funds, the types of services provided, and the students served by the programs, and

The funds from this grant were used to provide a nurse at Deal Island School. Quality medical coverage was provided to all students and staff at Deal Island. In addition to seeing students in the health room on a daily basis, the nurse was able to make accommodations to keep medically fragile children in a regular school setting. The goal of the Deal Island School Improvement Team in 2004 was to improve attendance from 95.2% to 97%. Deal Island did not meet this goal.

Attendance for the 2004-2005 school year was 94.4%. In 2006 the attendance rate was still below the 97% goal but did go up to 95.6%.

Funds will also be used to support the Balanced Literacy Program for grades 6-10. This program involves direct instruction in Language Arts classes in the following areas: Strategic Reading and Communicating Understanding, Systematic Word Study, Fluency Practice, Media Literacy, Strategic Writing and Language Usage and Independent Reading and Writing.

- b) Contain sufficient information for the services that were provided and the effect on academic achievement.

Deal Island's School's MSA scores fluctuate from 2004 to 2006. They increase in seven categories and decreased or remained the same in nine as is noted in the chart below:

**Reading**

GRADE	STUDENTS	2004	2005	2006
3	All	94.5% Proficient	100% Proficient	89.9% Proficient
5	All	64.7% Proficient	73.3% Proficient	94.5% Proficient
3	White	100% Proficient	100% Proficient	100% Proficient
5	White	68.8% Proficient	71.4% Proficient	60% Proficient
3	FARMS	85.7% Proficient	100% Proficient	100% Proficient
5	FARMS	90.9% Proficient	100% Proficient	58.3% Proficient
3	Special Education	87.5% Proficient	100% Proficient	100% Proficient
5	Special Education	*	*	40% Proficient

\* Fewer than five students

**Math**

GRADE	STUDENTS	2004	2005	2006
3	All	83.4% Proficient	81.3% Proficient	94.5% Proficient
5	All	76.4% Proficient	93.3% Proficient	94.5% Proficient
3	White	82.5% Proficient	75% Proficient	100% Proficient
5	White	75% Proficient	92.9% Proficient	60% Proficient
3	FARMS	71.4% Proficient	85.7% Proficient	87.5% Proficient
5	FARMS	50.00 Proficient	100% Proficient	58.3% Proficient
3	Special Education	75% Proficient	100% Proficient	93.3% Proficient
5	Special Education	*	100% Proficient	40% Proficient

\*Fewer than five students

MSA Data shown below reveal a critical need for reading intervention at the secondary level. The 2005-2006 school year was the first for this program.

<b>READING</b>			
<b>GRADE</b>	<b>STUDENTS</b>	<b>2005</b>	<b>2006</b>
6	All	50% Proficient	57.7% Proficient
7	All	42.2% Proficient	56.8% Proficient
8	All	56.6% Proficient	50.2% Proficient

- The school system must use the information gleaned from the annual evaluation to make decisions about appropriate changes in programs for the subsequent year.

Somerset County will not continue to use this funding for the 2006 – 2007 school year to pay the salary of a Nurse at Deal Island School. This will be picked up by local funds. The Balanced Literacy program will continue using funds from another grant. Deal Island’s data indicates progress in reading and math. The reading data for grades 6, 7 and 8 indicate progress also. Both of these programs will continue, just not using Title V funds.

The Title V grant will be used to provide funding to support the partnership of the Coalition of Essential Schools, a research based school reform program and Washington High School. This will provide for thirteen days of consultant services as well as materials to implement the Coalition Goals. The data below indicates a need for extensive reform at this site.

<b>READING</b>			
<b>GRADE</b>	<b>STUDENTS</b>	<b>2005</b>	<b>2006</b>
8	All	50% Proficient	50.3% Proficient
HSA English II	All	32.6% Proficient	

<b>Math</b>			
<b>GRADE</b>	<b>STUDENTS</b>	<b>2005</b>	<b>2006</b>
8	All	31.8% Proficient	41.4% Proficient
HSA Algebra	All	% Proficient	79% Proficient

**2006**

**Attendance Rate                    90.9%**

**Graduation Rate                    76.6%**

**Drop Out Rate                        7.99%**

Discipline data also indicates a high number of student referrals and student suspensions.

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

**Local School System:** Somerset

**Fiscal Year 2007**

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

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

**D. BUDGET INFORMATION AND NARRATIVE**

1. Provide a detailed budget on the *MSDE Proposed Title V-A Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part A, Allowable Activities*. MSDE budget forms are available in Excel Format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).
2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 10-12 of this guidance document). The accompanying budget narrative should:
  - (a) detail how the school system will use Title V-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title V-A program. These costs may include the costs of "systematic consultation" with parents, teachers, and administrative personnel and the costs associated with the provision of services for private school children and
  - (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

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

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level "Spreadsheet" Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

ORIGINAL GRANT BUDGET	\$8,354	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Title V, Part I Innovative Education	GRANT RECIPIENT NAME	Somerset County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		SCHOOL NAME	Somerset County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/01/06 - 6/30/08		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.		7,800.00	554.00				8,354.00
Prog. 10 Guidance Services							
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
<b>207 Student Personnel Serv.</b>							
<b>208 Student Health Services</b>							
<b>209 Student Transportation</b>							
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>							0.00
<b>214 Community Services</b>							
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
<b>Total Expenditures By Object</b>	0.00	7,800.00	554.00	0.00	0.00	0.00	8,354.00

Finance Official Approval	Vicki Miller			
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Douglas Bloodsworth			
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

## Title V, Part I

Category/Object	Line Item	Calculation	Amount	In Kind	Total
203-205/09- Instructional Staff Development/Other	Washington High will partner with the Coalition of Essential Schools to provide school improvement training in the areas of Reading, Math, and Culture. Strategy 1.1.11, 3.4.03, 1.1.73, 1.1.52, 3.6.20 Coalition of Essential Schools will offer school improvement with onsite work with the School Improvement Team, teachers in classrooms, and professional development in data analysis. Activity 1.5	Consultant charges @ \$600 per day for 13 days	\$ 7800		\$7800.00
203-205/09-	Supplies and Materials	Misc. supplies for workshops	\$554		\$554.00
<b>Total</b>			<b>\$8373</b>		<b>\$8354.00</b>

# Attachment 14



## Fine Arts

The Bridge to Excellence in Public Schools Act requires that the updated Master Plan “shall include goals, objectives, and strategies” for Programs in Fine Arts. The focus of the 2006 Master Plan Update is on progress toward meeting goals and adjustments being made to overcome challenges. In accordance with this focus and in order to provide a status on the progress toward meeting Fine Arts goals, local school systems are expected to provide a cohesive, stand-alone response to the prompts and questions outlined below.

1. Describe the **progress** that was made in 2005-2006 toward meeting Programs in Fine Arts goals.
2. Please identify the programs, practices, or strategies and related resource allocations that appear related to the progress.
3. Describe where **challenges** in making progress toward meeting Programs in Fine Arts goals are evident.
4. Describe the plans for addressing those challenges and include a description of the adjustments that will be made along with related resources to ensure progress toward meeting goals. Please include timelines where appropriate.

### Fine Arts Progress, Challenges, Goals, and Strategies

**Progress in fine arts for Somerset County included re-introduction of drama at one high school, attendance of a visual arts performance by all students K-12, increased staffing in elementary visual arts, superior adjudicated performances for all three instrumental band groups, and the addition of elementary participation in the county art show. However, there was little progress in the area of curriculum development.** Funds from the Maryland Fine Arts grant were re-allocated to ensure that every student in the system was able to attend a dramatic presentation either by bringing productions to the schools or sending students to attend them off campus. The intent was to create an appreciation of the arts in all students and encourage enrollment in classes. The Somerset County Art show was expanded to include elementary school artists for the first time. Participation was so increased that the show had to be expanded outside of the presentation hall into the doorways. In the area of instrumental music, both high bands received superior in every competition entered. Both the high school programs and the band at the intermediate school had increased enrollment and presented excellent performances for parents and the student body. The county provided a workshop for elementary classroom teachers to teach them how to incorporate drama in their classrooms. Drama classes were offered at both high schools this year for the first time in a few years. Crisfield High school produced two musical productions and Washington High School presented a comedy that was excellent. Due to time and staffing constraints, there was little curriculum work in either visual or performing arts.

#### **Challenges**

The main challenges for fine arts in Somerset County continue to be staffing at the supervisory level and provision of arts services at the elementary level. Although an adequate complement of staffing and courses is provided for intermediate and high school students, the number of full time arts instructors is insufficient at the elementary level. Arts instruction is provided by regular classroom teacher and instructional assistants at two smaller elementary schools. A visual arts teacher and a choral teacher are shared by two of the larger schools that are in close proximity. With the consolidation of two small schools this year, an additional

visual arts teacher has been hired. With this opportunity, primary students will be included in the Art show this year.

The lack of opportunities in dance is an area of weakness. It is hoped that we will be able to offer some programs in dance this year. The new VSC for dance will be used to identify content and skills that can be incorporated into the elementary curriculum.

### **Goals, Objectives, and Strategies**

- 1) A K-12 Fine Arts Committee will be established that will meet four times each year. Membership will include Somerset County staff and members from the Somerset Fine Arts Council.(4.2.1)
- 2) The Fine Arts Committee will develop or adopt a curriculum for Fine Arts based on the VSC.(4.2.2) Staff members will construct scope and sequences to be implemented during the second semester of the 2006-2007 session.
- 3) The Fine Arts Committee will develop a plan to take advantage of community resources in the system fine arts program. This plan will be presented to and approved by the school board. (4.2.3)
- 4) Every student in Somerset County will have the opportunity to attend a performing arts performance either on or off campus. This strategy is designed to improve interest and enrollment in fine arts offerings.
- 5) Professional development for dance instruction will be provided to physical educational, music, and drama teachers so that students see dance as a healthy and fun art form with varying levels of development and rigor.
- 6) Departmental meetings for the secondary teachers will be held five times a year during the after school professional development. Scope and sequences will be developed for teacher use to guide instruction.

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

1. Provide a detailed budget on the *MSDE Proposed Fine Arts Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).
2. Provide a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp 10-12 of this guidance document). The accompanying budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Fine Arts program.

## **Fine Arts Budget Narrative**

The FY2007 Fine Arts Initiative has been designed to supplement local school division expenditures to provide an effective offering for the students of the school system. The expenditures not only will provide fine arts opportunities but increase the capacity of the school system.

### **Instructional Category/Regular Program/Contracted Services- \$10035.18**

\$10,035.18 has been allotted for contract services to provide performance opportunities for every student within the school system during the 2006-2007 school year (Goal 4). This money will be used either to provide performances on campus or to pay for admission for performances or exhibits outside the school. The Master Plan goal for the county is for every student in the school system to either attend a concert, performance or exhibit. Examples would be plays, concerts, or trips to museums.

Goal 4-

- 8 elementary drama, dance, or music performances with admission supplement of \$600 each- \$4800
- 6 secondary drama, dance, or music performances with performance supplement of \$600 each- \$3600
- Supplements for 3 secondary instrumental trips - \$545.06 each= \$1635.18

### **Instructional Category/Regular Program/Supplies and Materials- \$1840**

To improve fine arts instruction, \$1840 has been allotted to supplement supplies and materials. These funds will be distributed equitably between visual and performing arts.

- Somerset County Art Show- \$500
  - Construction of 6 vertical 4x8 presentation frames for mounting of 2 dimensional pieces- \$225
  - Refreshments for opening night of show for visitors- \$100
  - Tape, staples, push pins, labels, etc. for mounting- \$25
  - Programs- \$10
  - Mat, frames, mounting of winning entries for permanent display- \$140
- Supplement to promote student participation in external visual art competitions. \$1320  
The visual arts teachers will each receive \$120 to pay for mounting and shipping expenses for pieces submitted to art displays or competitions. 11 X 120= \$1320

### **Instructional Category/Regular Program/Equipment- \$3000**

To improve instrumental music capacity, \$3000 is allotted for band equipment.

- \$300 Each instrumental music program will be supplement \$1000 for instruments- 3 X \$1000

### **Instructional Category/Instructional Staff Development/Salaries & Wages- \$2460**

To ensure that the school system better follows the new Fine Arts VSC, \$2460 has been allotted for salaries and wages in the area of staff development. This money will be used to pay for teachers to attend curriculum workshops outside of the regular school hours. We have 13 certificated fine arts employees. Our employees are paid \$15 an hour for curriculum or professional development.

Goal 5,6- Departmental Meetings to for curriculum and professional development: 13 employees X 4 meetings X 2 hours X \$15/hour= \$1560  
Goals 1,2,3- Fine Arts Committee Meetings- 6 employees X 4 meetings X 2 hours X \$15/hour=\$720  
Planning for meetings= 3 employees X 4 meetings X 1 hour X \$15/hour= \$180

#### **Instructional Category/Instructional Staff Development/Contracted Services- \$500**

Goal 5- Professional development will be provided for fine arts and physical education teachers in the area of Dance. \$500 is allotted for a workshop for elementary teachers and \$500 for secondary teachers. The money will pay for stipends for the presenters.

#### **Instructional Category/Instructional Staff Development/Supplies and Materials- \$168**

It is customary to serve refreshments during content area meetings.

- 4 meetings of fine arts content areas- \$21 for refreshments- \$84
- 4 meetings of Fine Arts Committee- \$21 for refreshments- \$84

#### **Student Transportation/Contract Services- \$5444**

To support student performances, \$5444 has also been allotted for student transportation under the category of contracted services (Goal 4). In some cases, the transportation will be provided by our regular contract bus drivers. At other times, charter busses will be used.

Goal 4-

- Supplements for transportation for 4 elementary programs off campus- 4 busses X 4 hours X \$15/hour (\$240)+ 4 busses X \$75 mileage (\$300) + 4 busses X \$25 startup fee (\$100)=\$640 per program Total \$2540
- Supplements for transportation for 4 secondary programs off campus- 4 busses X 4 hours X \$15/hour (\$240)+ 4 busses X \$75 mileage (\$300) + 4 busses X \$25 startup fee (\$100)=\$640 per program Total \$2540
- Supplements for transportation for secondary instrumental trips- 3 X \$121.50

#### **Fixed Charges/Other Charges- \$196.80**

\$196.80 in fixed charges has been included to reflect the associated salary costs based on 8% of the \$2500 for staff development. The purpose of the curriculum workshop will be to select those portions of the VSC which can be provided for all students given our present level of staffing.

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Fine Arts Initiatives Program	GRANT RECIPIENT NAME	Somerset County		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Fine Arts	SCHOOL NAME			
FUND SOURCE CODE		GRANT PERIOD	July 1, 2006-June 30, 2007		

CATEGORY/PROGRAM	BUDGET OBJECT						
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
<b>201 Administration</b>							
Prog. 21 General Support							
Prog. 22 Business Support							
Prog. 23 Centralized Support							
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Supv.							
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.		10,035.18	1,840.00		3,000.00		14,875.18
Prog. 02 Special Prog.							
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.	2,460.00	500.00	168.00				3,128.00
Prog. 10 Guidance Services							
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
<b>207 Student Personnel Serv.</b>							
<b>208 Student Health Services</b>							
<b>209 Student Transportation</b>		5,444.00					5,444.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>				196.8			196.8
<b>214 Community Services</b>							
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
<b>Total Expenditures By Object</b>	2,460.00	15,979.18	2,008.00	196.80	3,000.00	0.00	23,643.98

Finance Official Approval

Name	Signature	Date	Telephone #

Supt./Agency Head Approval

Name	Signature	Date	Telephone #

MSDE Grant Manager Approval

Name	Signature	Date	Telephone #

## Somerset Fine Arts 2007

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Category/Regular Program/Contract Services	Secondary Field Trips	8 trips x \$600	4,800.00		10,035.18
	Elementary Field Trips	6 trips x \$600	3,600.00		
	Instrumental Trips	3 trips x \$545.06	1,635.18		
Instructional Category/Regular Program/Supplies and Materials	Art Show Materials	\$520	520.00		1,840.00
	Display Materials	11 teachersx \$120	1,320.00		
Instructional Category/Regular Program/Equipment	Band Equipment	3 schools			3,000.00
	Supplement	X			
		\$1,000			
Instructional Category/Instructional Staff Development/Salaries and Wages	Stipends for Fine Arts	13 tch x 8hrs x	1,560.00		2,460.00
	Departmental Meetings	\$15/hr			
	Stipends for Fine Arts	6 tch x 8hrs x	720.00		
	Committee	\$15/hr			
	Stipends for planning	3 tch. x 4hrs x			
		\$15/hr	180.00		
Instructional Category/Instructional Staff Development/ Contract Services	Stipend for presenters	2 presenters x			500.00
		\$250			
			500.00		
Instructional Category/Instruction Staff Development/ Supplies and Materials	Refreshments for staff meetings	4 meetings x \$21	84.00		168.00
	Refreshments for staff meetings	4 meetings x \$21	84.00		
Student transportation/ Contract Services	Transportation for students	8 trips x \$640	5,120.00		5,444.00
	attending trips	3 band trips x			
		108.00	324.00		
Fixed charges / Other Charges	FICA etc	\$2460 x 8%			196.80
			196.80		
		<b>TOTAL</b>			<b>23,643.98</b>

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

<b>TABLE 11-5</b>		Local School System (LSS): <u>Somerset County</u>			
		LSS Point of Contact: <u>Vicki Carter</u>		Tel: <u>410-621-6247</u>	
<b>Violent Criminal Offenses</b>	<b>(1) Total # of VVCO</b>	<b>(2) # of VVCO Requesting Transfers</b>	<b>(3) # of VVCO Not Requesting Transfers</b>	<b>(4) # of Transfers Granted by the LSS Without a Final Case Disposition</b>	
Abduction & attempted abduction	0	0	0	0	
Arson & attempted arson in the first degree	0	0	0	0	
Kidnapping & attempted kidnapping	0	0	0	0	
Manslaughter & attempted manslaughter, except involuntary manslaughter	0	0	0	0	
Mayhem & attempted mayhem	0	0	0	0	
Murder & attempted murder	0	0	0	0	
Rape & attempted rape	0	0	0	0	
Robbery & attempted robbery	0	0	0	0	
Carjacking & attempted carjacking	0	0	0	0	
Armed carjacking & attempted armed carjacking	0	0	0	0	
Sexual offense & attempted sexual offense in the first degree	0	0	0	0	
Sexual offense & attempted sexual offense in the second degree	0	0	0	0	
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	0	0	0	0	
Assault in the first degree	0	0	0	0	
Assault with intent to murder	0	0	0	0	
Assault with intent to rape	0	0	0	0	
Assault with intent to rob	0	0	0	0	
Assault with intent to commit a sexual offense in the first degree	0	0	0	0	
Assault with intent to commit a sexual offense in the second degree	0	0	0	0	
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

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

# Gun-Free Schools Act Report

School Year 2005-06

Local School System (LSS): Somerset County Point of Contact Vicki Carter

Telephone: 410-621-6247 FAX: 410-651-2931 Email: [vcarter@somerset.k12.md.us](mailto:vcarter@somerset.k12.md.us)

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.

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Signature - Local Superintendent of Schools