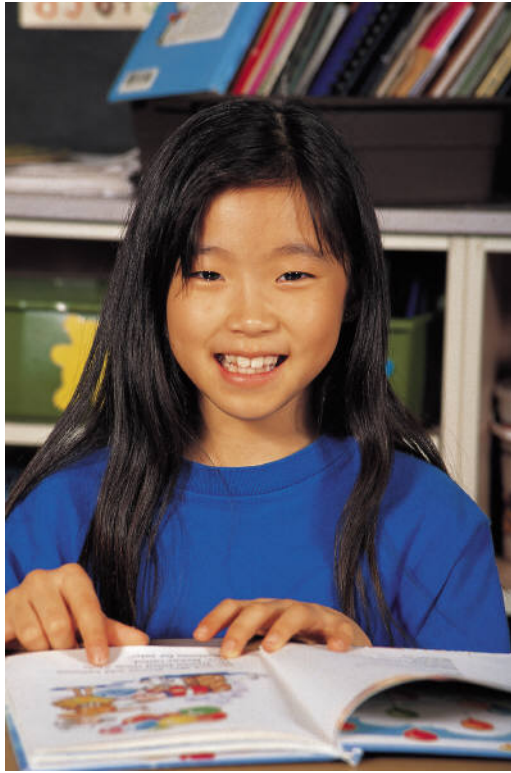


Attachment 7



Title I, Part A
Improving Basic Programs Operated
By:
Somerset County Public Schools
SY 2008-2009

**ATTACHMENT 7 TITLE I, PART A – IMPROVING BASIC PROGRAMS
OPERATED BY LOCAL SCHOOL SYSTEMS**

Local School System: <u>Somerset County Public Schools</u> Fiscal Year <u>2009</u>
Title I-A Coordinator: <u>Tracie Holland</u>
Telephone: <u>410-621-6243</u> E-mail: <u>tholland@somerset.k12.md.us</u>

I. 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/or bulleted item separately.** **ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN APPENDIX AFTER THE BUDGET PAGES IN ATTACHMENT 7.**

A. SCHOOLS IN IMPROVEMENT:

1. DESCRIPTION of the process **the school and/or school system follows to** inform parents of each student enrolled in a Title I school identified for improvement, corrective action, or restructuring. Complete letters a-d. Sec. 1116 (b)(6)(A-E)

- a. Based on the 2008 administration of the Maryland School Assessment, does the LSS have any Title I schools identified for improvement, corrective action, or restructuring?
_____ Yes X No
If “No”, proceed to Highly Qualified.
- b. Describe the methods used to inform parents about the status of their child’s school if it is in improvement, corrective action, or restructuring. Include in this description the timeline and the names/positions/departments/schools responsible.
- c. Describe how parents who enroll their child/children later in the school year are notified.

2. DOCUMENTATION: Include sample copies of letters that will be used for school year 2008-2009 documentation to support that items a-f below have been included in the parent notification letter(s).

- 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;
- e) how parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and,
- f) how the school compares to others.

3. DESCRIPTION of the process including specific timelines/dates that the Local School System will use to inform parents of students attending a Title I school in school improvement about student transfer and Supplemental Educational Services (SES) options. Sec. 1116 (b)(6)(F)

- a. What date(s) were parents notified about their School Choice options? _____
- b. Will the LSS be offering SES this year? _____ Yes _____ No
- c. What date(s) were parents notified about the SES option? _____
- d. What is the projected start-up date for these services? _____
- e. Describe how parents who enroll their child/children later in the school year are notified of their School Choice and SES options.

4. **DOCUMENTATION: Include** sample copies of English and translated notification letters and their attachments for School Choice and Supplemental Educational Services options the Local School System will use for the 2008-2009 school year. Attachments should include supporting information for parents, i.e. profiles of test scores for the home school and the receiving schools, provider profiles, etc.
5. Describe the process to ensure that the 10 Requirements for School Improvement are part of the development, implementation, and monitoring of School Improvement Plans.
6. If any of the 10 Requirements are not adequately addressed, what steps does the LSS take to ensure that revisions to the school improvement plans occur in a timely manner?

B. HIGHLY QUALIFIED:

1. **DESCRIBE** the process **including specific timelines/dates** used 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. Describe how and when (date) the school or school system notified the parents of each student attending any Title I schools that they may request information regarding the professional qualifications of their student's classroom teacher (known as "Parent's Right to Know").

Somerset County has a step by step process in place to notify parents about the 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 the departments 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 are sent to all Title 1 schools that are then mailed home with students "Welcome Back" and class schedule information so that all parents of children in Title 1 schools are being notified 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 or long-term substitute. Copies are sent to the parents of Non-English speaking students in their home language. Copies of the letters are kept in the documentation binder by the Title 1 Supervisor. (Title 1 office-Tracie Holland/and School Administration)

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. Some schools are also posting this information on the school website as well. The county will also be posting this information on the county website. (Title 1/Human Resource Office) (School Administration).

As Needed-

When parents request information on a teacher's qualifications, Human Resources will send the parent the information and the teacher a copy of the response letter sent to the parent for their reference. (Human Resources-Leo Lawson)

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

In January 2002, the new federal law, the No Child Left Behind Act of 2001(NCLB) was signed into effect by President Bush. Every school system that receives Title I funds must ensure that all teachers are highly qualified no later than the end of the 2005-200 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 the child is served by paraprofessionals and, if so, the qualifications of the paraprofessional.**

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

- b. Describe the process of providing timely notice (letter) to parents when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who is not highly qualified.

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:

September 1st –

Names of non-highly qualified teachers and/or long-term substitute's teacher will be given to the Title 1 office. Title 1 Office notifies School Administration of the teacher's status. (Human Resources-Leo Lawson) (Title 1- Tracie Holland)

September 15th –

Letters sent to school administration to be sent to parents of children in Title 1 classrooms with non-highly qualified teachers or long-term sub. Teachers will collect signed notification for documentation and return to Title 1 Office. Title 1 Supervisor makes sure that the received information is back by September 30. The documentation is kept in the Title 1 binder by the Title 1 Supervisor. (Title 1 Office-Tracie Holland)

As Needed-

Letters sent to parents of children in Title 1 classrooms that have been assigned or taught for 4 or more consecutive weeks by a teacher or substitute who is not highly qualified. Names will be supplied by the Human Resources department and the Title 1 Office will sent out the letter to the school administration in reference to the substitute teacher qualifications. The substitute teachers will collect signed notification for documentation and return to Title 1 Office. Title 1 Supervisor makes sure that the received information is back with 15 days. (Human Resources-Leo Lawson/Title 1 Supervisor-Tracie Holland)

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

The Human Resource Supervisor will keep the Title 1 Supervisor updated monthly during Central Office Full Team Meetings on any status changes of qualifications. Documentation will be in the SANE information and will also be in the spreadsheets provided by the Human Resource department. Also, 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 send the letters to school administration for notification and parent receipt. (Human Resource Supervisor-Leo Lawson)

- c. Identify by name, title and department the person(s) responsible for ensuring compliance with Section 1111(h)(6)(A)?

**Tracie Holland- Elementary-Title 1 Supervisor &
Leo Lawson –Human Resource Director
Elementary Principals – Cheryl O’Neal, Lilly Welch, Lynette Johnson**

- d. Describe how the LSS coordinates Highly Qualified notification between Human Resources, the Title I Office, and school administration.

Somerset County has a step by step process in place to ensure Highly Qualified status of all staff in Title 1 schools. The following timeline outlines the actions taken and the respective deadline and department responsible for coordinating notification of Highly Qualified status:

August 1-

Preliminary list of qualifications of all staff given to the Title 1 Office –Teachers And Paraprofessionals- All paraprofessionals must be HQ and will be documented at this time. (Human Resources- Leo Lawson)

September 1st –

Names of non-highly qualified teachers and/or long-term substitutes will be given to the Title 1 office. (Human Resources-Leo Lawson) Copies are kept in the Title 1 file and notification to school administration is given. Letters are distributed. (Tracie Holland-Title 1 Supervisor)

September 15th –

Letters sent to school administration to send to parents of children in Title 1 classrooms with non-highly qualified teachers and/or long-term sub. School staff collects documentation and returns to Title 1 Office. (Title 1 Office-Tracie Holland)

On-going and As Needed-

Notification of any change of status or long-term substitutes assigned that is not highly qualified. (Human Resources-Leo Lawson). Letters sent to parents of children in Title 1 classrooms that have been assigned or taught for 4 or more consecutive weeks by a teacher or substitute who is not highly qualified. Names will be supplied by the Human Resources department and Title 1 office through school administration also. During monthly A&S meetings, updates on qualifications will be discussed and spreadsheet of status updated. (Human Resources-Leo Lawson) (Title 1- Tracie Holland) (School Principals)

- e. How does the LSS ensure the Highly Qualified status of teachers assigned to Title I schools is maintained?

Somerset County has a step by step process in place to ensure Highly Qualified status of all staff in Title 1 schools. This strategy is incorporated also as part of the Master plan. The following timeline outlines the actions taken and the respective deadline and department responsible for coordinating notification of Highly Qualified status:

August 1-

Preliminary list of qualifications of all staff give to the Title 1 Office -Teachers and Paraprofessionals- All paraprofessionals must be HQ and will be documented at this time. (Human Resources- Leo Lawson)

September 1st –

Names of non-highly qualified teachers and/or long-term substitutes will be given to the Title 1 office. (Human Resources-Leo Lawson) Copies are kept in the Title 1 file and notification to school administration is given. Letters are distributed. (Tracie Holland-Title 1 Supervisor)

Letters sent to school administration to be sent to parents of children in Title 1 classrooms with non-highly qualified teachers or long-term sub. Teachers will collect signed notification for documentation and return to Title 1 Office. Title 1 Supervisor makes sure received information is back by September 30. The documentation is kept in the Title 1 binder by the Title 1 Supervisor. (Title 1 Office-Tracie Holland)

Monthly-

Update of spreadsheets from the Human Resource Supervisor and any change of information during Central Office Full Team Meeting to the Title 1 Supervisor. Documentation kept with SANE and with spreadsheet notifications. Also, any letters that have been sent will be kept in the title 1 file as well. Copies of any documentation sent out. Communication between County administration and school administration will take place during A&S meetings (Human Resources-Leo Lawson & Title 1-Tracie Holland)

2. **DOCUMENTATION: Include** sample copies of English and translated letters that will be used to accomplish item **a** and item **b** for school year 2008-2009.
3. Are all paraprofessionals in Title I school wide schools qualified?
 Yes No Not Applicable
4. Are all paraprofessionals paid with Title I funds in targeted assistance schools qualified? Yes
 No Not Applicable

C. SCHOOLWIDE PROGRAMS:

If the LSS does not have any Title I Schoolwide programs, proceed to Section D - Targeted Assistance.

1. 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 will assist schools consolidate funds for schoolwide programs. If the system is not consolidating funds, describe how the system coordinates financial 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 resources will be used in a variety of ways to increase student achievement from our very diverse population of students.
 - b. Describe the process to ensure that the 10 Components of a School-wide Program are part of the development, peer review, implementation, and monitoring of School-wide/School Improvement Plans.

Somerset County has assured that all Title 1 schools use the 10 components of the School-wide Program throughout the School Improvement process which includes the

development, implementation, and monitoring of plans. The Title 1 Supervisor uses the School-wide Program Resource Packet including the SIP template 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 monthly, after the peer review and as needed. All schools use the School Improvement Plan checklist when developing their plans in the spring and throughout the Summer into the new school year. This is also a strategy and requirement that is documented in the Master Plan.

Also, all schools participate in a peer review in the late fall to revise plans where needed as a way to provide shared responsibility. The Title 1 Supervisor coordinates county SIT meetings and reviews each schools progress throughout the year. Each administrator assigns a SIT chair who is responsible for keeping the Title 1 binder as evidence that their schools plan is being implemented and evaluated. These binders are used during quarterly reviews with the Title 1 Supervisor. Any changes needed are to be completed and back within 30 days.

- c. If any of the 10 Components are not adequately addressed, what steps does the LSS take to ensure that revisions to school-wide plans occur in a timely manner?

The Title 1 Supervisor coordinates county SIT meetings, as well as, the Peer review process, and reviews each schools progress throughout the year. The Title 1 Supervisor also meets with SIT chairs on-going to ensure that all 10 components are being met and documented accordingly. Any school that needs modifications will go back to their home school and meet with their SIT teams to complete and the Title 1 Supervisor will do a final review within 30 days.

- d. Describe specific steps to be taken by the LSS to review and analyze the effectiveness of school-wide programs.

Somerset County has taken several steps to make sure that out school-wide programs are effective and assured that all Title 1 schools use the 10 components of the school-wide Program in every possible way. he finished plan is reviewed and revised as needed. All schools use the School Improvement Plan checklist hen 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 ach schools progress throughout the year. Documentation is included in both the Title 1 binder and the county Master Plan.

The continued focus is in professional development to meet the identified needs as planned. Several successful intervention programs have been implemented. The use of walk-through data and the process is a quick evaluation piece in the schools. The use of data to analyze the effectiveness of the core programs through quarterly assessments with DIBELS and benchmark milestones. All schools use MSA results to begin in guiding and planning for the next year's instruction.

Reading Coaches and Math Facilitators each have logs to complete and use as a follow-up of the programs. Monitoring of the intervention programs takes place quarterly as well. Ultimately, Somerset County is following the form of accountability using data and SANE information as the evidence that we are meeting all components of being school-wide schools.

All documentation is kept as part of the county's Master Plan and Title 1 Binder turned into the Title 1 Supervisor.

- e. Describe how the system and/or schools provide extended learning time, such as an extended school year, before- and after-school, and summer program opportunities.

Somerset County has hired an Extended School coordinator for all after-school and Summer programs to consolidate and focus services. The county uses the 21st Century Grant to help

fund a three hour, 5 days per week after-school program. The program is operating in all 3 of our Title I schools, Woodson Elementary, Princess Anne Elementary, and Greenwood Elementary. Students in grades 3-5 who have not reached proficiency on MSA are invited to participate in the program. Summer programs have been extended to incorporate grades K- 2 as well as grades 3-5. The system also runs a Migrant program and Special Ed program in the Summer.

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

Douglas Bloodsworth	Assistant Superintendent
Tracie Holland	Title I Coordinator/Elementary Supervisor
Lisa Forbush	Coordinator- Reading First/Extended Programs
Lynette Chandler	Principal – Princess Anne Elementary
Cheryl O’Neal	Principal – Greenwood Elementary
Lilly Welch	Principal – Woodson Elementary School

D. TARGETED ASSISTANCE SCHOOLS:

If the LSS does not have any Title I Targeted Assistance programs, proceed to Section E - Parent Involvement. **N/A**

1. **DESCRIBE the step-by-step process including timelines/dates used to identify eligible children most in need of services.**
2. Describe the step-by-step process used to rank students using 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(b)(1)(B)
3. **DESCRIBE** how the school system helps targeted assistance schools identify, implement and monitor effective methods and **supplemental** instructional strategies **for small groups of identified students**. These strategies must be based on best practices and scientific research to strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c)(1)(C).
 - a) Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities.
 - b) Helping provide an accelerated, high-quality curriculum, including applied learning; and
 - c) Minimizing the removal of children from regular classroom instruction for additional services.
4. Describe how the system/school provides additional opportunities for professional development with Title I resources, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff.
5. Describe the process for developing (with peer review), implementing, and monitoring Targeted Assistance Requirements in Targeted Assistance/School Improvement Plans.
6. Describe specific steps to be taken to review and analyze the effectiveness of Targeted Assistance programs.
7. In addition to the LSS Title I coordinator, **identify** by name, title, and department the person/s responsible for **monitoring** activities a-e.
8. **DOCUMENTATION:** Attach weighted criteria used to select and rank children for Targeted Assistance Services.

9. Identify the school(s) by name and MSDE school ID number that are implementing a Targeted Assistance program in 2008-2009 and are planning to become Schoolwide programs for the 2009-2010 next school year?

E. PARENT INVOLVEMENT:

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.

1. Local School System Parent Involvement Policy Review

- a. Date of current LSS Parent Involvement Policy adoption: 11-21-2006 -Currently, in the review process for adoption in September, 2008.
- b. Date of last review - 10-17-2007-AND on-going
- c. Describe how parents from Title I schools were involved in the annual review of the LSS Parent Involvement Policy.

The Superintendent of Schools or her designee (Ms. Christy Scott, Parent Involvement/Volunteer Coordinator & Mr. Conal Turner) conducts with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy following the county set Policy Review Cycle 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 counselor s, 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 so Somerset County Board of Education will involve parents in the activities of the schools**
- **using the county level PAC (Parent Advisory Committee) meetings for parental input is also used to review and revise the policy**
- **information is collected during the annual steering meeting where parents are part of making decisions for the system as a whole.**
- **School level SIT teams have representatives including parents that meet together to discuss county wide needs.**

All of SCPS SIP teams adopt a school level parent involvement policy that they created to Meet their specific needs but which also links to the county policy. Each school along with the parent advisory group reviews their policy, along with the county policy, for any needed changes and will be submitted in their School Improvement Plans as well. This process is monitored by the Title 1 Supervisor and LSS through the Master Plan. Documentation is kept and maintained in the Title 1 Binder and part of the Master Plan Binder. SANE information is collected during meetings.

2. **DOCUMENTATION:** Attach a copy of the school system's most current distributed Parent Involvement Policy. Discuss and explain any changes that have been made since the last Master Plan submission.

Attached Copy- No major changes currently-In the process of being reviewed again for this year.

3. School Level Parent Involvement Policy and Plan Review

- a. How does the LSS ensure that each Title I school has adopted (as is or with additions) the system-level Parent Involvement Policy?

All of SCPS SIP teams have adopted a parent involvement policy that they created to meet the needs of their parents which also links to the county policy. Each school along with the parent advisory group will be reviewing their policy for any needed changes and e submitted in their School Improvement Plans. This process is monitored by the Title 1 Supervisor and LSS through the Master Plan and Title 1, School Improvement process, and follows the procedures set to review the components set in the school-wide program.

- b. How are Title I parents involved in the joint development, implementation, and annual review of the school level parent involvement plans?

All SIP teams have invited parents to be members of their SIT team and committees. This group that incorporates all stakeholders create the SIP and parent involvement plans, all of which are included in the systems Master Plan. All schools have active parents participating during the schools SIT planning, implementing, and monitoring meetings.

Parent surveys are administered and results are used as guidance for the teams. Schools also have active volunteer programs which community members and parents are part of Parent Involvement is documented by using SANE (sign-in sheets, agendas, and keeping notes, followed by evaluations) information. There are parent advisory groups that are active in school meetings, planning, and reviewing for future decisions.

- c. How does the LSS verify that Title I parents are involved in the development of the parent involvement plans?

Each one of the Elementary Schools has a school-level parent involvement plan that matches the needs of their school created by a committee made up of all stakeholders possible. 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 all components are being completed successfully. The Title 1 Supervisor and Finance Director also closely review all monies being utilized for parent involvement. SANE (sign-ins, agendas, notes, and evaluations forms) Documentation in the Title 1 Binders are used as evidence that parents are active and involved in the decision making process.

4. School/Parent Compact

- a. How does the LSS ensure that each Title I school has a School/Parent Compact that meets statutory requirements? (Note: Should statutory requirements be spelled out in the guidance?)

All of the 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 reviews their plans for any needed changes throughout the year and will be submitted in their School Improvement Plans this year. Parents help revise and review the compact during parent involvement planning meetings. These compacts are joined in also when possible as part of 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 when schools begin their SIP planning and again during the peer review in the fall. The Title 1 Supervisor also meets with SIT chairs on-going to ensure that the School/Parent Compact requirements are being met and documented accordingly. Any school that needs modifications will go back to their home school and meet with their SIT teams to complete and the Title 1 Supervisor will do a final review within 30 days.

- b. How were Title I 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 ensure shared responsibility and to make sure parents are involved in the decision making process. Both the compact and SIP plans are reviewed monthly by the SIP team and the parent advisory group, in which they make revisions monthly on an as needed basis. Title 1 Binders with SANE information are kept for documentation and future planning. These are also reviewed annually as part of the peer review process.

5. Monitoring Parent Involvement

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

This process is monitored by the Title 1 Supervisor through checklists, meetings, peer review, documentation through the SANE information in the Title 1 Binder along with the LSS through the Master Plan, and follows the procedures set to review the components set in the school-wide program. Documentation is stored in a Title 1 Binder at both the school and county level.

- b. In addition to the LSS Title I coordinator, **identify** by name, title, and department the person(s) responsible for **monitoring parent involvement**.

Douglas Bloodsworth	Assistant Superintendent
Tracie Holland	Title I Coordinator/Elementary Supervisor
Lisa Forbush	Coordinator- Reading First/Extended Programs & Migrant
Lynette Chandler	Principal – Princess Anne Elementary
Cheryl O’Neal	Principal – Greenwood Elementary
Lilly Welch	Principal – Woodson Elementary School

6. Distribution Of Parent Involvement Funds

- a. 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 3 schools and then divide the rest on a per pupil basis and round to an even amount per school utilizing the FARMS enrollment count. The school allocation is broken into stipends, refreshments, materials and supplies, incentives for families, all of which is used for family involvement activities. his current year, the allocation will be increasing to 1.7% total.

- b. Does the LSS reserve more than 1% of its total allocation for parent involvement?
 YES No

- c. How does the LSS verify that Title I parents have input in the use of funds at the school level?

The School Improvement Plan is developed during SIP planning where parents are included as part of the this team. Surveys are sent out as well as reviewing SANE information for planning and revising on ways to use funds for family activities, as well as school academics. The team ensures shared responsibility and makes sure parents are actively involved in the decision making process. SIP plans are reviewed monthly by the SIP team and the parent

advisory group, in which they make revisions monthly SANE documentation is collected and stored in the Title 1 Binders at compact is developed during SIP planning where parents are included in the process. During meetings the teams discuss and to make sure parents are involved in the decision making process. Both Title 1 Binders with SANE information are kept for documentation and future planning.

F. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS ***[SECTION 1120]:***

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

The Assistant Superintendent contacts all the local private schools in the early spring in reference to their interest in participating in any of the Title programs. There is follow-up communication via phone calls and certified mailings. At this point, none of the 3 private schools have chosen to participate. Documentation is saved in both the Master Plan and Title 1 Binders.

3. **DOCUMENTATION:** Attach a timeline for consultation with private schools.

Early Spring- 1st Contact of Participation Interest
Late Spring- Follow-Up letters/phone calls for information, etc.
May 30th- Signed documentation conveying intentions

4. **Delivery of Service**

a. Will LSS staff be providing the services directly to the students? _____ YES NO If yes, when will services begin? N/A

b. Will the LSS enter into a formal agreement with other LSSs to provide services to students who attend private schools beyond the district's boundary lines? _____ YES NO If yes, identify the LSSs involved and the date the services will begin.

c. Will the LSS enter into a third party contract to provide services to participating private school children? _____ YES NO If yes, when will services begin?

- 4.1 **DOCUMENTATION:** Attach copies of written affirmation and, if applicable, letters of agreement between school districts.

II. 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.** Public School Systems must only check 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) More than one may be checked.

N/A

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

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

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

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

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

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

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

Table 7-6 CONTINUED ELIGIBILITY

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

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

Table 7-7 TITLE I SKIPPED SCHOOLS

This table should only be completed if the LSS has received prior written approval from MSDE.

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

- The school meets the comparability requirements of section 1120(A)(c).
- The school is receiving **compensatory** funds from other state and local sources that are **spent in accordance with** the requirements of Sections 1114 and 1115. **(Services must be Title I-like.)**
- The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

Name of School(s) <i>Fill in the name of the schools not being served even though they may fall within rank order. (Refer to Attachment 4 A)</i>	Percent Poverty	Title I Allocation <i>Fill in the amount of Title I funding the school would have received if it continued to be served. Complete the Skipped School Allocation Worksheet.</i>	Amount and Source of Compensatory Funding <i>Funds must be earmarked for skipped schools and evident in the district budget.</i>

III. BUDGET INFORMATION

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

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.

Equitable share for private schools must be identified in lines 1 and 2.

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.**

Total Title I 2008-2009 Allocation		\$1,246,745 (Taken from the C-1-25)	
Reservations Requiring Equitable Services for Non-Public Schools Use these numbers in Table 7-9.	ACTIVITY	RESERVATION	DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)
	1	District-wide Title I Instructional Program(s) Reservation Federal Register (Reg). Sec. 200.64. (See Attachment 7 Guidance Document for examples.)	\$39,742

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.

	2	Parent Involvement (not less than 1%) Sec. 1118 (a)(3)(A)	\$21,157	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. Title 1 Night. Money will be used towards Materials & Supplies, Refreshments, Stipends, and Incentives at each school.
	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.)	\$60,899	

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.)	\$145,469	Title 1 Coordinator .75 Salary- \$64,747 Grant Accountant .5 - \$23,430 Associate .5 - \$14,833 Fixed Charges- \$38,917 Office Supplies- \$855 Travel/Mileage- \$687 Conferences/Administrative Meetings/Workshop Refreshments- \$2,00
	6	School Improvement Initiatives under NCLB (not less than 20%- of which 5% is for Choice and 5% for SES) Sec. 1116 (b)(10)(A) and Sec. 1116 (e)(6)	0.00	All schools making AYP
	7	Support to Low Performing Title I Schools Sec. 1116 (b)(4) A-B Local discretion. This reference describes required technical assistance.	0.00	
	8	Services to Neglected Children Sec. 1113(c)(3) (B)(C) Must reserve funds if N & D programs exist in the LSS.	0.00	
	9	Services for Homeless Children in Title I and Non-Title I Schools (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.	\$609	Materials – School Supplies – Transportation and Clothing if necessary.

	10	Professional Development for a LOCAL SCHOOL SYSTEM 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%.			
	11	Incentives for Title I Teachers (Local Discretion) (not more than 5%) for schools in improvement, corrective action, and restructuring. Sec. 1113(c)4		
	12	Total Reservations Not requiring Equitable Services (Use this number in Table 7-10 LINE 3.)	146,078	
	13	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.)		Total Non-Equitable LINE 12 \$ <u>146,078</u> Plus Equitable Reservations LINE 4 \$ <u>60,899</u> Equals \$ <u>206,977</u> Minus Administration – LINE 5 \$ <u>145,469</u> Equals: \$ <u>61,508</u>

Table 7-9				
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.				
<u>District-wide Instructional Program(s) Reservation</u>				
<u>0</u>	÷	_____	=	_____
Total # of <u>private school children</u> from low-income families including those going to schools in other LSSs Use figure in Column K of the Title I Allocation Excel Worksheet.		Total # of children from low-income families in <u>Title I Public Schools</u> Use figure in Column I of the Title I Allocation Excel Worksheet.		Proportion of reservation
<u>0</u>	x	_____	=	<u>0.00</u>
Proportion of reservation		reservation (Use the amount from Table 7-8, Line 1)		Total Proportional monies available for equitable services to private school participants
<u>Parental Involvement Reservation</u>				

<u>0.00</u>	÷	Total # of children from low-income families in <u>Title I Public Schools</u>	=	Proportion of reservation
Total # of private school children from low-income families including those going to schools in other LSSs Use figure in Column K of the Title I Allocation Excel Worksheet.		Use figure in Column I of the Title I Allocation Excel Worksheet.		
Proportion of reservation	x	reservation ⁷ (Use the amount from Table 7-8, Line 2)	=	<u>0.00</u> Total Proportional monies for equitable services to parents of private school participants
Total proportional monies for equitable instructional services and parent involvement activities for private school children. (Place this amount in Table 7-10, Line 3.) \$ <u>0.00</u>				

Table 7-10 BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)			
1	Total Title I Allocation (Use the amount shown on the C-1-25)	1,246,745	
2	Total reservations requiring equitable services. (Present final figure in Table 7-8, LINE 4)	Minus \$60,899	
3	Private School Equitable Share (Total from Table 7-9)	0.00	
4	Total Reservations not requiring Equitable Services (Use number presented in Table 7-8 LINE 12.)	Minus 146,078	
	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 N and O on the Title I Allocation Excel Worksheet.	Equals 1,039,768	
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 0. (Present this number in Table 4-A Nonpublic Cost.)	\$0.00	

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.

IF APPLICABLE, THE TITLE I SKIPPED SCHOOL ALLOCATION EXCEL WORKSHEET MUST BE SUBMITTED TO MSDE AS PART OF THE LSS MASTER PLAN.

Table 7-11 ESTIMATE OF TITLE I CARRYOVER

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. Note: Should something be said about how specific reservations must remain in the same category in the new budget? (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 2007-2008 allocation: \$ **\$1,131,910**
2. The estimated amount of Title I funds the school system will carryover as of September 30, 2008: \$ **0.00**
3. The estimated percentage of carryover Title I funds as of September 30, 2008 - **0%**
4. **Explain why this Carryover may occur.**
5. Within the past 3 years, has the system been granted a waiver? Yes No _____ Year

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

NOTE: FINAL CARRYOVER REPORT SHOULD BE SUBMITTED WITH THE OCTOBER MASTER PLAN UPDATE SUBMISSION. IF APPROPRIATE, THE CARRYOVER BUDGET, ANY AMENDMENTS AND REVISED NARRATIVE SHOULD BE SUBMITTED WITH THE FINAL MASTER PLAN UPDATE SUBMISSION.

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.

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

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

Budget Narrative Title 1-2009

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	\$64,747		\$64,747
202-16 Mid-Level Administration Instructional Admin. & Supervisor Other	Supervisor – Site Travel	.585 Per Mile Approx. 1,174 Miles	\$687		\$687
201-22 Administration Business Support Salaries & Wages	Accountant –Salary Strategy- #4.4.4	.50 FTE	\$23,430		\$23,430
202-16 Mid-Level Administration Instructional Admin. & Supervisor Salaries & Wages	Secretary- Salary Strategy- #4.4.4	.50 FTE	\$14,833		\$14,833
201-22 Administration Business Support- Supplies	Office Supplies Strategy- #4.4.4	90 Reams of Copy Paper = \$500 Supplies-Pens, Ink, Markers, Binders. Portfolios, Folders =\$500	\$855		\$855
202-16 Mid-Level Administrative Instructional Admin. & Supervisor - Other	Conference Related Costs for National Conf. Briefing for Supervisors & Admin. Meetings & Admin.PD Workshops Strategy # 3.6.17	Hotel, Meals & Travel Professional Development Workshop Refreshments	\$2,000		\$2,000
212-Fixed Charges Administrative Fringe	Salary- Supervisor- Secretary-Accountant	FICA Retirement, Workers Compensation, Health Insurance, Strategy # 4.4.4	\$38,917		\$38,917
Total Administration					\$145,469
203-205/9 Instructional Staff Development Contracted Services	Consultants to provide professional development training Strategy # 3.6.8 3.6.9 3.6.10	Coalition of Essential Schools - \$700 Consultant X 27 Days PAES- 9 Days GES- 6 Days WES- 12 Days ----- 1 Day County-\$700	\$18,900		\$18,900

203-205/9 Instructional Staff Development Salaries & Wages	Reading Coaches - Salary Strategy # 1.1.33	1 Reading Coach-Woodson Elementary School- \$74,029 1 Reading Coach-Greenwood Elementary School \$74,029 1 Reading Coach-Princess Anne Elementary School \$37,451	\$185,509		\$185,509
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 Conferences- & Professional Development Meetings-\$5000 \$42.50 per Quarterly Benchmarking/Leadership Meeting- X 8=Refreshments-\$340	\$5,340		\$5,340
203-205/09 Instruction – Staff Development Salaries & Wages	Meetings Strategy # 3.6.17 Instructional/Coaching-Meetings /Benchmarking Meetings Supervisor & Staff	Professional Development 4 Quarterly Leadership-Coaching Meetings Stipends ----- 4 Quarterly Benchmarking Meetings- Facilitators Stipends	\$5,760		\$5,760
212 Fixed Charges Staff Development	FICA Retirement, Workers Compensation, Health Insurance, Strategy # 4.4.4	Reading Coach =\$59,168 (FICA, Ret., WC, BC)	\$59,168		\$59,168
Total Instructional Development					\$274,677
203-205/01 Instruction Regular Programs Salaries & Wages	Stipends-SIT Meetings- Math & Reading Activity Strategy # 3.6.10	15 Elementary Reading & Math Teachers Per School X 20 Hourly X 10 Events Each = \$3000 X 3 Schools=\$9000	\$9,000		\$9,000
203-205/01 Instruction – Regular Programs Salaries & Wages	(22) Instructional Assistants- Salaries Strategy # 1.1.43 Princess Anne- #5 Woodson- #9 Greenwood - #8	PAES-\$114,680 WOODSON-\$210,986 GES-\$169,920	\$495,586		\$495,586
212 Fixed Charges Instructional Regular Programs	FICA Retirement, Workers Compensation, Health Insurance, Strategy # 4.4.4	Instructional Assistants \$246,597 Staff Dev. Stipends \$9000 (FICA & WC) = \$742	\$247,339		\$247,339

203-205/01 Instruction- Regular Programs- Supplies	Homeless Money Requirement	Supplies for Educational Program	\$609		\$609
203-205/01 Instruction- Regular Program Supplies	Supplies/Materials Strategy # 1.1.30 #1.1.47	<ul style="list-style-type: none"> • PAES- \$13,533 • GES- \$28,155 • Woodson- \$11,220 	\$52,908		\$52,908
203-205/01 Instruction – Regular Programs Other Supplies & Mats. Salaries & Wages	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 (Reading & Math) & Title 1 Parent Night & 1 Additional Parent requested Activity-per staff member X 4 Events @ 20.00 X 2 Hours X 12 Staff at WES- PAES- GES=\$5,760 Balance will be 60% for materials/supplies and 40% for refreshments/meals.	35.7%-GES-\$7,538 Refreshments Incentives- \$2,247 Materials & Supplies -\$3,371 Stipends- \$1,920 24.2%-PAES-\$5,110 Refreshments Incentives- \$1,276 Materials & Supplies -\$1,914 Stipends- \$1,920 40.3%-WES- \$8,509 Refreshments Incentives-\$2,636 Materials & Supplies -\$3,953 Stipends- \$1,920	\$21,157		\$21,157
Total Regular Programs					\$826,599
	TOTAL		\$1,246,745		\$1,246,745

ORIGINAL GRANT BUDGET	\$1,246,745	AMENDED BUDGET #		REQUEST DATE	08/08/08
GRANT NAME	Title I	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	7/1/2008	6/60/2010	
		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	23,430.00		855.00				24,285.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	79,580.00			2,687.00			82,267.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	510,346.00		62,755.00	6,159.00			579,260.00
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							
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	191,269.00	18,900.00		5,340.00			215,509.00
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				345,424.00			345,424.00
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	804,625.00	18,900.00	63,610.00	359,610.00	0.00	0.00	1,246,745.00

Finance Official Approval	Vicki Miller	8/8/2008	410-651-1616
	Name	Signature	Telephone #
Supt./Agency Head Approval	Dr. Karen-Lee Brofee	8/8/2008	410-651-1616
	Name	Signature	Telephone #
MSDE Grant Manager Approval			
	Name	Signature	Telephone #

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

DOCUMENTATION ATTACHMENTS

SOMERSET COUNTY PUBLIC SCHOOLS

7982A Crisfield Highway
Westover, MD 21871



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

Office of the Superintendent
Karen-Lee N. Brofee, Ed. D.

September 15, 2008

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:

Dear Parents and Guardians:

Please read the above information and sign that you have received this notification that your child is being taught by a non-highly qualified teacher. Please call or e-mail me with any questions, concerns, or need for further information.

I have received and read the Summary of Teacher Certification and Qualifications for my child's teacher.

Signature

Date

Educationally Yours,

Tracie Holland
Elementary/Title 1 Supervisor
410-621-6243
tholland@somerset.k12.md.us

SOMERSET COUNTY PUBLIC SCHOOLS

7982A Crisfield Highway
Westover, MD 21871



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

**Office of the Superintendent
Karen-Lee N. Brofee, Ed. D.**

El 15 de septiembre de 2008

El resumen de Maestro Certificación y Requisitos

Somos contentos del nivel de la habilidad y la competencia de nuestra fuerza de trabajo de maestro. Su niño es enseñado por un maestro que ejemplifica estas calidades y prepara el terreno para requisitos agradables para el respaldo muy preparado como prescrito en el no Niño Dejó Atrás (NCLB) la legislación.

La escuela:

El maestro:

El Grado colegial:

La Certificación de Maryland:

El área de la Certificación:

Estimados Padres y los Guardianes:

Lea por favor el encima de información y signo que usted ha recibido esta notificación que su niño es enseñado por un maestro no-muy preparado. Por favor llamada o me manda correo electrónico con cualquier preguntas, concierne, o necesita para la información adicional.

He recibido y leí el Resumen de Maestro Certificación y Requisitos para el maestro de mi niño.

Fecha de firma

Desde el punto de vista educativo Suyo,

**Tracie Holanda Elemental/Título 1 410-621-6243 de Supervisor
tholland@somerset.k12.md.us**



Somerset County Public Schools

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

7982A Crisfield Highway
Westover, MD 21871
www.somerset.k12.md.us
Telephone: 410.651.1616
Instructional Fax: 410.651.2931
Administrative Fax: 410.651.3566

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

July 30, 2008

PARENT NOTIFICATION REQUIRED BY NO CHILD LEFT BEHIND – NCLB

Dear Parents:

The federal law, the *No Child Left Behind Act* (NCLB) was signed into effect by President Bush. Every school system that receives Title I funds must ensure that all teachers were highly qualified no later than the end of the 2006-2007 school year. Continual and constant communications between educators, parents, and the community should always be an integral component of the school program. The reform 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 by September 15, 2008 if your child is in a classroom with a non-highly qualified teacher, or a 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, Early Childhood, Elementary Ed, Title I



Somerset Escuelas Públicas del Condado

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

7982A Crisfield Highway
Westover, MD 21871
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Administrative Fax: 410.651.3566

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

30 de julio de 2008

Padre de notificación exigidos por Ningún Niño Se quede Atrás - NCLB

Estimados padres:

La ley federal, la No Child Left Behind Act (NCLB) fue firmado en efecto por el Presidente Bush. Cada sistema escolar que recibe fondos del Título I debe garantizar que todos los profesores eran altamente calificados a más tardar al final de la 2006-2007 año escolar. Continua y constante comunicación entre los educadores, los padres, y la comunidad siempre debe ser un componente integral del programa escolar. El la reforma de esta ley le da derecho a solicitar y recibir información sobre la la cualificación profesional de su hijo maestro del salón de clases, incluyendo:

- Cualquier universidad o título universitario o de certificación en poder de la profesor
- El tema del grado de maestro o de certificación
- Si el maestro está certificado por el Estado de Maryland a enseñar un determinado grado o área temática.
- Si el profesor titular de un certificado provisional
- Si su niño se sirve de paraprofesionales y, en caso afirmativo, las calificaciones de los paraprofesionales.

Una carta será enviada antes del 15 de septiembre de 2008 si su hijo está en una clase con un no docente altamente cualificado, o un compromiso a largo plazo de sustitución. Si desea recibir esta información sobre su hijo del maestro del salón de clases, por favor haga la solicitud por escrito a director de la escuela. El director entonces proporcionar la información a usted en forma oportuna manera, en la mayoría de los casos dentro de los treinta (30) días hábiles.

Atentamente,

Tracie Holanda
Supervisor, la primera infancia, Ed elemental, título I

Date Submitted: November 18, 2003	Number: 800-11
Date Revised: October 17, 2006	
Subject: Title I Parent Involvement Policy	Date Approved: December 16, 2003 November 21, 2006 Date Reviewed: October 17, 2006 Date Effective: November 21, 2006

POLICY

**SOMERSET COUNTY
BOARD OF EDUCATION**

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:

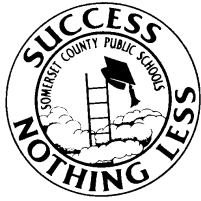
- recommendations to each participating school for parent involvement plan revisions
- suggestions for revising school improvement plans, as they relate to parent involvement

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

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

7982A Crisfield Highway
Westover, MD 21871
www.somerset.k12.md.us
Telephone: 410.651.1616
Instructional Fax: 410.651.2931
Administrative Fax: 410.651.3566

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

May 19, 2008

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.

- | |
|---|
| <p>Title I: Provides assistance to help ensure that all children have the opportunity to obtain high quality education.</p> <p>Title II: Part A provides assistance to help increase student achievement by improving teacher and principal quality.</p> <p>Title II: Part D provides assistance to improve student achievement through the use of technology in schools.</p> <p>Title III: Provides assistance in teaching English to limited English proficient students.</p> <p>Title IV: Supports programs to prevent violence in and around schools.</p> |
|---|

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, 2008.

Sincerely,

Douglas A. Bloodsworth, Jr.

SEA 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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May 19, 2008

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.

- | |
|---|
| <p>Title I: Provides assistance to help ensure that all children have the opportunity to obtain high quality education.</p> <p>Title II: Part A provides assistance to help increase student achievement by improving teacher and principal quality.</p> <p>Title II: Part D provides assistance to improve student achievement through the use of technology in schools.</p> <p>Title III: Provides assistance in teaching English to limited English proficient students.</p> <p>Title IV: Supports programs to prevent violence in and around schools.</p> |
|---|

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, 2008.

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



Somerset County Public Schools

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

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Westover, MD 21871
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Stan Pruitt

June 20, 2008

Mr. Ronald Hollis, Pastor
The Elim Fellowship of the Eastern Shore
30529 Prince William Street
Princess Anne, MD 21853

Dear Mr. Hollis:

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.

- | |
|---|
| <p>Title I: Provides assistance to help ensure that all children have the opportunity to obtain high quality education.</p> <p>Title II: Part A provides assistance to help increase student achievement by improving teacher and principal quality.</p> <p>Title II: Part D provides assistance to improve student achievement through the use of technology in schools.</p> <p>Title III: Provides assistance in teaching English to limited English proficient students.</p> <p>Title IV: Supports programs to prevent violence in and around schools.</p> |
|---|

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, 2008.

Sincerely,

Douglas A. Bloodsworth, Jr.

ESEA Participation Form

Mr. Hollis

The Elim Fellowship of the Eastern Shore

_____ 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

