





**Somerset County Schools
2007 Update
Bridge to Excellence
Master Plan**

**2007 BTE Master Plan Update
Part II Attachments:
October 15, 2007 Submission**



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



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

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

Part II: Attachments—October 15, 2007 Submission

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

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7982-A Crisfield Highway
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Director of Planning and Technology**

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

Signature (Local Superintendent of Schools)

Date

Signature (Local Point of Contact)

Date

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

Local School System: Somerset

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

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: • (SW) for T-I Schoolwide Schools • (TAS) for Targeted Assistance T-I Schools • (CH) for Charter Schools	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title II-D Ed Tech Formula Grants	Title III-A English Language Acquisition	Title IV-A Safe and Drug Free Schools and Communities	Title V-A Innovative Programs	Other	Other	Total ESEA Funding by School
Greenwood Elementary (SW)	105	67.25%	266,038		105,847							371,884
Ewell School	1003	62.50%										
Princess Anne Elementary (SW)	106	62.20%	274,134		48,328							322,463
Somerset Intermediate	1303	61.22%										
Woodson Elementary (SW)	705	60.11%	392,117		112,940							505,057
Crisfield High	702	54.06%										
Washington High	102	48.62%										
Deal Island (SW)	1401	34.19%	46,267									46,267
Total Public school												

allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column I.)												
School System Administration (For Title I, Use # on Table 7-8 LINE 5)			135,363									
System-wide Programs and School System Support to Schools (For Title I, Use # on Table 7-8 LINE 16)			25,343			11,665	17,536	21,582	7,637			83,763
Nonpublic Costs (Column J) (For Title I, Use # on Table 7-10 LINE 5)												
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			1,139,262		267,115	11,665	17,536	21,582				1,464,797

**ATTACHMENT 5-A
TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]
Fiscal Year 2008**

Local School System: Somerset County Public Schools

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

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

Funds Available for Transfer	Total FY 2007 Allocation	\$ Amount to be transferred <u>out of each program</u>	\$ Amount to be transferred into each of the following programs				
			Title I-A	Title II-A	Title II-D	Title IV-A	Title V-A
Title II-A Teacher Quality	\$267,115.00	0					
Title II-D Ed Tech	\$11,665.00	0					
Title IV-D Safe and Drug Free Schools & Communities	\$21,582.00	0					
Title V-A Innovative Programs	\$7,637.00	0					

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

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

Local School System: Somerset County Public Schools

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

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

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

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

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	\$0	\$0	\$0	\$0	\$0	\$0

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2008	Local School System: <u>Somerset County Public Schools</u>
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Enter the complete information for each **participating** nonpublic school, including mailing address. Use the optional “Comments” area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under “Comments.” **NOTE: Complete Attachment 6-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A and Title V-A services. Use separate pages as necessary.**

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

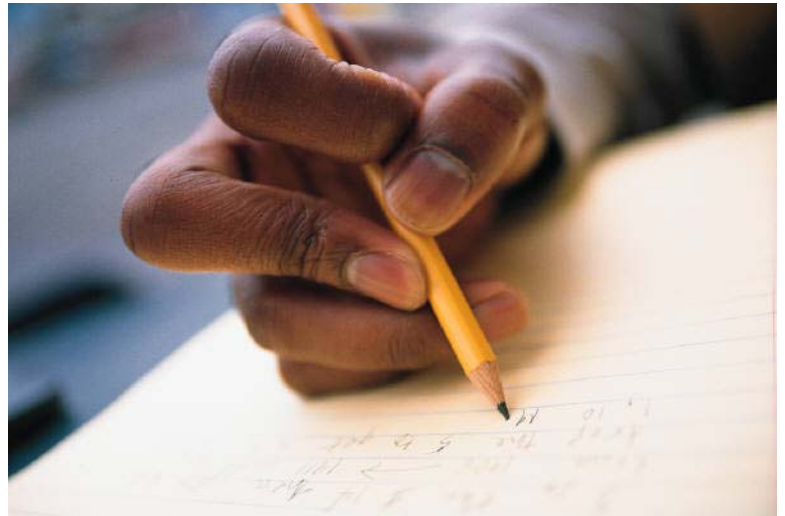
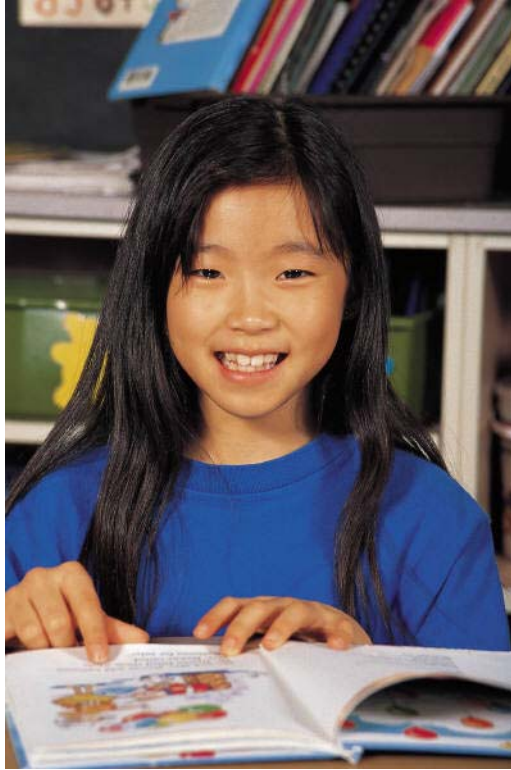
**ATTACHMENT 6-B
NONPUBLIC SCHOOL
INFORMATION FOR ESEA
PROGRAMS
Fiscal Year 2008**

Local School System : Somerset County Public Schools

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

<i>NONPUBLIC SCHOOL NAME AND ADDRESS</i>	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)				
	Title IV-A		Title V-A		Comments (Optional)
	Students	Staff	Students	Staff	
<i>NONE PARTICIPATING</i>					

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**

<p>Local School System: <u>Somerset County Public Schools</u> Fiscal Year 2008</p> <p>Title I-A Coordinator: <u>Tracie Holland</u></p> <p>Telephone: <u>410-621-6243</u> E-mail: <u>tholland@somerset.k12.md.us</u></p>
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A. TITLE I THEMES IN THE BRIDGE TO EXCELLENCE MASTER PLAN –
Describe the school system's strategies to provide high quality sustained support to all Title I elementary, middle, and secondary schools. Label each question and answer. Be sure to **address each lettered and bulleted item separately**. **ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 7.**

SCHOOLS IN IMPROVEMENT:

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

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

N/A-There are no elementary schools (Title 1) in Somerset County that has been identified for school 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. A rough draft of the process being set up is as follows:

Process for
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 (School)
 - Clarify requirements for system (CO)

- Identify role of *CO* in assisting site/school
 - Seat Supervisor of Elementary/Secondary Education or 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 through Data
 - √ 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** will use to inform parents of students attending a Title I school in school improvement about student transfer and supplemental educational services options. Provide a projected start-up date for these services. Sec. 1116 (b)(6)(F)

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

N/A - There are no Title 1 Elementary schools in Somerset County that have 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** will use to notify parents whose children attend Title I schools about the qualifications of their teachers **by addressing each lettered item separately**. Sec. 1111 (h)(6)(A)
 - a) notify the parents of each student attending any school receiving funds that they may request information regarding the professional qualification of the student's classroom teacher, and
 - b) timely notice that the parent's child has been assigned or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

DOCUMENTATION: Include sample copies of letters for school year 2007-2008 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 or long-term substitute in accordance with the No Child Left Behind Act.

August 15th -

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 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 or long-term substitute. (Title 1 office)

September 1st -

Names of non-highly qualified teachers or 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 15th -

Letters sent to parents of children in Title 1 classrooms with non-highly qualified teachers or a 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 that will then mail the letters.

When parents request 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, 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 2006-2007 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 schools 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 the Title 1 Elementary Schools. Three out of the four Elementary schools are also participating in The 21st 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 has hired an elementary system coordinator for all summer programs to consolidate and focus all extended learning services. Enrichment, G&T, and Reading Intervention summer programs are being offered. The county has also bought extra time from the teachers as the system is now able to extend the contracted learning day to 7 hours. Somerset County received a 21st Century Grant. A three hour 5 days per week after-school program is operating in all of our Title I schools, which are Deal Island, Greenwood, 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 which is named Voyager After School Program. There is also a summer Voyager program that is aimed at the same target group of students.

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

Somerset County has implemented Reading First and Focused Mathematics as core programs. Intervention programs are also included to meet the needs of students. Somerset has implemented 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 Performance Matters data system to house quarterly benchmark data. As a quick check on student progress the county uses the Reading First recommended Diebels assessment. Teachers also look at the unit assessments that are part of the reading core program. Math Milestones are used to align with our 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, following closely with the keeping SANE (sign-ins, Agendas, Notes, and Evaluations) requirements for all activities. These binders are used during the quarter review with the Title 1 Supervisor. Any school that needs 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 out Schoolwide programs are effective. We have assured that all Title 1 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 1 Supervisor coordinates SIT meetings and reviews each schools 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 Diebles 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:

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

TARGETED ASSISTANCE SCHOOLS:

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

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

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.

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

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?
X Yes ___ 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?

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 and based upon the county parent involvement policy. 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 the state Title 1 representative.

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 members of their SIT team, home school compact, 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 county as well as all schools in meeting, planning, and reviewing for the future.

SCHOOL/PARENT COMPACT:

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

a) If no, how many schools do not have a **School/Parent Compact**? _____ # of schools

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

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 conferences. The Title 1 Supervisor reviews the compacts twice a year, once during the Spring/Summer when schools begin their SIP planning and again during the peer review in the fall. There is a follow-up early spring meeting where all components are reviewed for evaluation purposes to begin prepping for the new year.

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

Local School System: Somerset County Public Schools _____ Fiscal Year 2008

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

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

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

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

PUBLIC SCHOOLS:

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

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

PRIVATE SCHOOLS:

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

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

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

Local School System: Somerset County Public Schools _____ Fiscal Year 2008__

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

Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)
<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"> 1. The school system must first rank all of its schools by poverty based on the percentage of low-income children. 2. After schools have been ranked by poverty, the school system must serve in rank order of poverty, schools above 75% poverty, including middle and high schools. 3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to (a) continue on with the district-wide ranking or (b) rank remaining schools by grade span groupings. 4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings. <p>CHECK the appropriate box below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.</p> <p><input type="checkbox"/> Percentages -- schools at or above the district-wide average noted in Table 7-2 above. Schools must be served in rank order of poverty. Title I-A funds may run out before serving all schools above the district-wide average. Schools below the district-wide average cannot be served. <u>Complete Table 7-3.</u></p> <p><input type="checkbox"/> Grade span grouping/district-wide percentage -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. <u>Complete Tables 7-3 and 4.</u></p> <p><input type="checkbox"/> 35% rule -- 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%. <u>Complete Tables 7-3.</u></p> <p>X Grade-span grouping/35% rule -- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. <u>Complete Tables 7-3 and 4.</u></p> <p><input type="checkbox"/> Special Rule: Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. <u>Complete Tables 7-3 and 4.</u></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

Local School System: Somerset County Public Schools Fiscal Year 2008

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

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

The local school system may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, **CALCULATE** the district-wide average of low-income children below. Use the official number of students approved for FARM as of October 31, 2006 to complete this table along with the September 30, 2006 enrollment data. **Beginning in SY 2007-2008 Pre-k should be included in these numbers.**

<u>1675</u> Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2006)	÷	<u>2942</u> Total Local School System Student Enrollment (September 30, 2006)	=	<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 Pre-K-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. Pre-K-6, K-8, 6-9) the school system may include a school in the grade span in which it is most appropriate. Based on the data source(s) noted in Table 7-1 and the district-wide average in Table 7-3, **INDICATE** below the district-wide grade span poverty averages for each grade span groupings.

DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS

Grade Span	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary Pre-K-5 th Grades	856	÷	1420	60%
Middle 6 th -7 th Grades	270	÷	441	61%
High 8 th -12 th Grades	549	÷	1081	51%

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

Local School System Title I-A Allocation (Taken from Table 7-10) (Should match # on C-1-25)	÷	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.)	=	\$ _____ Per Pupil Amount
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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: Somerset County Public Schools Fiscal Year **2008**

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

Table 7-6 CONTINUED ELIGIBILITY		
Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for <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. Schools must be served in rank order.		
Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty
Deal Island Elementary	41%	34%

Table 7-7 TITLE I SKIPPED SCHOOLS			
Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:			
<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 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.			
Name of School(s)	Percent Poverty	Title I Allocation	Amount and Source of Other Funding
Fill in the name of the schools not being served even through they may fall within rank order. (Refer to Chart 4 A) N/A		Fill in the amount of Title I funding the school would have received if it continued to be served.	

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

Local School System: <u>Somerset County Public Schools</u>	Fiscal Year <u>2008</u>
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D. BUDGET INFORMATION

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

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

Total Title I 2005-2006 Allocation		\$ <u>\$1,139,262</u> (Taken from the C-1-25)		
Reservations Requiring Equitable Services for Non-Public Schools Use these numbers in Table 7-9.	ACTIVITY	RESERVA-TION	DETAILED BUDGET DESCRIPTION (including how, where, and for what funds were reserved)	
	1	District-wide Title I Instructional Program(s) Reservation (such as extended day, family literacy programs [not Even Start], home tutoring, etc.) Federal Register (Reg). Sec. 200.64.		
	2	Parent Involvement (not less than 1%) Sec. 1118 (a)(3)(A)	\$11,393	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.
	3	Professional Development to train teachers to become highly qualified (not less than 5%) Sec. 1119 (1) If a lesser amount or no monies are needed, a description as to why should be provided. Reg. Sec. 200.60 (a) 2 and Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A.	No Longer Applicable, due to NCLB Highly Qualified Deadline.	
	4	TOTAL reservations requiring equitable services. (Present this number in Table 7-10 LINE 2.)	11,393	

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

Reservations Not Requiring Equitable Services	5	Administration (including mid-level) for services to public and private school students and non-instructional capital expenses for private school participants Reg. Sec. 200.77 (f) (Present this number in Table 4-A School System Administration.)	135,363	Title 1 Coordinator .75 Salary- \$61,064 Grant Accountant .5 - \$22,048 Associate .5 - \$18,700 Office Supplies- \$500 Travel/Mileage- \$1,686 Fixed Charges-\$31,365
	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)		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.		All schools making AYP
	8	Services to LEP Students. (Local Discretion).		
	9.	Services to Neglected Children Sec. 1113(c)(3) (B)(C) (Must) Only reserve funds if N & D programs exist.		
	10	Services for Homeless Children (must) Sec. 1113(c)(3)(A) and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3. Note: Please include a description of how the funds and service plan is coordinated with the McKinney Vento Homeless Education Act funds.	\$200	School Materials – School Supplies – School clothing requirement, if needed.
	11	Professional Development for LSS in Improvement (not less than 10%) (must) Sec. 1116 (c) (7)(A)(iii) Note: 1. If there are no Title I schools identified for improvement in a system identified for improvement, the LSS must still set aside 10% for professional development for any Title I school to help them remain out of improvement status. Please provide an explanation. 2. School level PD funds can be included when factoring the 10%.		All schools making AYP
	12	Other (explain)	8,750 5,000	Math Consultants - \$3750 \$5,000 PD-Briefings/Conferences - Professional Development Stipends for Professional Development and to cover during SIT meetings
	13	Incentives for Title I Teachers (Local Discretion) (not more than 5%) for schools in improvement, corrective action, and restructuring. Sec. 1113(c)4		
	14	Total Reservations Not requiring Equitable Services (Use this number in Table 7-10 LINE 3 below.)	149,313	
15	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.)	160,706	Total Non-Equitable LINE 14 \$ ___149,313___ Plus Equitable Reservations LINE 4 \$ ___11,393___ Equals \$ ___160,706___ Minus Administration – LINE 5 \$ ___135,363___ Equals: \$ ___25,343___	

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

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

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

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

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

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

Local School System: Somerset County Public Schools Fiscal Year **2008**

Table 7-10			
BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)			
1	Total Title I Allocation (Use amount shown on C-1-25)	----	\$1,139,262
2	Total reservations requiring equitable services. (Present final figure in Table 7-8, LINE 4)	minus	\$11,393
3	Total Reservations not requiring Equitable Services (Use number presented in Table 7-8 LINE 14.)	minus	\$149,313
4	Total Title I LSS allocation minus all reservations: Title I allocation (LINE 1 above) minus all Reservations (LINES 2 & 3 above). (All LSSs, except for those serving schools below the 35% poverty line, should use this number to determine the per pupil allocation.) This number should equal the total of columns I and J on the Title I Allocation Excel Worksheet.	equals	\$978,556
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.)	----	

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

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

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

Local School System: <u>Somerset County Public Schools</u> Fiscal Year 2008
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F. CARRYOVER INFORMATION

<p>Table 7-11 ESTIMATE OF TITLE I CARRYOVER (Annually as of September 30)</p> <p>Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2006 - September 30, 2007). LSSs have two options for the use of carryover funds: 1) add carryover funds to the LSS’s subsequent year’s allocation and distribute them to participating areas and schools in accordance with allocation procedures that ensure equitable participation of non-public school children; 2) designate carryover funds for particular activities that could best benefit from additional funding. (Non-Regulatory Guidance, LEA Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to those Areas and Schools, August 2003, Question 3, page 8.)</p> <p>1. Total amount of Title I 2006-2007 allocation: \$ <u>1,135,817</u></p> <p>2. The estimated amount of Title I funds the school system will carryover: \$ <u>0</u></p> <p>3. Explain why this Carryover may occur.</p> <p>Mainly due to Summer professional development that was budgeted in but hasn’t yet taken place</p> <p>4. The estimated percentage of carryover Title I funds as of September 30, 2007 <u>0%</u> (THIS IS A PROJECTION.)</p> <p>5. Within the past 3 years, has the system been granted a waiver? <u>Yes</u> <input checked="" type="checkbox"/> <u>No</u> Year</p>
--

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

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

G. ATTACHMENT 7 PROPOSED BUDGET FORM AND NARRATIVE FOR FY08

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.
2. **Provide a detailed budget narrative** using the “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 10-12 of this guidance document). The accompanying budget narrative should:
 - a) detail how the school system will use Title I-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title I-A program, and
 - b) demonstrate the extent to which the budget is both reasonable and cost-effective. \

H. TITLE I FY07 CARRYOVER REPORT

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

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

Table 7-12 FINAL TITLE I CARRYOVER (Annually as of September 30)

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

1. Total amount of Title I 2006-2007 allocation: \$ 0
2. The final amount of Title I funds the school system will carryover: \$ 0
3. Explain why this Carryover occurred even after substantive discussions among the LSS Title I program, budget, finance, accounting, human resource, and procurement offices. N/A- No Carry Over Money!
4. The final percentage of carryover Title I funds as of September 30, 2007 0%_____.

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

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

Activity/Category	Amount carried over in this category
Parent Involvement (If the 1% requirement has been expended, any funds beyond the 1% requirement need not be reallocated or reported in this category.)	\$0.00
School Improvement Initiatives - Choice and SES	\$0.00
Professional Development for LSS in Improvement (If the 10% requirement has been expended, any funds beyond the 10% requirement need not be reallocated or reported in this category.)	\$0.00

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

1. **PER PUPIL ALLOCATION:** Distribute FY07 carryover funds to participating areas and schools in accordance with allocation procedures that ensure equitable participation of non-public school children. **(COMPLETE AND SUBMIT THE TITLE I CARRYOVER EXCEL WORKSHEET)**
2. **SCHOOL SYSTEM RESERVATIONS:** Designate FY07 carryover funds for particular activities/categories (Lines 1-14 on the next pages) that could best benefit from additional funding keeping in mind equitable participation of non-public school children. **(COMPLETE THIS CARRYOVER REPORT TO DOCUMENT THESE ACTIVITIES.)**

3. **COMBINATION:** School systems may also select to allocate their FY06 carryover funds via a combination of per pupil allocation and school system expenses. (IN THIS CASE, BOTH THE CARRYOVER EXCEL WORKSHEET AND THIS CARRYOVER REPORT MUST BE COMPLETED.)

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

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

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

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

CARRYOVER REQUIRING EQUITABLE SERVICES

		Total dollar amount of the carryover going into this activity/ category for the 07-08 school year	DETAILED BUDGET DESCRIPTION (including how, where, and for what funds were reserved)	
Carryover Requiring Equitable Services for Non-Public Schools	1	<u>District-wide Title I Instructional Program(s) Reservation</u>	<ul style="list-style-type: none"> • \$ • \$ 	
	2	<u>Parent Involvement</u>	<ul style="list-style-type: none"> • \$ • \$ 	
	3	<u>Professional Development to train teachers to become highly qualified Sec. 1119 (1)</u>	No Longer Applicable, due to NCLB Highly Qualified Deadline.	
	4	<u>TOTAL Carryover requiring equitable services.</u>		\$
		x	=	
		x	=	
	x	=		
	x	=		

PROPOSED CARRYOVER NOT REQUIRING EQUITABLE SERVICES

Carryover Not Requiring Equitable Services	ACTIVITY/CATEGORY		Total dollar amount of the carryover going into this activity/ category for the 07-08 school year	DETAILED BUDGET DESCRIPTION (including how, where, and for what funds were reserved)
	5	<u>Administration</u>		<ul style="list-style-type: none"> • \$ • \$
	6	<u>School Improvement Initiatives</u> - Choice and SES		<ul style="list-style-type: none"> • \$ • \$
	7	Support to Low Performing Title I Schools		<ul style="list-style-type: none"> • \$ • \$
	8	<u>Services to LEP Students</u> (Local Discretion.)		<ul style="list-style-type: none"> • \$ • \$
	9.	Services to Neglected Children		<ul style="list-style-type: none"> • \$ • \$
	10	Services for Homeless Children		<ul style="list-style-type: none"> • \$ • \$
	11	<u>Professional Development for LSS in Improvement</u>		<ul style="list-style-type: none"> • \$ • \$
	12	Other		<ul style="list-style-type: none"> • \$ • \$
	13	<u>Incentives for Title I Teachers</u> (Local Discretion)		<ul style="list-style-type: none"> • \$ • \$
14	<u>Total carryover Not Requiring Equitable Services</u> (Sum of LINES 5- 13.)		\$	
PER PUPIL ALLOCATION				
	15	<u>Total carryover to be allocated to schools via a per pupil allocation for FY08.</u> (Taken from the Excel Title I FY08 Carryover Worksheet for the 2007-2008 school year. Add Column I and J and present that total.)		\$ 0.00

Budget Narrative Title 1-2008

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
202-16 Mid-Level Administration Instructional Admin. & Supervisor Salaries & Wages	Supervisor- Salary Strategy- #4.4.4	.75 FTE	\$61,065		\$61,065
202-16 Mid-Level Administration Instructional Admin. & Supervisor Other	Supervisor – Site Travel	.485 Per Mile Approx. 1,410 Miles	\$684		\$684
201-22 Administration Business Support Salaries & Wages	Accountant –Salary Strategy- #4.4.4	.50 FTE	\$22,048		\$22,048
202-16 Mid-Level Administration Instructional Admin. & Supervisor Salaries & Wages	Secretary- Salary Strategy- #4.4.4	.50 FTE	\$18,700		\$18,700
201-22 Administration Business Support- Supplies	Office Supplies Strategy- #4.4.4	50 Reams of Paper = \$300 Supplies-Pens, Ink, Markers, Binders =\$200	\$500		\$500
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 Consultant X 3 Days	\$3,750		\$3,750

203-205/9 Instructional Staff Development Salaries & Wages	Reading Coaches - Salary Strategy # 1.1.33	.5 Reading Coach- Woodson Elementary School	\$35,677		\$35,677
203-205/01 Instructional Regular Program Supplies	Supplies/Materials Strategy # 1.1.30 #1.1.47	<ul style="list-style-type: none"> • DIS- 11,975 • PAES- 21,030 • GES- 22,385 • Woodson- 13,317 	\$68,707		\$68,707
203-205/01 Instruction – Regular Programs-Other	Parental Involvement Strategy # 2.1.3	GES-3,054 PAES-3,131 WES- 4,264 DIS-944	\$11,393		\$11,393
203-205/09 Instruction –Staff Development Other	Meetings/Conferences Strategy # 3.6.17 (State/National Meetings & Conferences) Title 1/Parent Involvement Briefings Supervisor & Staff	Professional Briefings	\$5,000		\$5,000
203-205/01 Instruction – Regular Programs Salaries & Wages	Instructional Assistants- Salaries Strategy # 1.1.43	PAES-\$113,313 WOODSON-\$186,506 GES-\$157,981	\$457,800		\$457,800
203-205/09 Instruction –Staff Development Salaries & Wages	Facilitators Salary Strategy # 1.1.60 & 3.6.4	.5 Facilitator-DIS- \$27,105 1 Facilitator -PAES \$61,392 .5 Facilitator- WES \$30,696	\$119,193		\$119,193
203-205/01 Instructional Regular Program Salaries & Wages	Substitutes- PD & SIT Meetings Strategy # 3.6.10	12 Elementary reading & Math Teachers/Assistants X 5.5 Days @ \$75.00	\$5,000		\$5,000

202-16 Mid-Level Administrative Instructional & Supervisory Other	Travel-Professional Development Strategy # 3.6.17	Mileage & Fees	\$1,000		\$1,000
203-205/01 Instructional Regular Programs- Supplies	Homeless Money Requirement	Supplies for Educational Program	\$200		\$200
203-205/01/09 Instruction – Regular Programs	Parental Involvement Strategy # 2.1.3 Family Fun Night Math Night Title 1-Info Evening Reading Night Stipends will be budgeted for 2 hours for Family Fun Night & Title 1 Parent Night per staff member @ 20.00 X 8 Staff at WES- PAES-GES DIS- 4 Staff Balance will be 60% for materials/supplies and 40% for refreshments/meals.	GES-\$3,054 Refreshments Incentives-\$965.60 Materials & Supplies -\$1,448.40 Stipends- \$640 PAES-\$3,131 Refreshments Incentives-\$996.40 Materials & Supplies -\$1,494.60 Stipends- \$640 WES- \$4,264 Refreshments Incentives- \$1,449.60 Materials & Supplies -\$2,174.40 Stipends- \$640 DIS-\$944 Refreshments Incentives-\$374 Materials & Supplies -\$250.00 Stipends- \$320	\$11,393		\$11,393
212 Fixed Charges	FICA Retirement, Workers Compensation, Health Insurance, Strategy # 4.4.4		\$328,544		\$328,544
	TOTAL		\$1,139,262		\$1,139,262

202 Mid-Level Administration							
Prog. 15	Office of the Principal						0.00
Prog. 16	Inst. Admin. & Supv.	74,216.00			612.00		74,828.00
203-205 Instruction Categories							
Prog. 01	Regular Prog.	498,108.00		34,971.00	11,688.00		544,767.00
Prog. 02	Special Prog.						0.00
Prog. 03	Career & Tech Prog.						0.00
Prog. 04	Gifted & Talented Prog.						0.00
Prog. 07	Non Public Transfers						0.00
Prog. 08	School Library Media						0.00
Prog. 09	Instruction Staff Dev.	188,285.00	5,000.00		6,000.00		199,285.00
Prog. 10	Guidance Services						0.00
Prog. 11	Psychological Services						0.00
Prog. 12	Adult Education						0.00
206 Special Education							
Prog. 04	Public Sch Instr. Prog.						0.00
Prog. 09	Instruction Staff Dev.						0.00
Prog. 15	Office of the Principal						0.00
Prog. 16	Inst. Admin & Superv.						0.00
207 Student Personnel Serv.							
208 Student Health Services							
209 Student Transportation							
210 Plant Operation							
Prog. 30	Warehousing & Distr.						0.00
Prog. 31	Operating Services						0.00
211 Plant Maintenance							
212 Fixed Charges							
					291,802.00		291,802.00
214 Community Services							
215 Capital Outlay							
Prog. 34	Land & Improvements						0.00
Prog. 35	Buildings & Additions						0.00
Prog. 36	Remodeling						0.00
Total Expenditures By Object		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	9/13/2007	(410)651-1616
	Name	Signature	Telephone #
Supt./Agency Head Approval	Dr. Karen-Lee Brofee	9/13/2007	(410)651-1616
	Name	Signature	Telephone #
MSDE Grant Manager Approval	Tracie Holland	8/15/2007	(410)651-1616
	Name	Signature	Telephone #

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



Somerset County Public Schools

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Highly Qualified- Compliance Procedures

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 15th –

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 1st –

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 15th –

Letters sent to parents of children in Title 1 classrooms with non-highly qualified teachers, paraprofessionals or long-term sub, **(Title 1 Office)** for signing and return slips from each parent. Human Resources will notify Principals and Teachers that this has taken place.

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

September 15, 2007

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

2007 - 2008

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: Highly Qualified



Somerset County Public Schools

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AUGUST 15, 2007

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, the form of 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.

A separate letter will be sent if your child is in a classroom with a non-highly qualified teacher, or long-term substitute. 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	Date Submitted: November 18, 2003	Number: 800-11
	Date Revised: October 17, 2006	
SOMERSET COUNTY BOARD OF EDUCATION	Subject: Title I Parent Involvement Policy	Date Approved: December 16, 2003 November 21, 2006
		Date Reviewed: October 17, 2006
		Date Effective: November 21, 2006

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 contacts 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 Board of Education 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 Board of Education 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 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 Board of Education 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 the 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 Board of Education 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.

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

May 16, 2007

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 IV, and Title V.

- 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.

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 May 30, 2007.

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



Somerset County Public Schools

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

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Jack A. Willing, Jr.

May 16, 2007

Mr. Michael Rohrer, Principal
Holly Grove Christian School
7317 Mennonite Church Road
Westover, MD 21871

Dear Mr. Rohrer:

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 IV, and Title V.

- 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.

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 May 30, 2007.

Sincerely,

Douglas A. Bloodsworth, Jr.

ESEA Participation Form

Mr. Rohrer

Holly Grove Mennonite School

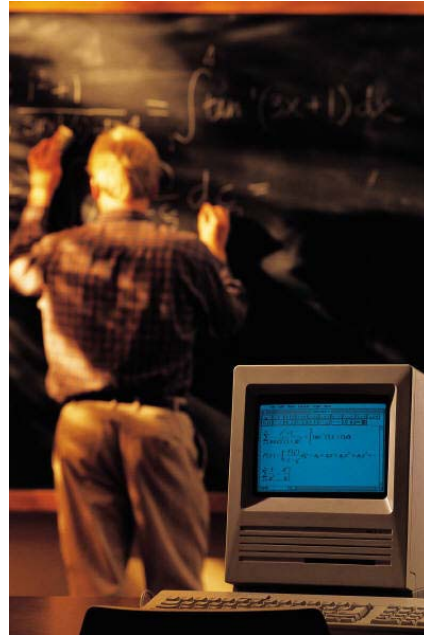
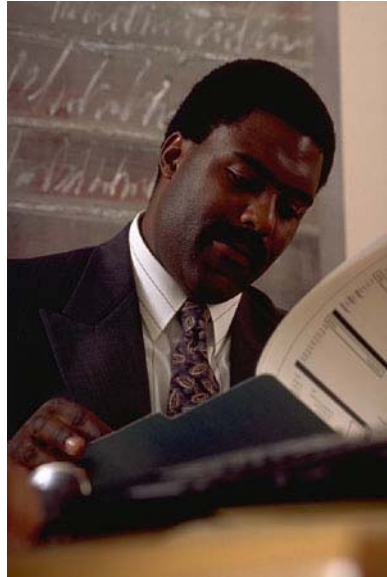
_____ I am interested in participating in at least one of the ESEA programs and would like to
Schedule a meeting to discuss these possibilities.

_____ 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 2008

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.

Table 8-1		IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS		
Performance Goal	Performance Indicators	Performance Targets		
Performance Goal 3: 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 2008

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

1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
1.1 Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].			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)].			
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)].	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 200-2008	\$213,869 Salary \$53,246 Fringe	

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

Local School System: <u>Somerset County Public Schools</u> Fiscal Year 2008

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
<p>2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <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>			
<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 –</p> <ul style="list-style-type: none"> • Involve collaborative groups of teachers and administrators; • Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency; • Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs; • Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and • Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)]. 			

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

Local School System: <u>Somerset County Public Schools</u> Fiscal Year 2008
--

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
2.3 Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders [section 2123(a)(6)].			
3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals			
3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a)(4)].			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)].			
TOTAL TITLE II-A FUNDING AMOUNTS		\$267,115	

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

Local School System: Somerset County Public Schools Fiscal Year 2008

C. HIGHLY QUALIFIED TEACHERS

1. Given your school system's analysis of data on highly qualified teachers in core academic subjects, describe how these strategies and activities will directly contribute to attracting and retaining highly qualified teachers in core academic subjects at the elementary and secondary level.
The Title IIA grant is used to hire highly qualified teachers at the early grades to reduce class size. Reducing class size relieves the workload on teachers and insures a greater chance of success with students. Teacher morale and satisfaction is maintained thus enabling the system to attract and maintain high quality teachers.
2. If applicable, describe how these strategies and activities will contribute to reducing the gap between high poverty schools and low poverty schools with respect to the percentage of core academic classes taught by highly qualified teachers.

NA- our schools are low poverty.

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

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

Letters of invitation were sent to both Crisfield Christian Academy and Holly Grove Christian School. The letters asked for a response if interested. Both schools were phoned for a determination of intended participation as follow up. Crisfield Christian Academy declined as per phone conversation. Holly Grove requested a meeting to discuss the possible participation. A meeting was held on June 19, 2007. Holly Grove declined participation as per a phone call on July 3, 2007.

- 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.)

E. 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.
2. Provide a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 11-13 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.

F. 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 Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

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

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Regular Programs Salaries and Wages	Salary for 5 teachers Activity 1.2	\$213,869	\$213,869		\$213,869.00
Fixed Charges	FICA, Retirement, and WC and Health Insurance Activity 1.2	24.8% X Direct Cost	\$53,246		\$53,246.00
Total			\$267,115		\$267,115.00

ORIGINAL GRANT BUDGET	\$267,115.00	AMENDED BUDGET #		REQUEST DATE	08/15/07
GRANT NAME	Improving Teacher Quality, Title II A	GRANT RECIPIENT NAME	Somerset County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME	Somerset County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2007	6/30/2008	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	213,869.00						213,869.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				53,246.00			53,246.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	213,869.00	0.00	0.00	53,246.00	0.00	0.00	267,115.00

Finance Official Approval	Vicki Miller	8/15/2007	(410)651-1616
	Name	Signature	Telephone #
Supt./Agency Head Approval	Dr. Karen-Lee Brofee	8/15/2007	(410)651-1616
	Name	Signature	Telephone #
MSDE Grant Manager Approval	Doug Bloodsworth	8/15/2007	(410)651-1616
	Name	Signature	Telephone #

Attachment 9



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

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

Local School System: <u> Somerset </u>	Fiscal Year <u>2008</u>
Title II-D Technology Coordinator: <u> Nancy J. Smoker </u>	
Telephone: <u> 410-621-6244 </u>	E-mail: <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
1. Strategies and Activities to Provide Ongoing, Sustained, and Intensive High-Quality Professional Development. Note: Each Ed Tech recipient must use at least 25% of its funds to provide ongoing, sustained, and intensive high-quality professional development OR, through an Ed Flex waiver request to MSDE, satisfactorily demonstrate that it already provides, to all teachers in core academic subjects, such professional development, which is based on a review of relevant research.			
1.1 Providing professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology to: a) access data and resources to develop curricula and instructional materials, b) enable teachers to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators and to retrieve Internet-based learning resources, and c) lead to improvements in classroom instruction in the core academic subjects [section 2416(a)(1)].	Alignment to Master Plan (Pg. #s): Alignment to Local Tech Plan (Pg. #s):		
2. Strategies and Activities to Integrate Technology into the Educational Process			
2.1 Developing and adapting or expanding applications of technology to enable teachers to increase student academic achievement, including technology literacy, through teaching practices that are based on the review of relevant research and through use of innovative distance learning strategies [section 2416(b)(2)].	Alignment to Master Plan (Pg. #s): Alignment to Local Tech Plan (Pg. #s):		
2.2 Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging state academic content and student achievement standards [section 2416(b)(3)].	Alignment to Master Plan (Pg. #s): Alignment to Local Tech Plan (Pg. #s):		

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

Local School System: <u>Somerset County Public Schools</u> Fiscal Year 2008

A. ALLOWABLE ACTIVITIES [Section 2416], Continued.

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
2. Strategies and Activities to Integrate Technology into the Educational Process			
2.3 Utilizing technology to develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement, to foster increased communication about curricula, assignments, and assessments between students, parents, and teachers, and to assist parents to understand the technology being applied in their child's education, so that parents are able to reinforce at home the instruction their child receives at school [section 2416(b)(4)].	Alignment to Master Plan (Pg. #s.): Alignment to Local Tech Plan (Pg. #s):		
2.4 Preparing one or more teachers in schools as technology leaders who will assist other teachers, and providing bonus payments to the technology leaders [section 2416(b)(5)].	A Tech Leader will be selected for each school in August 2007. 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 (Pg. #s.): 1.6.11 Pg 46 Alignment to Local Tech Plan (Pg. #s): 1.4.3 P7	\$10, 800 Stipends \$ 865 Fringes	
3. Strategies and Activities to Improve Access to Technology			
3.1 Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase awareness to technology for students and teachers, with special emphasis on the access of high-need schools to technology [section 2416(b)(1)].	Alignment to Master Plan (Pg. #s.): Alignment to Local Tech Plan (Pg. #s):		
3.2 Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology to support the school reform effort and to improve student academic achievement, including technology literacy [section 2416(b)(6)].	Alignment to Master Plan (Pg. #s.): Alignment to Local Tech Plan (Pg. #s):		

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

Local School System: <u>Somerset County Public Schools</u> Fiscal Year <u>2008</u>
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A. ALLOWABLE ACTIVITIES [Section 2416], Continued.

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
3. Strategies and Activities to Improve Access to Technology			
3.3 Acquiring connectivity linkages, resources, and services (including the acquisition of hardware and software and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media centers, in order to improve student academic achievement [section 2416(b)(7)].	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)].			
4. Strategies and Activities to Assess/Evaluate Effectiveness of Technology (At least 3 percent of Ed tech funds must be used to assess/evaluate effectiveness of technology)			
4.1 Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts [section 2416(b)(8)].	Alignment to Master Plan (Pg. #s): Alignment to Local Tech Plan (Pg. #s):		
4.2 Implementing performance measurement systems to determine the effectiveness of education technology programs funded under Title II-D Ed Tech, particularly in determining the extent to which Ed Tech activities are effective in integrating technology into curricula 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):		
TOTAL TITLE II-D ED TECH FUNDING AMOUNTS		\$ 11,665	

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

Local School System: <u>Somerset County Public Schools</u> Fiscal Year 2008

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

1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 30 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title II-D Ed Tech services.
2. Describe the school system's process for providing equitable participation to students in private schools:
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-D Ed Tech services;
Holly Grove Christian School and Crisfield Christian Academy were both sent letters inviting them to participate in the Ed Tech planning process. The Crisfield Christian Academy declined the offer. The headmaster of Holly Grove Christian school did request a meeting to discuss the program. However after the meeting he decided that they would not participate this year.
 - 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**

Local School System: <u>Somerset County Public Schools</u> Fiscal Year 2008

Please review the information submitted with the October 16, 2006 Annual Update and use the chart on the following page to address additional progress on or changes to the items below related to accessibility compliance. If you choose to use last year's chart with this update, please indicate changes in bold print.

1. Process:

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

2. Implementation:

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

3. Monitoring:

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

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

Local School System: <u>Somerset County Public Schools</u>	Fiscal Year 2008
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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">No change</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">No change</p> <p>c) SCPS is currently working on a procedure to address the accessibility requirement for Teacher Created Materials.</p> <p align="center">Procedures have not been completed. SCPS will continue to work on them.</p>	<p>The following Implementation Plan was written for the 2004-05 school year.</p> <ul style="list-style-type: none"> - The regulations will be explained and a detailed implementation plan will be presented to the Board of Education at the regular August 2004 meeting. - The regulations will be explained to the Supervisors & Principals at the beginning of the year A&S meeting in August 2004 - The regulations will be explained to all special education teachers at their opening meeting in August 2004. - The regulations will be explained to the Tech Leaders from each school at the regular beginning of the year meeting in August 2004. - Tech Leaders will present the regulation requirements to their building staff during an opening faculty meeting in September 2004. <p align="center">The regulations were explained at all of the meetings listed above and are reviewed annually at the opening A&S meetings.</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">No change</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">No change</p>

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

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

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

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**

Local School System: <u>Somerset County Public Schools</u> Fiscal Year 2008

F. BUDGET INFORMATION AND NARRATIVE

Line Item	Calculation	Requested	In-Kind	Total
Instructional Staff Development Salary & Wages				
<ul style="list-style-type: none"> • Tech Leader Stipends 	<ul style="list-style-type: none"> • 3 Secondary Tech Leaders 10hr per month x \$20 hr For 9 months = \$ 1800 X 3 TLeaders = \$ 5400 	<ul style="list-style-type: none"> • \$ 5,400 		<ul style="list-style-type: none"> • \$ 5,400
	<ul style="list-style-type: none"> • 3 Elementary Tech Leaders 8hrs per month x \$20 hr For 9 months = \$ 1440 X 3 TLeaders = \$ 4320 	<ul style="list-style-type: none"> • \$ 4,320 		<ul style="list-style-type: none"> • \$ 4,320
	<ul style="list-style-type: none"> • 1 small school Tech Leaders: 6 hrs per month X \$20 hr X 9 mo = \$1080 	<ul style="list-style-type: none"> • \$ 1080 		<ul style="list-style-type: none"> • \$ 1080
Other – Fixed Charges	<ul style="list-style-type: none"> • Fixed Charges 	<ul style="list-style-type: none"> • \$ 865 		<ul style="list-style-type: none"> • \$ 865
Total				\$ 11, 665

ORIGINAL GRANT BUDGET	\$11,665.00	AMENDED BUDGET #		REQUEST DATE	08/15/07
GRANT NAME	Enhancing Ed Through Tech. Title II D	GRANT RECIPIENT NAME	Somerset County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME	Somerset County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2007	TO	6/30/2009

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.	10,800.00						10,800.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				865.00			865.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	10,800.00	0.00	0.00	865.00	0.00	0.00	11,665.00

Finance Official Approval	Vicki Miller	8/15/2007	(410)651-1616
	Name	Signature	Telephone #
Supt./Agency Head Approval	Dr. Karen-Lee Brofee	8/15/2007	(410)651-1616
	Name	Signature	Telephone #
MSDE Grant Manager Approval	Nancy J Smoker	8/15/2007	(410)651-1616
	Name	Signature	Telephone #

Attachment 10



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

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

Local School System: <u>Somerset County Public Schools</u> Fiscal Year 2008
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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.*

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115 (c)(1)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
	a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).		
1.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].			
1.2 Improving the instruction program for ELL children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	LAS Links Assessment Improving Instruction	\$2000.00	
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 160 days = \$9600.00	\$9600.00	

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

Local School System: <u>Somerset County Public Schools</u>	Fiscal Year 2008
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A. REQUIRED ACTIVITIES [Section 3115(c)], Continued.

2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
<p>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)]</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>MSDE Professional Development Improving Instruction Conference related Costs(hotel, travel, meals)</p>	<p>\$1000.00</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>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>Professional Development Provide stipends for teachers to attend 3 hrs x \$20 x 30 participants = \$1800.00</p>	<p>\$1800.00</p>	

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

Local School System: <u>Somerset County Public Schools</u>	Fiscal Year 2008
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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:

3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
	a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).		
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)].			
4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(2)(3)]			
4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d) (3) (A)].			
4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].	Materials of Instruction Reading and Math Intervention Resources and Classroom materials = \$2286.00	\$1846.00	
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**

Local School System: <u>Somerset County Public Schools</u>	Fiscal Year 2008
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C. OTHER ACTIVITIES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may not use more than 2% for the cost of administering this subpart.

5. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>No Child Left Behind</i>. (Specify and describe below.) [section 3115(b)]:			
Other Activities	Descriptions	Public School Costs	Nonpublic Costs
	a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).		
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	\$350.00	
5.2 Fixed Charges	FICA/Workman's Compensation	\$940.00	
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		\$17,536.00	

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

Local School System: <u>Somerset County Public Schools</u>	Fiscal Year 2008
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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
	a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).		
1.1 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)].			
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT			

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.)

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

Local School System: <u>Somerset County Public Schools</u> Fiscal Year 2008

B. BUDGET INFORMATION AND NARRATIVE

**BUDGET NARRATIVE TITLE III, PART A
2008**

Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
203-205 02 Instruction Special Program – Supplies and Materials	LAS-Links Assessment Improving Instruction Activity 1.2	LAS Materials = \$2,000.00	\$ 2000.00	-0-	2000.00
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 160 days = \$9600.00	\$ 9600.00	-0-	9600.00
203-205 09 Instructional Staff Development Salaries/Wages	Professional Development: Reading and Math Activity 2.3	3 hrs x \$20 x 30 participants = \$1800.00	\$ 1800.00	-0-	1800.00
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	Reading & Math Intervention Programs ; Classroom Mat= \$1853.00	\$ 1853.00	-0-	1853.00
202 15Mid Level Administration Supplies/Materials	Office Supplies Activity 5.1	2% of grant = \$350.00	\$ 350.00	-0-	350.00
212 Fixed Charges	FICA/Workmen’s Compensation Activity 5.2	\$940.00	\$ 940.00	-0-	940.00
TOTAL		\$17,543.00	\$17,543.00	-0-	\$17,543.00

ORIGINAL GRANT BUDGET	\$17,536.00	AMENDED BUDGET #		REQUEST DATE	08/15/07
GRANT NAME	English Language Acquisition Title III A	GRANT RECIPIENT NAME	Somerset County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME	Somerset County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2007	TO	6/30/2009

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal			350.00				350.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	9,600.00		3,853.00				13,453.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	1,800.00			1,000.00			2,800.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				940.00			940.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	11,400.00	0.00	4,203.00	1,940.00	0.00	0.00	17,543.00

Finance Official Approval	Vicki Miller	8/15/2007	(410)651-1616
	Name	Signature	Telephone #
Supt./Agency Head Approval	Dr. Karen-Lee Brofee	8/15/2007	(410)651-1616
	Name	Signature	Telephone #
MSDE Grant Manager Approval	Betsy Reich	8/15/2007	(410)651-1616
	Name	Signature	Telephone #

Attachment 11



TITLE IV, PART A Safe And Drug-Free Schools And Communities

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

Local School System: <u>Somerset County Public Schools</u> Fiscal Year 2008 Title IV, Part A, SDFSCA Coordinator: <u>Vicki Carter</u> Telephone: <u>410-621-6247</u> Email: <u>vcarter@somerset.k12.md.us</u>
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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.

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

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

Local School System: <u>Somerset County Public Schools</u>	Fiscal Year 2008
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A-2 ANNUAL PROGRESS: Provide a current analysis of the LSS’s progress toward meeting each of the Performance Targets. The LSS should use this analysis in conjunction with an annual needs assessment to determine the effectiveness of Title IV, Part A drug and violence prevention programs and activities.

Table A-2 Performance Indicator	Baseline Data (2002 MAS) & Performance Targets for SY 2006-07	SY 2004-05 Actual Performance (2004 MAS)	SY 2006-07 Performance Targets	SY 2006-07 Actual Performance (2007 MAS)
<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>By the end of SY 2006-07:</p> <p>Reduce cigarette use in: 6th grade (from <u>6.7%</u> to <u>6.0%</u>) 8th grade (from <u>17.8%</u> to <u>16.0%</u>) 10th grade (from <u>18.7%</u> to <u>16.9%</u>) 12th grade (from <u>21.4%</u> to <u>19.3%</u>)</p> <p>Reduce any form of alcohol use in: 6th grade (from <u>9.5%</u> to <u>8.6%</u>) 8th grade (from <u>27.2%</u> to <u>24.5%</u>) 10th grade (from <u>27.7%</u> to <u>24.9%</u>) 12th grade (from <u>48.7%</u> to <u>43.8%</u>)</p> <p>Reduce any drug other than alcohol or tobacco use in: 6th grade (from <u>6.5%</u> to <u>5.9%</u>) 8th grade (from <u>17.2%</u> to <u>15.5%</u>) 10th grade (from <u>15.1%</u> to <u>13.6%</u>) 12th grade (from <u>23.7%</u> to <u>21.3%</u>)</p>	<p>Cigarette use in: 6th grade: <u>8.8%</u> 8th grade: <u>17.3%</u> 10th grade: <u>17.0%</u> 12th grade: <u>22.5%</u></p> <p>Any form of alcohol use in: 6th grade: <u>9.5%</u> 8th grade: <u>26.9%</u> 10th grade: <u>28.9%</u> 12th grade: <u>48.3%</u></p> <p>Any drug other than alcohol or tobacco use in: 6th grade: <u>10.9%</u> 8th grade: <u>14.7%</u> 10th grade: <u>15.6%</u> 12th grade: <u>19.2%</u></p>	<p>Reduce cigarette use in: 6th grade (to <u>6.0%</u>) 8th grade (to <u>16.0%</u>) 10th grade (to <u>16.8%</u>) 12th grade (to <u>19.3%</u>)</p> <p>Reduce any form of alcohol use in: 6th grade (to <u>8.6%</u>) 8th grade (to <u>24.5%</u>) 10th grade (to <u>24.9%</u>) 12th grade (to <u>43.8%</u>)</p> <p>Reduce any drug other than alcohol or tobacco use in: 6th grade (to <u>5.9%</u>) 8th grade (to <u>15.5%</u>) 10th grade (to <u>13.6%</u>) 12th grade (to <u>21.3%</u>)</p>	<p>Cigarette use in: 6th grade: ____% 8th grade: ____% 10th grade: ____% 12th grade: ____%</p> <p>Any form of alcohol use in: 6th grade: ____% 8th grade: ____% 10th grade: ____% 12th grade: ____%</p> <p>Any drug other than alcohol or tobacco use in: 6th grade: ____% 8th grade: ____% 10th grade: ____% 12th grade: ____%</p> <p>NOTE: This column to be completed upon release of the 2007 MAS results.</p>

Table A-2 (Continued) Performance Indicator	SY 2002-03 Baseline Data and SY 2007-08 Performance Targets	SY 2005-06 Performance Targets & Actual Performance	SY 2006-07 Performance Targets & Actual Performance	SY 2007-08 Performance Targets
4.3 The number of school suspensions and expulsions, by offense.	<p>Reduce the number of suspensions and expulsions for (use numbers vs. percentages):</p> <p>Classroom disruptions (from <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>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>Performance Target: <u>193</u> Actual Performance: <u>150</u></p> <p>Performance Target: <u>115</u> Actual Performance: <u>81</u></p> <p>Performance Target: <u>53</u> Actual Performance: <u>56</u></p> <p>* See note below</p>	<p>Performance Target: <u>150</u></p> <p>Performance Target: <u>72</u></p> <p>Performance Target: <u>48</u></p>

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

Classroom Disruptions: Exceeded 07 and 08 Target

Insubordination: Exceeded 07 Target

Refusal to obey school policies/regulations: While this target was not met, it was slightly improved over 05/06. Continued review of school policy, reinforcement with PBIS strategies, and working with Learning Support Services will provide for continued dev=crease toward the 08 goal of 48.

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

Local School System: <u>Somerset County Public Schools</u> Fiscal Year 2008
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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)] - Provide the following for all Title IV, Part A activities that will be implemented: (a) A brief description of the services (b) How the services will be targeted to schools and students with the greatest need, and (c) Timelines for when the services will be completed; (d) Cost of services for public schools; and (5) Cost of services to nonpublic schools.

B-1 Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief description of specific services, Targeting of services to schools and students with the greatest need, and Timelines	Public School Costs	Nonpublic School Costs
<p>1.1 Age appropriate and developmentally based activities that –</p> <ul style="list-style-type: none"> • Address the consequences of violence and the illegal use of drugs, as appropriate; • Promote a sense of individual responsibility; • Teach students that most people do not illegally use drugs; • Teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use; • Teach students about the dangers of emerging drugs; • Engage students in the learning process; and • Incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools [section 4115(b)(2)(A)]. 	<ul style="list-style-type: none"> • All elementary students will participate in Red Ribbon Week activities. (Oct. 07) • School nurses will provide drug prevention and health information at all levels. (Feb.-Mar. 08) • All middle students (6 & 7) will participate in adventure learning activities to build self esteem and empower them to resist unhealthy behaviors. (Apr. 08) 	<p>Materials \$1606</p> <p>Materials \$937</p> <p>Contracted Services \$5500</p> <p>Transp \$2000</p>	
<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>	<ul style="list-style-type: none"> • Spring activities conducted by S.H.O.P. at secondary level. (Apr. – May 08) • Participate in community programs that will educate students, parents, and community (Sept. 06-May 07) 	<p>Materials \$923</p> <p>Transp \$872</p> <p>Stipends \$ 250</p>	
<p>1.3 Disseminating information about drug and violence prevention to schools and the community [section 4115(b)(2)(C)].</p>	<ul style="list-style-type: none"> • SCPS staff will provide information to the school and community through agency collaboration 	<p>Materials \$523</p>	
<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>			

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

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

B-1 Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief description of specific services, Targeting of services to schools and students with the greatest need, and Timelines	Public School Costs	Nonpublic School Costs
1.5 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"> a. SCPS staff will receive training in bullying prevention and identification of and intervention with students with substance abuse issues (Aug. 07). b. Learning Support Staff at all levels will be trained in evaluation of students referred for violence (Aug. 07). 	Conference related \$500 Stipend \$250 Stipends \$500	
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)].	<ul style="list-style-type: none"> a. Monitor and evaluate the Truancy Reduction Pilot Program and the Drug Court program. (May 08) 	Materials \$769	
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"> • LST at all levels will continue to support referred students and families who experience barriers to school success. (Sept. 07-June 08) • Professional development will be provided to LSSs at all levels for evaluation of students for potential or existing risk factors (Aug. 07). 	Materials \$1061 Conference Related \$1000	
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"> • Provide additional Lion's Quest materials at middle level. (Aug. 07) • Evaluate and expand PBIS. (Aug. 07) 	Materials \$1000	
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"> • Support all students and families in alternative educational settings by providing training/resources to staff, parents and students. (Sept. 07-June 08) 	Materials \$888 Conf Related \$500	
1.10 Drug and violence prevention activities designed to reduce truancy [section 4115(b)(2)(E)(xii)].			

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

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

B-1 Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief description of specific services, Targeting of services to schools and students with the greatest need, and Timelines	Public School Costs	Nonpublic School Costs
1.11 Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use [section 4115(b)(2)(E)(xi)].			
1.12 Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs [section 4115(b)(2)(E)(x)].	<ul style="list-style-type: none"> Provide professional development for counselors, nurses and students to enhance their skills for intervention with students identified as having risk factors. (Sept.07 –May 08) 	Conf. Related \$1000	
1.13 Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence [section 4115(b)(2)(E)(xiii)].			
1.14 Emergency intervention services following traumatic crisis events, such as a shooting, major accident, or a drug-related incident that have disrupted the learning environment [section 4115(b)(2)(E)(xv)].			
1.15 Establishing or implementing a system for transferring suspension and expulsion records, consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g), by a local school system to any public or private elementary school or secondary school [section 4115(b)(2)(E)(xvi)].			
1.16 Community service, including community service performed by expelled students, and service-learning projects [section 4115(b)(2)(E)(xix)].			

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

Local School System: Somerset County Public Schools	Fiscal Year 2008
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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

B-1 Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief description of specific services, Targeting of services to schools and students with the greatest need, and Timelines	Public School Costs	Nonpublic School Costs
1.18 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)].	<ul style="list-style-type: none"> Continue to support character education program by providing training and resources (Aug. 07-May 08) 	Materials \$384 Stipends \$250	
1.18 Conducting a nationwide background check of each local school system employee regardless of when hired, and prospective employees for the purpose of determining whether the employee or prospective employee has been convicted of a crime that bears upon the employee's fitness [section 4115(b)(2)(E)(xx)].			
1.19 Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help youth at risk of suicide [section 4115(b)(2)(E)(xxi)].			
1.20 Programs to meet the needs of students faced with domestic violence or child abuse [section 4115(b)(2)(E)(xxii)].			
1.21 Consistent with the fourth amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the students, if the local school system elects to test or inspect [section 4115(b)(2)(E)(xiv)].			
1.22 Establishing and maintaining a school safety hotline [section 4115(b)(2)(E)(xviii)].			
SUBTOTAL -- TITLE IV-A FUNDING AMOUNTS FOR PROGRAMS/ACTIVITIES		\$21,582	

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

Local School System: Somerset County Public Schools	Fiscal Year 2008
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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

B-2 Specific Programs to Promote and Implement Security Measures. Note: No more than 40 percent of the Title IV, Part A funds may be used to carry out activities identified with an asterisk (*). Of this 40 percent, not more than 50 percent (i.e., no more than 20 percent of the total Title IV-A distribution) may be used for security measures or activities identified with a plus (+), <u>only if funding for these activities is not received from other federal agencies.</u>			
Allowable Activities	Brief description of specific services, Targeting of services to schools and students with the greatest need, and Timelines	Public School Costs	Nonpublic School Costs
2.1 *+Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies. [section 4115(b)(2)(E)(ii)].			
2.2 *+Reporting criminal offences committed on school property [section 4115(b)(2)(E)(iii)].			
2.3 *+Developing and implementing comprehensive school security plans or obtaining technical assistance concerning such plans, which may include obtaining a security assessment or assistance from the School Security and Technology Resource Center at the Sandia National Laboratory located in Albuquerque, New Mexico [section 4115(b)(2)(E)(iv)].	<ul style="list-style-type: none"> a. Update crisis plans of each school b. Two crisis drills per year per school c. Coordinate plans/drills with community agencies 	Materials \$769	
2.4 *+Supporting safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safety programs [section 4115(b)(2)(E)(v)].			
2.5 *The hiring and mandatory training, based on scientific research, of school security personnel (including school resource officers) who interact with students in support of youth drug and violence prevention activities under this part that are implemented in the school [section 4115(b)(2)(E)(vi)].			
TOTAL FOR SECURITY MEASURES		\$769	

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

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

TABLE C-1	Drug & Violence Prevention Programs/Activities		
Grade	Programs/Activities <i>(i.e., Life Skills, Here's Looking At You, Second Step, etc.)</i>	Scientifically Based Researched (Yes/No)	SDFSCA Funds Used to Support Program/Activity (Yes/No)
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

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

Percentage of schools using SBRPs to reduce disruption in which the staff is trained to implement the SBRP. 100%. Does the LSS conduct school climate surveys? YES NO. If YES, what percentage of students reports a positive connection to school? ___% Will be conducted this fall. Was put on hold from spring 07.

ATTACHMENT 11 TITLE IV, PART A

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Somerset County Public Schools Fiscal Year 2008

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

Table D-1	PROGRAM/ACTIVITY WAIVER REQUEST FORM
<p>Background: Section 4115 of Title IV-A indicates that all programs or activities must comply with the Principles of Effectiveness. Principle three requires that all programs or activities developed or implemented using Title IV-A funds must be based on scientifically based research that provides evidence that the program or activity will reduce violence and/or illegal drug use.</p> <p>In accordance with section 4115(a)(3), this scientifically based research requirement may be waived by MSDE in those instances where a local school system implements innovative programs and/or activities that demonstrate substantial likelihood of success but do not meet the scientifically based definition.</p> <p>Directions to Request a Waiver: Provide supporting information in the space below to justify why a waiver should be granted by MSDE. Describe the program or activity that the local school system would like to implement and how this program or activity demonstrates a substantial likelihood of success.</p>	
<p>Name of program/activity: NONE</p>	
<p>Was a request for waiver previously approved by MSDE for this program/activity? YES NO. If yes, please indicate when (Example: SY 2004-05 & SY 2005-06).</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 Public Schools Fiscal Year 2008

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

1. Participating Private Schools and Services: Complete information in Attachment 6-B on page 31 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the services.
2. Describe the school system's process for providing equitable participation to students in private schools:
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title IV-A services;
Holly Grove Christian School and Crisfield Christian Academy were both sent letters inviting them to participate. Both declined to participate.
 - b) The basis for determining the needs of private school children and teachers;
Not participating
 - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and
Not participating
 - 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.)

NONE

F. 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.
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 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.

G. 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	\$21,582.00	AMENDED BUDGET #		REQUEST DATE	08/15/07
GRANT NAME	Safe & Drug Free Schools Title IV A	GRANT RECIPIENT NAME	Somerset County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME	Somerset County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2007	6/30/2007	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.		5,500.00	8,000.00				13,500.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.			860.00	3,000.00			3,860.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.	1,250.00						1,250.00
208 Student Health Services							0.00
209 Student Transportation		2,872.00					2,872.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				100.00			100.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	1,250.00	8,372.00	8,860.00	3,100.00	0.00	0.00	21,582.00

Finance Official Approval	Vicki Miller	8/15/2007	(410)651-1616
	Name	Signature	Telephone #
Supt./Agency Head Approval	Dr. Karen-Lee Brofee	8/15/2007	(410)651-1616
	Name	Signature	Telephone #
MSDE Grant Manager Approval	Vicki Carter	8/15/2007	(410)651-1616
	Name	Signature	Telephone #

Budget Narrative Title IV
Safe and Drug Free Schools

Category	Line Item	Calculation	Amount
203-205/01 Instruction – Regular Programs; Materials/Supplies	SHOP, LST Materials(Training) 1.2, 1.7, 1.8	350 participants X \$10	\$3500
203-205/01 Instruction – Regular Programs; Materials/Supplies	Red Ribbon Week; Crisis Management; Suicide prevention; 1.1, 1.5, 1.9, 1.14, 1.17	450 participants X \$10	\$4500
203-205/02 Instruction – Contracted Services	Adventure Learning	220 participants X \$25	\$5500
203-205/09 Instructional Staff Development – Supplies & Materials	In-Service materials 1.1, 1.5	86 participants X \$10	\$860
203-205/09 Instructional Staff Development: Other	Related conference costs 1.8, 1.12	20 participants X \$150	\$3000
209 Students Transportation Contracted Services	Buses for field trips 1.1, 1.2, 1.9	8 X 359	\$2872
207 Student Services Personnel Stipend	To support after hours in-service training and/or work 1.7, 1.12	50 participants X \$25	\$1250
Other charges	FICA & WC on stipends	\$1250 X 8.24 %	\$100
Total			\$21,582

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

Local School System: <u>Somerset County Public Schools</u>	Fiscal Year 2008
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TRANSFER OF TITLE IV, PART A ESEA FUNDS [Section 6123(b)]

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

Total FY 2008 Allocation	Amount (\$) transferred from Title IV, Part A	Amount (\$) to be transferred into each of the following programs			
		Title I-A	Title II-A	Title II-D	Title V-A
\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

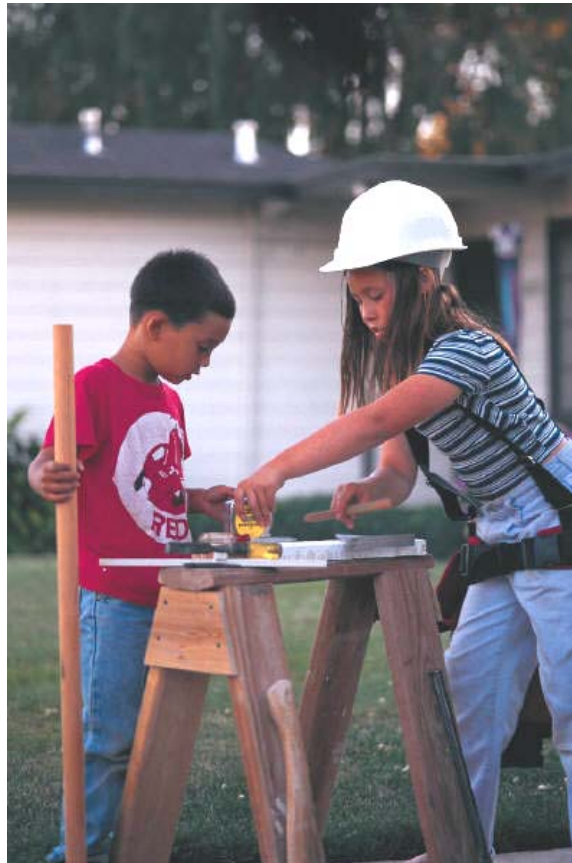
Briefly describe how the transfer of funds most effectively addresses the unique needs of the LSS.

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

BUDGET SUMMARY	PUBLIC	PRIVATE	TOTAL
Programs and Activities	\$	\$	\$
SECURITY MEASURES	\$	\$	\$
SALARIES (FOR FULL AND PART-TIME SDFSCA STAFF – INCLUDE ALL BENEFITS)			\$
2% ADMINISTRATIVE COST			\$
Carryover to FY 2009 (See NOTE 1 below)			\$
Transfers under Section 6123(b)			\$
Total FY 2008 Title IV, Part A Expenditures			\$

NOTE 1: 75% OF THE FY 2008 ALLOCATION MUST BE SPENT BY JUNE 30, 2008. A LSS MAY NOT CARRYOVER MORE THAN 25% OF ITS ALLOCATION INTO THE NEXT FISCAL YEAR UNLESS IT CAN DEMONSTRATE, TO THE SATISFACTION OF THE SEA, THAT IT HAS "GOOD CAUSE" FOR SUCH A CARRYOVER. [SECTION 4114(A)(3) OF THE SDFSCA].

Attachment 12



Title V, Part A Innovative Programs

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

<p>Local School System: <u>Somerset County Public Schools</u> Fiscal Year 2008</p> <p>Title V Coordinator: <u>Doug Bloodsworth</u></p> <p>Telephone: <u>410-651-1616</u> E-mail: <u>dbloodsworth@somerset.k12.md.us</u></p>
--

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)].	All four elementary schools will partner with the Coalition of Essential Schools to provide school improvement training in the use of "Questioning" to build higher order thinking skills. Strategy 1.1.49, 1.3.9, 1.7.3, 1.1.11, 3.4.3, 1.1.73, 1.1.52, 3.6.20	\$ 6,000 Consultant \$ 1237 Materials	
1.6 Programs that employ research-based cognitive and perceptual development approaches and rely on diagnostic-prescriptive models to improve student's learning of academic content at the preschool, elementary, and secondary levels [section 5131(a)(26)].			

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

Local School System: <u>Somerset County Public Schools</u> _____ Fiscal Year 2008
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A. ALLOWABLE ACTIVITIES [Section 5131], Continued.

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

Local School System: <u>Somerset County Public Schools</u> Fiscal Year 2008

A. ALLOWABLE ACTIVITIES [Section 5131], Continued.

4. Projects and Activities to Promote the Use of Technology and Educational Materials			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
4.1 Technology activities related to the implementation of school-based reform programs, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classroom and the school library media centers involved [section 5131(a)(2)].			
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)].			
5. Projects and Activities to Promote Literacy, Early Childhood Education, and Adult Education			
5.1 Programs to improve the literacy skills of adults, especially the parents of children served by the local school system, including adult education and family literacy programs [section 5131(a)(6)].			
5.2 Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of financial management skills (including the basic principles involved with earning, spending, saving, and investing) [section 5131(a)(11)].			
5.3 Activities to establish or enhance prekindergarten programs for children [section 5131(a)(16)].			

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

Local School System: <u>Somerset County Public Schools</u> Fiscal Year 2008
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A. ALLOWABLE ACTIVITIES [Section 5131], Continued.

6. Projects and Activities for Students with Special Needs			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
6.1 Programs to improve the academic achievement of educationally disadvantaged elementary and secondary school students, including activities to prevent students from dropping out of school [section 5131(a)(5)].			
6.2 Programs to provide for the educational needs of gifted and talented children [section 5131(a)(7)].			
6.3 Alternative educational programs for students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative programs [section 5131(a)(15)].			
6.4 Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging State academic achievement standards or not completing secondary school [section 5131(a)(17)].			
7. Projects or Activities to Promote Community Service and Community Involvement			
7.1 Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage [section 5131(a)(10)].			
7.2 Initiatives to generate, maintain, and strengthen parental and community involvement [section 5131(a)(21)].			
7.3 Service learning activities [section 5131(a)(24)].			

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

Local School System: <u>Somerset County Public Schools</u> Fiscal Year 2008
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A. ALLOWABLE ACTIVITIES [Section 5131], Continued.

8. Projects and Activities to Promote Health Services			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year comprehensive Bridge to Excellence Master Plan, With Reference to Page Numbers	Public School Costs	Nonpublic Costs
8.1 Programs to hire and support school nurses [section 5131(a)(13)].			
8.2 Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided by qualified school-based mental health services personnel [section 5131(a)(14)]			
8.3 Programs for cardiopulmonary resuscitation (CPR) training in schools [section 5131(a)(18)].			
TOTAL FUNDING AMOUNTS		\$ 7,637	

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

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

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 provided thirteen days of consultant services as well as materials to implement the Coalition Goals. Washington High School entered into School in Improvement, Year 1 during the 2006-07 year. The data below indicates a need for extensive reform at this site.

READING				
GRADE	STUDENTS	2005	2006	2007
8	All	50% Proficient	50.3% Proficient	50.7% Proficient
HSA English II	All	32.6% Proficient	41.7% Proficient	

Math				
GRADE	STUDENTS	2005	2006	2007
8	All	31.8% Proficient	41.4% Proficient	39.2% Proficient
HSA Algebra	All	% Proficient	79% Proficient	

	<u>2006</u>	<u>2007</u>
Attendance Rate	90.9%	93%
Graduation Rate	76.6%	81.69%
Drop Out Rate	7.99%	4.7%

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

Washington High School began its partnership with Coalition of Essential Schools in January 2007. The ultimate goal was student achievement and to help raise this, CES began working with the staff to facilitate effective change. Washington's teachers, counselors, and administrators meet every week for 75 minutes of professional development. This "After School Professional Development" was negotiated as part of the teacher day with the LEA increasing teacher pay by approximately 8% for 2006-07. As this scheduled weekly professional development presented challenges for the administrative staff to plan effective sessions, the CES took this on beginning in January. Although there is no final data to correlate raised student achievement with this initiative, an end of year teacher survey indicated that teachers felt the work with CES was effective and making a difference. Washington High and CES will to partner again this year (2007-08) and continue the initiatives started last. Local funds will fund this.

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

This year's Title V grant will be used to fund an initiative to help elementary teachers build in higher order questions into their lessons. Data obtained through teacher observations and walk throughs indicate the elementary teachers at all four elementary schools, Princess Anne Elementary, Deal Island Elementary, Greenwood Elementary and Woodson Elementary, ask a relatively low number of higher order questions.

Elementary MSA scores in both reading and math have risen substantially from 2003-06. In 2007 however, the "growth" has slowed and in some cases drops slightly. The initiative is designed to develop higher order thinking skills by developing questioning skills with teachers. The four schools will partner with the Coalition of Essential Schools for onsite professional development in developing questioning skills with teachers. Title V funds will be used to pay consultant and material costs.

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

Local School System: Somerset County Public School Fiscal Year 2008

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

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

Letters of invitation were sent to both Crisfield Christian Academy and Holly Grove Christian School. The letters asked for a response if interested. Both schools were phoned for a determination of intended participation as follow up. Crisfield Christian Academy declined as per phone conversation. Holly Grove requested a meeting to discuss the possible participation. A meeting was held on June 19, 2007. Holly Grove declined participation as per a phone call on July 3, 2007.

- 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.
2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 11-13 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.

**Title V, Part I
Budget Narrative**

Category/Object	Line Item	Calculation	Amount	In Kind	Total
Instructional Staff Development/Other	<p>The Coalition of Essential Schools will work with Greenwood, Princess Anne, Woodson and Deal Island Elementary schools to provide school improvement training in the areas of higher order thinking and questioning. Work will also continue in improved instructional strategies. Strategy 1.1.49, 1.3.9, 1.7.3, 1.1.11, 3.4.3, 1.1.73, 1.1.52, 3.6.20</p> <p>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</p>	Consultant charges @ \$600 per day for 10 days	\$ 6000		\$6000.00
	Supplies and Materials	Misc. supplies for workshops	\$1237		\$1637.00
Total			\$7,637		\$7637.00

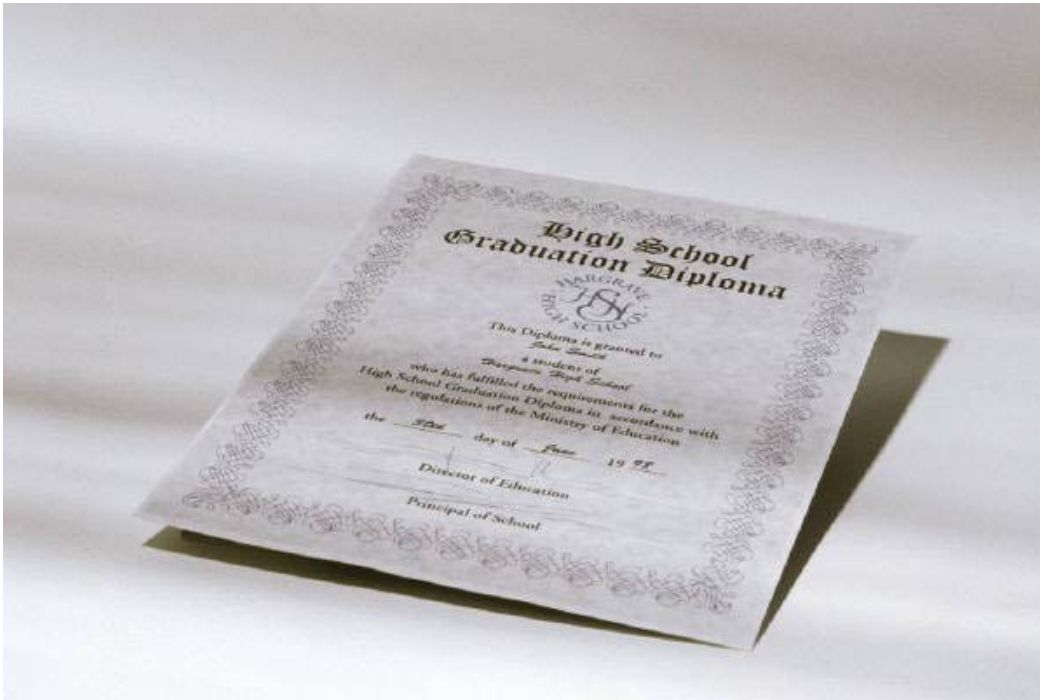
ORIGINAL GRANT BUDGET	\$7,637.00	AMENDED BUDGET #		REQUEST DATE	08/15/07
GRANT NAME	Innovative Programs Title V	GRANT RECIPIENT NAME	Somerset County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME	Somerset County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2007	6/30/2009	

FROM TO

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.		6,000.00	1,637.00				7,637.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	6,000.00	1,637.00	0.00	0.00	0.00	7,637.00

Finance Official Approval	Vicki Miller	8/15/2007	(410)651-1616
	Name	Signature	Telephone #
Supt./Agency Head Approval	Dr. Karen-Lee Brofee	8/15/2007	(410)651-1616
	Name	Signature	Telephone #
MSDE Grant Manager Approval	Doug Bloodsworth	8/15/2007	(410)651-1616
	Name	Signature	Telephone #

Attachment 13



Title I, Part D Prevention and Intervention Programs for Children And Youth Who Are Neglected, Delinquent, or At-Risk

ATTACHMENT 13 TITLE I, PART D

PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

Local School System: _____ Fiscal Year 2008 TITLE I-D COORDINATOR: _____ Telephone: _____ E-mail: _____
--

A. ALLOWABLE ACTIVITIES [Section 1424]: For all allowable activities that will be implemented under Title I-D, (a) provide a brief description of services, (b) how the services will be coordinated with local institutions for neglected and delinquent youth and/or correctional institutions, and (c) timelines or target dates. Provide the amount of funding for the Title I-D services. *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
1.1 Programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education [section 1424(1)].		
1.2 Dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members [section 1423(2)].		
1.3 The coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education [section 1424(3)].		
1.4 Special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education [section 1424(4)].		
1.5 Programs providing mentoring and peer mediation [section 1424(5)].		

ATTACHMENT 13 TITLE I, PART D

**PREVENTION AND INTERVENTION PROGRAMS FOR
CHILDREN AND YOUTH WHO ARE NEGLECTED,
DELINQUENT, OR AT-RISK**

Local School System: _____	Fiscal Year 2008
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B. LOCAL AGENCY PROGRAMS

1. Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities, and an accounting of these individuals. Also include the number of individuals returning to the system. Describe what services are provided.
2. Provide a description of how the programs will involve the parents in efforts to improve the education achievement of their children.
3. Provide a description of how the Neglected or Delinquent Program will be coordinated with other federal, state, and local programs.
4. Provide a description of the steps the local school system will take to find alternative placement for children and youth interested in continuing their education, but unable to participate in the regular public school program.
5. Report by charting the last three years the progress the local school system is making in dropout prevention. [Section 1426]
6. Provide annually the number served during the period of the grant. The “period” is described as the school year or period of funding from July 1 to September 30 the following year. [Section 1412 – Eligibility]

ATTACHMENT 13 TITLE I, PART D

**PREVENTION AND INTERVENTION PROGRAMS FOR
CHILDREN AND YOUTH WHO ARE NEGLECTED,
DELINQUENT, OR AT-RISK**

Local School System: _____ **Fiscal Year 2008**

C. EVALUATION OF TITLE I-D PROGRAM ACTIVITIES: The local school system must evaluate the program at least once every three years, disaggregating data on participation by gender, race, ethnicity, and age to determine the program's impact on the ability of participants —

- To maintain and improve educational achievement;
- To accrue school credits that meet State requirements for grade promotion and secondary school graduation;
- To make the transition to a regular program or other education program operated by the school system;
- To complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
- As appropriate, to participate in postsecondary education and job training programs.

At a minimum, the evaluation must include information and data on the use of funds, the types of services provided, and the students served by the programs. However, the evaluation should contain sufficient information for the services that were provided and the effect on academic achievement.

In conducting each evaluation, the school system must use multiple and appropriate measures of student progress. Because the new requirements under No Child Left Behind began in 2002, the first evaluation will be due to MSDE on October 17, 2005 as part of the annual update to the Bridge to Excellence Master Plan. The school system will use the results of the evaluation to plan and improve subsequent programs for participating children and youth.

D. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Title I-D 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 through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at www.marylandpublicschools.org.
2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 11-13 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use Title I-D funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title I-D program; 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 Budget Summary
- Attachment 5: Transfer of ESEA Funds
- Attachment 6: Consolidation of ESEA Funds for Local Administration

Attachment 14



Fine Arts

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

1. Describe the **progress** that was made in 2006-2007 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system’s Bridge to Excellence (BTE) Master Plan.
2. Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.
3. Describe which goals, objectives, and strategies included in the BTE Master Plan were not attained and where **challenges** in making progress toward meeting Programs in Fine Arts goals and objectives are evident.
4. Describe the goals, objectives, and strategies that will be implemented during 2007-2008 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.

Progress in fine arts for Somerset County included the following. An additional visual arts teacher was added at the elementary level. Visual arts instruction by dedicated personnel is now provided in all four of our mainland elementary schools. An additional elementary music and chorus teacher was added. All students attended a fine arts performance. Primary students were included in the county art show for the first time. A silent auction was provided during the art show for high school artists who wished to participate. Secondary fine arts teachers met during APD by content area to review the draft VSC and complete a needs survey. All of our mainland elementary schools participated in Interactive Story Theater which included professional development for classroom teachers and artists in residence.

Funds from the Maryland Fine Arts grant provided the opportunity for every student to attend a dramatic performance by either bringing productions to campus or paying for transportation and admission for trips to other venues. Intermediate and high school instrumental bands continued to increase enrollment and received excellent or superior in all adjudicated competitions. The Fine Arts grant provided for trips to New York for drama and instrumental music groups from each high school. Both high school drama groups presented a performance each semester.

Challenges continue to be staffing for supervision and the elementary level. We offer no dance opportunities at any level and don’t offer instrumental music until the sixth grade. Because of the size of our school system (enrollment of 2900), it is difficult to provide content area specific professional development for our fine arts teachers. Our secondary Afternoon Professional Development does provide time for specialized in-service but the small number of staff members make consultants fees exorbitant.

Goals, Objectives, and Strategies

1. A K-12 fine Arts committee will be established that will meet four times per year. Membership will include Somerset County staff and members from the Somerset Fine Arts Council.
2. Every student will have the opportunity to attend a fine arts performance either on or off campus. This is designed to improve interest and enrollment in fine arts offerings.
3. Departmental meetings 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.
4. A full time chorus teacher will be hired for Crisfield High School.
5. Using Maryland Fine Arts Grants funds, fine arts staff will receive content area professional development using a combination of on premises staff development using outside consultants and attendance of off campus workshops and conferences.

Fine Arts Budget Narrative

The FY2008 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 art opportunities but increase the capacity of the school system.

Instructional Category/Regular Program/Contracted Services- \$7800

\$7800 has been allotted for contract services to provide performance opportunities for every student within the school system during the 2007-2008 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-

- 5 elementary drama, dance, or music performances with admission supplement of \$600 each- \$3000
- 3 secondary drama, dance, or music performances with performance supplement of \$600 each- \$1800
- Supplements for 3 secondary instrumental trips - \$1000 each= \$3000

Instructional Category/Regular Program/Supplies and Materials- \$700

To improve fine arts instruction, \$700 has been allotted to supplement supplies and materials. These funds will be distributed equitably between visual and performing arts.

- Supplement to promote student participation in external visual art competitions. \$700
The visual arts teachers will each receive \$100 to pay for mounting and shipping expenses for pieces submitted to art displays or competitions. $7 \times 100 = \$700$

Instructional Category/Regular Program/Equipment- \$969

To improve instrumental/chorus music capacity, \$969 is allotted for public address/band equipment to be purchased in whichever school has the greatest need.

Instructional Category/Instructional Staff Development/Salaries & Wages- \$1960

To ensure that the school system better follows the new Fine Arts VSC, \$1960 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 14 certificated fine arts employees. Our employees are paid \$20 an hour for curriculum or professional development.

Goal 5,6- Departmental Meetings to for curriculum and professional development: $14 \text{ employees} \times 1 \text{ meeting} \times 7 \text{ hours} \times \$20/\text{hour} = \$1960$

Instructional Category/Instructional Staff Development/Contracted Services- \$1000

Goal 5- Professional development will be provided for fine arts teachers. \$1000 is allotted for outside presenters.

Instructional Category/Instructional Staff Development/Other Charges- \$4640

\$2400 has been set aside for conference and workshop fees. \$960 is set aside for lodging. \$800 has been allotted for transportation. \$480 has been set aside for food.

Instructional Category/Instructional Staff Development/Supplies and Materials- \$145

- 5 meetings of fine arts content areas- \$29 for materials- \$145

Student Transportation/Contract Services- \$6300

To support student performances, \$6300 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 8 programs off campus- 4 busses X 3.3 hours X \$15/hour (\$200)+ 4 busses X \$75 mileage (\$300) + 4 busses X \$25 startup fee (\$100)=\$600 per program Total \$4800
- Supplements for transportation for secondary instrumental trips- 3 X \$500.00

Fixed Charges/Other Charges- \$162.00

\$162.00 in fixed charges has been included to reflect the associated salary costs for FICA (.0765) and Workman's Compensation (.00592) based on \$1960 for salary stipends. 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.

Total

\$23676

Budget Narrative

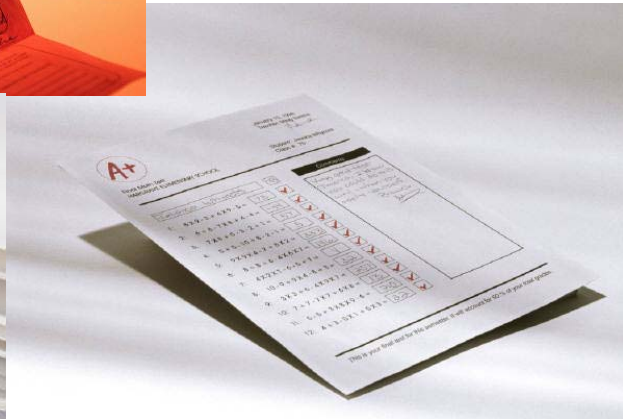
Somerset Fine Arts FY2008					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Category/Regular Program/Contract Services	Secondary Performances	3 perform. x \$600	1,800.00		7,800.00
	Elementary Performances	5 perform. x \$600	3,000.00		
	Instrumental Performance	3 perform. x \$1000	3,000.00		
Instructional Category/Regular Program/Supplies and Materials	Art Show Materials				700.00
	Display Materials	7 teachers x \$100	700.00		
Instructional Category/Regular Program/Equipment	Band/Chorus Equipment	3 schools			969.00
	Supplement	x \$323	969.00		
Instructional Category/Instructional Staff Development/Salaries and Wages	Stipends for Fine Arts	14 tch x 7hrs x	1,960.00		1,960.00
	Departmental Meetings	\$20/hr			
Instructional Category/Instructional Staff Development/ Contract Services	Stipend for consultants	4 consultants x			1,000.00
		\$250	1,000.00		
Instructional Category/Instruction Staff Development/ Supplies and Materials	snacks for staff meetings	5 meetings x \$29	145.00		145.00
Instructional Category/Instructional Staff Development/Other Charges	Registration fees	12 staff x \$200	2,400.00		4,640.00
	Lodging	8 x 120	960.00		
	Transportation to wkshp	4 x \$200	800.00		
	Food	\$480	480.00		
Student transportation/ Contract Services	Transportation for students attending trips	8 trips x \$600	4,800.00		6,300.00
		3 band trips x 500.00	1,500.00		
Fixed charges / Other Charges	FICA	f21 (1960)x.0765	150.00		162.00
	Workman's Comp	f21 (1960)x .00592	12.00		
		TOTAL			23,676.00

ORIGINAL GRANT BUDGET	\$23,676.00	AMENDED BUDGET #		REQUEST DATE	08/15/07
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	Somerset County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME	Somerset County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2007	6/30/2009	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.		7,800.00	700.00		969.00		9,469.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	1,960.00	1,000.00	145.00	4,640.00			7,745.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation		6,300.00					6,300.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				162.00			162.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	1,960.00	15,100.00	845.00	4,802.00	969.00	0.00	23,676.00

Finance Official Approval	Vicki Miller	8/15/2007	(410)651-1616
	Name	Signature	Telephone #
Supt./Agency Head Approval	Dr. Karen-Lee Brofee	8/15/2007	(410)651-1616
	Name	Signature	Telephone #
MSDE Grant Manager Approval	Dave Elebash	8/15/2007	(410)651-1616
	Name	Signature	Telephone #

Additional Federal and State Reporting Requirements



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

Local School System (LSS): <u>Somerset County Public Schools</u>				
LSS Point of Contact: <u>Vicki Carter</u> Tel: <u>410-621-6247</u>				
Violent Criminal Offenses	(1) Total # of VVCO	(2) # of VVCO Requesting Transfers	(3) # of VVCO Not Requesting Transfers	(4) # of Transfers Granted by the LSS Without a Final Case Disposition
Abduction & attempted abduction	0	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	0	0	0	0

other crime of violence				
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
TOTAL	0	0	0	0

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

Gun-Free Schools Act Report

School Year 2006-07

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

Telephone: 410-621-6247 FAX: 410-651-2931 Email: 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.

Signature - Local Superintendent of Schools

Date

Facilities to Support Prekindergarten and Kindergarten Programs

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

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

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

Directions for Completing the Table:

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

Column 1	If applicable, provide PSCP/Board of Public Works project number for approved local planning and/or construction projects.
Column 2	List by name , in alphabetical order, all schools and qualified vendor sites that are required to provide programs for FDK for all students and PK for eligible students.
Column 3	Place an X next to all schools that have FDK programs for all students in place in school year 2007-2008.
Column 4	Place an R next to all schools/sites that are required to offer PK programs for all eligible students – 4 yr old children from economically disadvantaged families, by school year 2007-8.
Column 5	Place an X next to all schools/sites that have PK programs for all eligible students in place in school year 2007-8.
Column 6	Indicate by Yes or No if the school system provides transportation for PK students with <u>and</u> without IEPs attending home schools <u>and</u> other sites.
Column 7	List the Fiscal Year for State construction funding related to the mandated FDK and PK programs as requested by the school system in the FY08-13 Capital Improvement Program of the Public School Construction Program.

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

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

Local School System: Somerset County Public Schools

Point of Contact: Vicki Carter

7982A Crisfield Highway

Address: _____

Westover, MD 21871

Telephone: 410-621-6247 **FAX:** 410-651-2931

Email: vcarter@somerset.k12.md.us

I certify that the local school system is implementing the requirements for the transfer of educational records for children in State-supervised care in compliance with §8-501 – 8-506 of the Education Article, Annotated Code of Maryland, and Code of Maryland Regulations (COMAR) 13A.08.07.

Signature - Local Superintendent of Schools/Chief Executive Officer **Date**

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

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

Phone: (410) 767-0295 Fax: (410) 333-8148 Email: jmcginnis@msde.state.md.us