

# Bridge to Excellence

## 2011 Master Plan and Race to the Top

*Annual Update*



November 22, 2011

**Bridge to Excellence  
2011 Master Plan and Race to the Top**

**Annual Update**

**Part II**

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**Bridge to Excellence Master Plan  
2011 Annual Update**

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

**Part 2: Attachments—Due: August 15, 2011**

**Local School System Submitting This Report:** Howard County Public School System

**Address:**

10910 Route 108  
Ellicott City, MD 21042

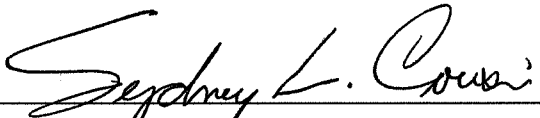
**Local Point of Contact:**

**Name:** Caryn D. Lasser

**Telephone:** 410-313-1270

**E-Mail:** caryn\_lasser@hcpss.org

**WE HEREBY CERTIFY** that, to the best of our knowledge, the information provided in the 2011 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)**

November 22, 2011  
\_\_\_\_\_  
**Date**

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

November 22, 2011  
\_\_\_\_\_  
**Date**

**ATTACHMENT 4-A and B  
SCHOOL LEVEL BUDGET SUMMARY  
Fiscal Year 2012**

**Local School System: Howard County Public Schools (LEA 13)**

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

<b>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</b>	<b>School ID</b>	<b>Percent Poverty Based on Free and Reduced Price Meals</b>	<b>Title I-A Grants to Local School Systems</b>	<b>Title I-D Delinquent and Youth At Risk of Dropping Out</b>	<b>Title II, Part A Teacher and Principal Training and Recruiting Fund</b>	<b>Title III-A English Language Acquisition</b>	<b>Other</b>	<b>Other</b>	<b>Total ESEA Funding by School</b>
Homewood School	801	57.85%							
Bryant Woods Elementary (SW)	510	50.29%	\$104,915.02						
Steven's Forest Elementary (SW)	608	48.50%	\$91,176.15						
Laurel Woods Elementary (SW)	618	45.41%	\$163,617.47						
Talbott Springs Elementary (SW)	609	44.73%	\$158,309.27						
Phelps Luck Elementary (SW)	612	43.39%	\$175,482.86						
Running Brook Elementary (TAS)	515	42.34%	\$106,476.26						
Cradlerock Lower (TAS)	616	41.35%	\$119,590.63						
Cradlerock Upper	617	39.52%							
Deep Run Elementary (TAS)	103	37.39%	\$144,258.15						
Swansfield Elementary (TAS)	517	35.54%	\$120,527.38						
Longfellow Elementary (TAS)	514	35.51%	\$94,923.11						
Oakland Mills Middle	610	34.35%				\$29,584.00			
Wilde Lake Middle	512	34.19%							
Patuxent Valley Middle	621	31.44%				\$33,391.50			
Harper's Choice Middle	518	31.10%							
Guilford Elementary (TAS)	602	30.99%	\$93,049.63						
Murray Hill Middle	624	30.71%				\$26,060.00			



Oakland Mills High	611	30.39%				\$29,584.00			
Jeffers Hill Elementary	613	27.45%							
Bollman Bridge Elementary	620	27.41%							
Wilde Lake High	516	26.36%							
Hammond High	619	24.51%				\$26,060.00			
Long Reach High	623	24.42%				\$33,391.50			
Mayfield Woods Middle	104	24.37%							
Atholton Elementary	603	22.85%							
Forest Ridge Elementary	622	21.17%							
Waterloo Elementary	604	19.71%							
Veterans Elementary	219	18.92%				\$45,179.04			
Hollifield Station Elementary	217	18.20%							
Reservoir High	527	18.07%							
Cedar Lane School	522	15.56%							
Gorman Crossing Elem	625	15.26%							
Elkridge Elementary	101	14.86%							
Elkridge Landing Middle	106	14.54%							
Dunloggin Middle	211	13.77%							
Bonnie Branch Middle	108	13.36%							
Bellows Spring Elementary	218	11.72%							
Mt. Hebron High	207	11.25%							
Hammond Middle	607	10.20%							
Rockburn Elementary	105	9.58%							
Howard High	203	9.37%							
Patapsco Middle	209	9.26%							
Ellicott Mills Middle	202	8.68%							
Lisbon Elementary	407	8.64%							
Burleigh Manor Middle	216	7.56%							
Hammond Elementary	606	7.45%							
Clemens Crossing Elementary	520	7.36%							
Centennial High	214	6.86%							

St. John's Lane Elementary	204	6.24%								
Thunder Hill Elementary	605	6.22%								
Centennial Lane Elementary	210	6.07%								
Atholton High	509	5.83%								
Manor Woods Elementary	305	4.95%								
Northfield Elementary	208	4.78%								
Marriotts Ridge High	308	4.67%								
West Friendship Elementary	302	4.45%								
Fulton Elementary	525	4.27%								
Triadelphia Ridge Elem	306	4.19%								
River Hill High	524	4.01%								
Waverly Elementary	215	3.58%								
Ilchester Elementary	107	3.29%								
Glenwood Middle	405	3.01%								
Lime Kiln Middle	526	2.73%								
Folly Quarter Middle	307	2.60%								
Worthington Elementary	213	2.43%								
Mount View Middle	304	2.20%								
Pointer's Run Elementary	523	2.18%								
Glenelg High	404	2.11%								
Bushy Park Elementary	406	1.87%								
Dayton Oaks Elementary	528	1.35%								
Clarksville Middle	521	0.88%								
Clarksville Elementary	505	0.38%								
<b>Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column N.)</b>						<b>\$1,372,325.95</b>		<b>\$878,820</b>	<b>\$223,250.04</b>	
<b>School System Administration (For Title I, Use Table 7-8 LINE 5)</b>						<b>\$285,237.94</b>		<b>\$16,768</b>	<b>\$6,991.00</b>	

System-wide Programs and School System Support to Schools (For Title I, Use Table 7-8 LINE 13)			\$143,250.28			\$164,705.96			
Nonpublic Costs (For Title I, Use Table 7-10 LINE 7)			\$2,497.98		\$59,319	\$0.00			
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			\$1,801,338.00		\$954,907	\$394,947.00			

<b>ATTACHMENT 5-A</b> <b>TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]</b> <b>Fiscal Year 2012</b>	<b>Local School System:</b> _____Howard County_____
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Local school systems may transfer ESEA funds by completing this page as part of the Bridge to Excellence Master Plan Annual Update submission, or at a later date by completing and submitting a separate Attachment 5-A form. Receipt of this Attachment as part of the Annual Update will serve as the required 30 day notice to MSDE. A local school system may transfer up to 50 percent of the funds allocated to it by formula under four major ESEA programs to any one of the programs, or to Title I (Up to 30 percent if the school system is in school improvement)<sup>1</sup>. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

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

Funds Available for Transfer	Total FY 2012 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 II-A Teacher Quality						
Title II-D Ed Tech						
Title IV-A Safe and Drug Free Schools & Communities						

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

**ATTACHMENT 5-B  
 CONSOLIDATION OF ESEA FUNDS FOR LOCAL  
 ADMINISTRATION [Section 9203]  
 Fiscal Year 2012**

Local School System: \_\_\_\_\_Howard County\_\_\_\_\_

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 III-A (Limit: 2 Percent)		Total ESEA Consolidation (Reasonable and Necessary)
\$	\$		\$		\$



**ATTACHMENT 6-A  
NONPUBLIC SCHOOL INFORMATION FOR  
ESEA PROGRAMS  
Fiscal Year 2012**

Local School System: \_\_\_\_\_Howard County\_\_\_\_\_

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, and Title III 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 III-A		Comments (Optional)
	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	
Bethel Christian Academy P.O. Box 406 Savage, MD 20763	Private School						
	Public School						
	Neutral Site			39			
Bet Yeladim 8910 Route 108 Columbia, MD 21045	Private School						
	Public School						
	Neutral Site			35			
Bright Stars Learning Academy 5890 Cedar Lane Columbia, MD 21044	Private School						
	Public School		3		14		
	Neutral Site						

**ATTACHMENT 6-A  
NONPUBLIC SCHOOL INFORMATION FOR  
ESEA PROGRAMS  
Fiscal Year 2012**

Local School System: \_\_\_\_\_Howard County\_\_\_\_\_

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, and Title III 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 III-A		Comments (Optional)
	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	
Glenelg Country School 12793 Folly Quarter Road Ellicott City, MD 21042	Private School			174			
	Public School						
	Neutral Site						
Glenwood Country Day School 16151 Old Frederick Road Mt. Airy, MD 21771	Private School			4			
	Public School						
	Neutral Site						
Linwood Center, Inc. 3421 Martha Bush Drive Ellicott City, MD 21043	Private School						Did not respond to request for info
	Public School						
	Neutral Site						

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION FOR</b> <b>ESEA PROGRAMS</b> <b>Fiscal Year 2012</b>	<b>Local School System:</b> _____ <b>Howard County</b> _____
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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, and Title III services. Use separate pages as necessary.**

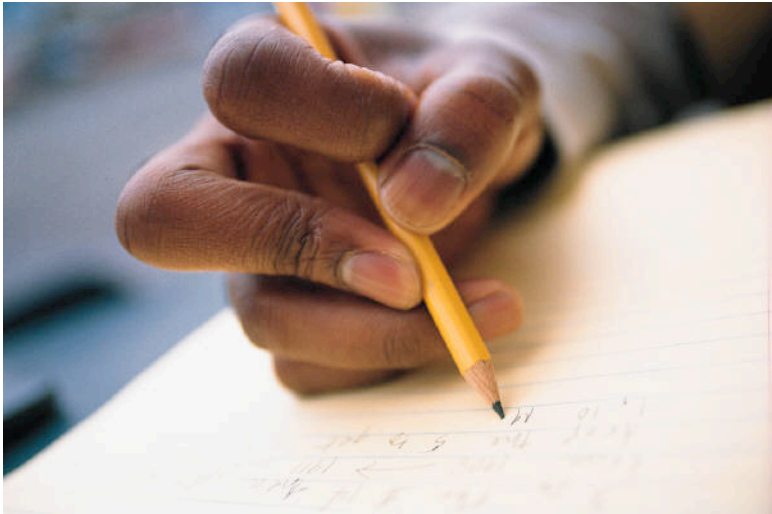
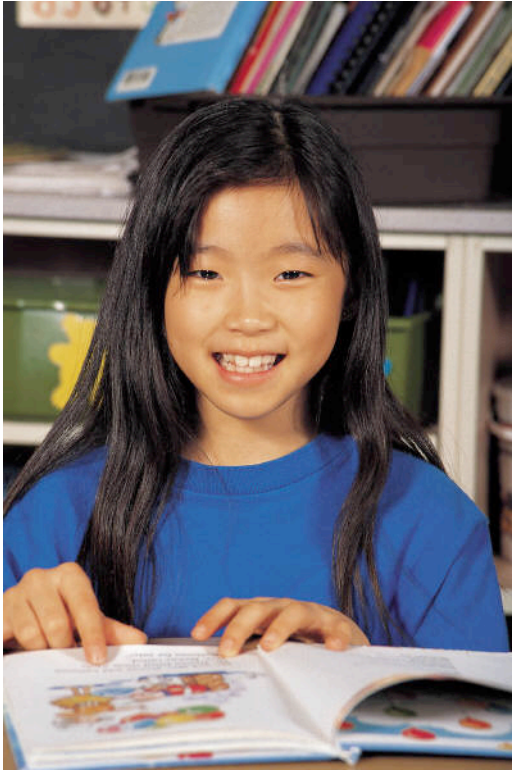
NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A			Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
Our Lady of Perpetual Help 4801 Ilchester Road Ellicott City, MD 21043	Private School			20			
Public School							
Neutral Site							
Resurrection-St. Paul School 3155 Paulskirk Drive Ellicott City, MD 21042	Private School			38			
Public School							
Neutral Site							
St. Augustine School 5990 Old Washington Road Ellicott City, MD 21075	Private School			18	5	1	
Public School							
Neutral Site							

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION FOR</b> <b>ESEA PROGRAMS</b> <b>Fiscal Year 2012</b>	<b>Local School System:</b> _____ <b>Howard County</b> _____
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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, and Title III 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 III-A		Comments (Optional)
	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	
St. John’s Parish Day School 9130 Frederick Road Ellicott City, MD 21042	Private School			30			
	Public School						
	Neutral Site						
St. Louis School 12500 Clarksville Pike Clarksville, MD 21029	Private School	4		40			
	Public School						
	Neutral Site						
Trinity School 4985 Ilchester Road Ellicott City, MD 21041	Private School			4			
	Public School						
	Neutral Site						

# Attachment 7



## Title I, Part A Improving Basic Programs LEA: Howard County Public School System SY 2011-2012



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

Local Educational Agency: <u>Howard County Public School System</u> Fiscal Year: <u>2012</u>
Title I Coordinator: <u>Caroline Walker</u>
Telephone: <u>410-313-6761</u> E-mail: <a href="mailto:caroline_walker@hcpss.org">caroline_walker@hcpss.org</a>

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

Describe the LEA’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 SUBMITTED AS SECTION IV.

A. ***SCHOOLS IN IMPROVEMENT:***

1. **DESCRIPTION** of the process the school and/or LEA follows to inform parents of each student enrolled in a Title I school IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS. Complete letters a-c. Sec. 1116 (b)(6)(A-E)

- a. Based on the 2011 administration of the Maryland School Assessment, does the LEA have any Title I schools IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS?  
 Yes  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 THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS. 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 2011-2012 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 LEA 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 Educational Agency will use to inform parents of students attending a Title I school IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS about student transfer (Choice) 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 LEA be offering SES this year? \_\_\_\_ Yes \_\_\_\_ No
- c. What date(s) were parents notified about the SES option? \_\_\_\_\_
- d. Describe how the LEA informs parents about the SES program and their choices of Providers.
- e. What is the projected start-up date for these services? \_\_\_\_\_
- f. Will the LEA provide a summer SES program? \_\_\_\_ Yes \_\_\_\_ No  
  
**If yes**, what is the projected start-up date \_\_\_\_\_ **and** what is the projected duration of the program? \_\_\_\_\_
- g. 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 Educational Agency will use for the 2011-2012 school year. Attachments should include supporting information for parents, i.e. current 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 for school improvement are not adequately addressed, **describe** steps the LEA will 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 LEA notifies the parents of each student attending any Title I schools that they may request information regarding the professional qualifications of their child’s classroom teacher (known as “Parent’s Right to Know”).
    - Principals will send home the Superintendent’s letter to all families of students in Title I schools. This letter will inform parents of their “right to know” teacher qualifications by October 31<sup>st</sup>. The letter is translated into Spanish, Korean, Chinese, and Vietnamese. If additional languages are needed translation or interpreting will be provided. (Refer to Appendix A for a copy of the Superintendent’s 2010-2011 letter.)
    - Schools will also place this information in newsletters, websites and other tools to communicate to parents at least one other time during the year.
  - 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.
    - Principals will send home letters to parents of students in Title I schools not taught by highly qualified teachers within one week of the distribution of the Superintendent’s Letter and within four weeks of when staff assignments change. (Refer to Appendix B for a copy of the principal’s 2010-2011 letter.) The letters will be translated into Spanish, Korean, Chinese, and Vietnamese. If additional languages are needed provisions will be made.
    - After receiving the principal’s letter, parents who call the school to discuss the not highly qualified identification of their child’s teacher will be invited to the school for a principal/parent conference.
  - c. Identify by name, title, and department the person(s) responsible for ensuring compliance with Section 1111(h)(6)(A).
    - Kelly Hearn, Manager of Certification/Licensure and Accountability in the Office of Human Resources will ensure the activities will take place.
  - d. Describe how the LEA coordinates Highly Qualified notification between Human Resources, the Title I Office, and school administration (for a. **and** b. in this section).

- Prior to the start of school, the HCPSS’s Office of Human Resources will notify Title I principals and Caroline Walker, Coordinator of Academic Intervention and Title I Programs, the names of specific staff members believed not to be highly qualified. The Title I principals are Chanel Morris, Principal of Bryant Woods, Jason McCoy, Principal of Cradlerock, Tricia McCarthy, Principal of Deep Run, Genee Varlack, Principal of Guilford, Susan Brown, Principal of Laurel Woods, Pamela Akers, Principal of Longfellow, Sean Martin, Principal of Phelps Luck, Troy Todd, Principal of Running Brook, Ron Morris, Principal of Stevens Forest, Molly Ketterer, Principal of Swansfield, and Nancy Thompson, Principal of Talbott Springs.
  - Principals will meet privately with specific staff members to determine if the not highly qualified identification is appropriate. For example, some teachers may have completed course work or tests during the summer break but have not notified the Office of Human Resources of the pending change in their credentials.
  - Within four weeks of the start of school year 2011-2012, Caroline Walker will meet with Title I Administrators and the Elementary Administrative Directors to discuss the processes for identifying substitutes and determining highly qualified status.
  - If, during the year, students receive instruction by a not highly qualified teacher or long-term substitute in the core academic content areas, principals will send home letters to the parents of these students.
  - Quarterly, Suzanne Zilber, Manager of Classified and Temporary Services, Lasheda Young, Specialist, Teacher Certification, and Julie Knauer, Title I Technical Assistant, will review the substitute reports to ensure all long-term (more than four weeks) substitutes are highly qualified.
- e. Describe how the LEA ensure the Highly Qualified status of teachers assigned to Title I schools is maintained.
- The Highly Qualified status of teachers is ensured by:
    1. The regular review of certification/highly qualified status of teachers of record.
    2. Teacher candidates are reviewed to ensure highly qualified status.
    3. Administrators will consider certification/highly qualified status as part of the transfer process.
  - Additionally, The Howard County Public School System, Office of Human Resources, will communicate with appropriate central office staff, Title I school principals, and teachers who are not highly qualified throughout the year.
  - The Office of Human Resources will continue to notify schools that Maryland’s High, Objective, Uniform State Standard of Evaluation (HOUSSE) is available on the MSDE web site and in print format in the HCPSS Certification Office. This guide provides teachers with methods to achieve “highly qualified” status using one of several options under NCLB.

- HCPSS’s Office of Human Resources will continue to make numerous presentations on NCLB requirements to a variety of audiences, which include school faculty meeting attendees, small groups of teachers, team meeting attendees, central office personnel, countywide special education team leaders, individual teachers, and school administrators.

2. **DOCUMENTATION: Include** sample copies of English and translated letters that will be used to meet the requirements (for **a.** and **b.**) in school year 2011-2012.

3. Are all paraprofessionals in Title I schoolwide 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 LEA does not have any Title I schoolwide programs, proceed to Section D - Targeted Assistance.

1. For LEAs 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 in consolidating funds for schoolwide programs. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.

HCPSS is not consolidating funds, rather, it is coordinating resources. Title I staff meet with the administrators of the schoolwide sites to determine how Title I funds can best support their instructional needs. Funds are used to provide supplemental instructional materials as well as additional family involvement monies. All expenditures must be approved by the Title I Office which is also responsible for ordering all requested materials and supplies. For each of the *10 Components*, the HCPSS is using local funds in addition to Title I funds to ensure the component is met. For example, a comprehensive needs assessment, as required in the first component, is conducted with support from the operations-funded technology and assessment offices.

The Title I Technical Assistant tracks spending by each Title I school and reconciles to the HCPSS accounting system (IFAS) on a monthly basis, making sure that the beginning balance, monthly expenditures, and ending balance for each Title I account tie out with her own Excel spreadsheets. The HCPSS Title I Office also works closely with HCPSS’s Grants Accountant to ensure that his accounting matches what is displayed in the accounting system.

b. Describe the process to ensure that the *10 Components of a Schoolwide Program* are part of the development, peer review, implementation, and monitoring of Schoolwide/School Improvement Plans.



During the creation of the schoolwide program/school improvement plan, the staff at the schoolwide program schools receive assistance from Caroline Walker, Coordinator of Academic Intervention and Title I Programs, Kelly Jenkins, Specialist, Academic Intervention and Title I Programs, and Amy Tieperman, Title I Support Teacher. The Coordinator, Specialist, and Title I Support Teacher ensure that each program and its school improvement plan includes the *10 Components* through a technical review. After receiving technical support from the Coordinator, Specialist and/or Title I Support Teacher, each school is visited by Caroline Walker, Coordinator of Academic Intervention and Title I Programs, and select members of the HCPSS Student Support Team, which may include Diane Martin, Director, Student, Family, and Community Services, Marion Miller or Arlene Harrison, Elementary Administrative Directors, Patty Daley, Director, Special Education, and Marie DeAngelis, Director, Elementary Curricular Programs. The plans will also be monitored for alignment with parent involvement policies.

Prior to the end of October, School Improvement Plans will be submitted to the Elementary Administrative Directors. The School Support Team (SST) will review all plans and selected schools identified for targeted support will receive feedback. Four members of the SST (Diane Martin, Director of Student, Family, and Community Services, Marie DeAngelis, Director of Elementary Curriculum and Instruction, Marion Miller, Director of Elementary School Administration, and Arlene Harrison, Director of Elementary School Administration) have received additional training on the required components of the Schoolwide Program. In November, the SST will provide feedback on the selected School Improvement Plans. Schools will participate in a peer review process. Additionally, School Improvement Teams meet throughout the year and during these meetings the School Improvement Plans may be modified.

In November, Caroline Walker, Coordinator of Academic Intervention and Title I Programs, Kelli Jenkins, Academic Intervention and Title I Programs Specialist, and Amy Tieperman, Title I Support Teacher, will review the schoolwide programs' school improvement plans using a rubric which incorporates the *10 Components* and will provide feedback to the schools. In January, the plans will be peer-reviewed at that month's PLC (Professional Learning Community) meeting by the other Title I administrators. Additional monitoring will take place throughout the year.

- c. If any of the 10 Components of the schoolwide plan are not adequately addressed, describe steps the LEA will take to ensure that revisions to schoolwide plans occur in a timely manner.

After the November review, Caroline Walker, Coordinator of Academic Intervention and Title I Programs, and Amy Tieperman, Title I Support Teacher, will meet with the schoolwide programs and instruct them to revise their schoolwide plans in accordance with the *10 Components*, if any have not been addressed. Follow-up from Marion Miller or Arlene Harrison, Elementary Administrative Directors, will be provided as needed.

- d. Describe specific steps to be taken by the LEA to review and analyze the effectiveness of schoolwide programs.

During the 2011-2012 school year, the Title I School Programs will be reviewed and analyzed in the following ways:

- At each school, the designated intervention teachers will collect the following types of documentation:

- Schoolwide ranking by multiple selection criteria
  - Teachers' schedules with groups of students being served
  - Documentation of professional development events funded by Title I that directly support the needs of schoolwide students.
  - The Title I Office staff will regularly review the documentation the Schoolwide Program teachers are collecting.
  - Administrators of the Title I schools will regularly observe and monitor the Title I programs at their schools.
  - The Title I Office staff will informally and formally observe the Title I teachers a minimum of two times per semester and then meet with them within a week of the observation, usually the same day, to conference and provide feedback.
  - Each Title I school will have data discussions to monitor student progress.
  - The Title I Office staff will work with Title I teachers at regular Title I meetings and at school level meetings to assess student progress.
- 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.

Extended learning time is coordinated by the Title I participating schools. Title I school administrators work with Title I teachers to maximize extended learning time. Schoolwide Title I administrators include Chanel Morris, Principal of Bryant Woods, Winnie Dreier, Assistant Principal of Bryant Woods, Susan Brown, Principal of Laurel Woods, Rhonda Inskeep, Assistant Principal of Laurel Woods, Sean Martin, Principal of Phelps Luck, Nancy Ottey, Assistant Principal of Phelps Luck, Ron Morris, Principal of Stevens Forest, Patricia Lannon, Assistant Principal of Stevens Forest, Nancy Thompson, Principal of Talbott Springs, and Jennifer Anderson, Assistant Principal of Talbott Springs. Intervention teachers frequently provide extended support to individual students in addition to providing instruction to their scheduled groups. While students are preparing to end the day, some teachers continue to work with the students assigned to them for supplemental services. Title I teachers have received training through the Title I Office in Knowing the Learner. These extensions in support services facilitate excellence in teaching and learning. For the 2011-2012 school year, all Title I schools will have tutoring in mathematics provided by the Howard County Public School System for below grade level students. The mathematics tutoring will be supervised by the mathematics support teachers at each school and centrally by Kay Sammons, Coordinator of Elementary Mathematics. All Title I schools may have additional reading and/or math tutoring funded by Title I. In conjunction with the Title I Coordinator, this tutoring will be supervised by Fran Clay, Coordinator of Elementary Reading. All tutors will be highly qualified Howard County teachers who work with below grade level students to accelerate their reading and mathematics skills. All five of the Title I schoolwide schools (Bryant Woods, Laurel Woods, Phelps Luck, Stevens Forest, and Talbott Springs) are also 21<sup>st</sup> Century Community Learning Centers. These programs are supervised by Marty Cifrese, BRIDGES Program Manager. These programs run over 70 days afterschool during the regular school year and provide both academic instruction and enrichment activities. In addition to the LSS Title I Coordinator, Kelli Jenkins, Academic Intervention and Title I Programs Specialist, and Amy Tieperman, Title I Support Teacher, will be responsible for monitoring the parent involvement activities of the Title I schools. Students in who are performing below grade level in reading and/or mathematics are invited to attend the extended year Academic Intervention Summer Program. The Academic Intervention Summer

Program is organized by the Office of Academic Intervention and Title I Programs lead by Caroline Walker, Coordinator of Academic Intervention and Title I Programs. This program provides 19 half-days of accelerated instruction in reading and mathematics. Transportation is provided for all participants at no charge to the families. Parents are invited to a program orientation, and receive newsletters and progress reports from the teachers during the four weeks of the program. They are notified if the child is absent on any day that the program is in session. Assessments are given to monitor student progress. At the elementary level, reading pre- and post-tests assess comprehension, fluency, and decoding. Mathematics pre- and post-tests assess grade appropriate calculation and problem solving skills. Because of the Howard County Public School System's emphasis on continuous improvement, the extended-year Academic Intervention Summer Program increases opportunities for accelerated learning and the elimination of achievement gaps. For Academic Intervention Summer School 2012, Title I will fund additional teachers and materials at the five participating Title I schoolwide schools.

- f. In addition to the Title I Coordinator, identify other central office staff by name, title, and department responsible for monitoring the 10 components in schoolwide plans, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness.

In the Department of Student, Family, and Community Services, in addition to the LSS Title I Coordinator, Caroline Walker, the Title I and Academic Intervention Specialist, Kelli Jenkins, and the Title I Support Teacher, Amy Tieperman, will be responsible for monitoring the activities of the Title I schools. Diane Martin, Director of Student, Family, and Community Services and Clarissa Evans, Executive Director of School Improvement and Curricular Programs, will provide support and monitoring for the Title I Office. Title I administrators Chanel Morris, Principal of Bryant Woods, Winnie Dreier, Assistant Principal of Bryant Woods, Susan Brown, Principal of Laurel Woods, Rhonda Inskip, Assistant Principal of Laurel Woods, Sean Martin, Principal of Phelps Luck, Nancy Ottey, Assistant Principal of Phelps Luck, Ron Morris, Principal of Stevens Forest, Patricia Lannon, Assistant Principal of Stevens Forest, Nancy Thompson, Principal of Talbott Springs, and Jennifer Anderson, Assistant Principal of Talbott Springs, are responsible for monitoring their individual school plans. The Administrative Directors and Director of Elementary Curricular Programs, Marie DeAngelis, Director of Elementary Curriculum and Instruction, Marion Miller, Director of Elementary School Administration, and Arlene Harrison, Director of Elementary School Administration, will provide additional support and supervision to the schools and their administrative staff members. The Title I Coordinator and Title I Technical Assistant, Julie Knauer, support the schools with fiduciary compliance. Terry Brukiewa, Senior Accountant in Accounting Services, supports the Title I Office in meeting fiscal requirements. He is supervised by the Director of Finance, Beverly Davis.

2. **For LEAs with 1003g SIG Funds:** Describe how the LEA will insure that the 10 components for schoolwide are intergraded throughout the schools' models.

#### ***D. TARGETED ASSISTANCE SCHOOLS:***

If the LEA does not have any Title I targeted assistance programs, proceed to Section E - Parent Involvement.

- 1. DESCRIBE the step-by-step process including timelines/dates used to identify eligible children most in need of services. Include in the description how students are ranked using multiple selection (academic) criteria. (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)

Students were ranked over the summer based on data from the previous school year. Over the summer, schools were provided with the data to identify the eligible children (grades 1-5) most in need of services, so they can get started as soon as possible. In October/November, teachers will prepare data for kindergarten students and the Title I, Assessment, and Technology Offices will provide the schools with the ranked data by the end of the fall semester. The students in grades 1-5 will be re-ranked by the start of the spring semester.

Students were ranked over the summer based on data from the previous school year. The Title I staff worked in conjunction with the Assessment Office, the Title I school administrators, Title I teachers, and the elementary curriculum coordinators to determine appropriate criteria.

Rising kindergarten and pre-K students are ranked in reading and mathematics based on the following measures:

- Reading local assessments
- Reading benchmarks (when appropriate)
- Reading developmental levels (when appropriate)
- Mathematics local assessments
- Teacher judgment in reading (pre-K only) and mathematics.

Rising first and second grade students are ranked in reading and mathematics based on the following measures:

- On, Above, and Below grade level teacher judgment data in both reading and mathematics
- Reading benchmarks
- Reading developmental levels
- Mathematics local assessments.

Rising third grade students are ranked in reading and mathematics based on the following measures:

- On, Above, and Below grade level and teacher judgment data in both reading and mathematics
- Reading benchmarks
- Mathematics local assessments
- Stanford 10 scores in reading and mathematics.

Rising fourth and fifth grade students are ranked in reading and mathematics based on the following measures:

- On, Above, and Below grade level data in both reading and mathematics
- Reading and mathematics local assessments
- Maryland State Assessment (MSA) scores in reading and mathematics.

As students transfer into Title I schools, they may be added to the ranking. Between September and November, students will be ranked in schools planning to serve kindergarten students. Students will additionally be re-ranked prior to the spring semester. This data will form a list of students that will receive academic interventions in reading and mathematics. After receiving the ranking, the Title I schools will engage in data conversations to establish groups based on the needs of students. The schools will flexibly group, progress monitor, and make changes to groups as needed. The schools will also use the data conversations to inform instruction, specifically, by using exit tickets, unit tests, and local assessments to determine which skills students are failing to master and then adjust instruction accordingly. They will use the ranking to schedule interventions and inform families of the students' participation in Title I.

2. **DESCRIBE** how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and **supplemental** instructional strategies **for small groups of identified students. (In Maryland, small group constitutes no more than 8 students to one teacher.)** 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.

Extended learning time is coordinated by the Title I participating schools. Title I school administrators work with Title I teachers to maximize extended learning time. Title I administrators include Jason McCoy, Principal of Cradlerock, Kathy Carter, Assistant Principal of Cradlerock, Tricia McCarthy, Principal of Deep Run, Julie Moraz, Assistant Principal of Deep Run, Genee Varlack, Principal of Guilford, Connie Stahler, Assistant Principal of Guilford, Pamela Akers, Principal of Longfellow, Laurel Marsh, Assistant Principal of Longfellow, Troy Todd, Principal of Running Brook, Deborah Caldwell, Assistant Principal of Running Brook, Molly Ketterer, Principal of Swansfield, and Lenore Schiff, Assistant Principal of Swansfield. Title I teachers frequently provide extended support to individual students in addition to providing instruction to their scheduled groups. While students are preparing to end the day, some teachers continue to work with the students assigned to them for supplemental services. Title I teachers have received training through the Title I Office in Knowing the Learner. These extensions in support services facilitate excellence in teaching and learning. For the 2011-2012 school year, all Title I schools will have tutoring in mathematics provided by the Howard County Public School System for below grade level students. The mathematics tutoring will be supervised by the mathematics support teachers at each school and centrally by Kay Sammons, Coordinator of Elementary Mathematics. All Title I schools may have additional reading and/or math tutoring funded by Title I. In conjunction with the Title I Coordinator, this tutoring will be supervised by Fran Clay, Coordinator of Elementary Reading. All tutors will be highly qualified Howard County teachers who work with below grade level students to accelerate their reading and mathematics skills. Five of the Title I TAS schools (Cradlerock, Deep Run, Guilford, Running Brook, and Swansfield) are also 21<sup>st</sup> Century Community Learning Centers. These programs are supervised by Marty Cifrese, BRIDGES Program Manager. These programs run over 70 days afterschool during the regular school year and provide both academic instruction and enrichment activities. Because Longfellow does not have a BRIDGES program, they have beyond school day mathematics and reading interventions which run approximately 30 days. In addition to the LSS Title I Coordinator, Kelli Jenkins, Academic Intervention and Title I Programs Specialist, and Amy Tieperman, Title I Support Teacher, will be responsible for

monitoring the parent involvement activities of the Title I schools. Students in all eight participating Title I TAS schools who are performing below grade level in reading and/or mathematics are invited to attend the extended year Academic Intervention Summer Program. The Academic Intervention Summer Program is organized by the Office of Academic Intervention and Title I Programs lead by Caroline Walker, Coordinator of Academic Intervention and Title I Programs. This program provides 19 half-days of accelerated instruction in reading and mathematics. Transportation is provided for all participants at no charge to the families. Parents are invited to a program orientation, and receive newsletters and progress reports from the teachers during the four weeks of the program. They are notified if the child is absent on any day that the program is in session. Assessments are given to monitor student progress. Because of the Howard County Public School System's emphasis on continuous improvement, the extended-year Academic Intervention Summer Program increases opportunities for accelerated learning and the elimination of achievement gaps. For Academic Intervention Summer School 2012, Title I will fund additional teachers and materials at the eight participating Title I TAS schools for identified targeted assistance students. The Title I funded teachers will be teaching students identified as targeted assistance students only.

- b. Helping provide an accelerated, high-quality curriculum, including applied learning.

Under the direction of Marie DeAngelis, Director of Elementary Curricular Programs, and Clarissa Evans, Executive Director of School Improvement and Curricular Programs, the Howard County Public School System has developed essential curriculum for all content areas. Curriculum writers, Howard County teachers and central office personnel, develop curricula with corresponding assessments. The school system has established a schedule for updating the curriculum in each content area. All guides are online (eguides) and materials are accessible on the intranet. It is the school system's belief that this process will enable classroom teachers to gain access to revised curricula in a more efficient manner and print only those portions of the guide that are needed.

- c. Minimizing the removal of children from regular classroom instruction for additional services.

All Title I interventions are designed to occur within the team area. It has been the position of the HCPSS's Title I Program to provide the supplemental services within the regular classroom area for the following reasons:

- Valuable instructional time is lost when students walk from their classroom to another location in the building.
- Low-performing students need fewer, not additional, interruptions to their classroom routine.
- For the classroom teacher to recognize improvement, he or she must see a student's accelerated progress within the classroom setting.
- By providing the supplemental service within the team area, flexible grouping is more likely to occur.
- When a highly qualified classroom teacher and a highly qualified Title I teacher work together to provide accelerated instruction for low-performing students, opportunities for success increase.
- When the Title I teacher works with low-performing students in close proximity to the classroom, the reading and mathematics support teachers are available to observe the lesson and provide support.

- Classroom teachers and Title I teachers have opportunities to develop a collaborative mentoring relationship when they work in close proximity.

For the above reasons, it is the position of the Howard County Title I Office that, whenever possible, interventions will occur within physical proximity of the classroom and in the presence of the classroom teacher. Title I school administrators support Title I teachers in locating appropriate intervention sites. During the 2011-2012 school year, Title I teachers will keep records of their collaboration with the regular education teachers.

3. **DESCRIBE** how the LEA/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.

Elementary language arts and mathematics coordinators, resource teachers, and support teachers recommend purchasing only those instructional materials that meet scientifically based research criteria. Embedded staff development is provided throughout the year for all teachers and paraprofessionals in Title I schools with reading and mathematics support teachers on site. School administrators hold regular schoolwide professional development meetings. There are also two countywide professional development inservice meetings for teachers, the first is in September and the second is in April. Differentiation of instruction for a diversified student population is provided; each student receives a rigorous instructional program to meet his or her abilities and interests. School administrators will have regular professional development from the Administrative Directors. Title I administrators will also meet together regularly to explore the possibility of improving Title I Programs. Reading and mathematics support teachers will be invited to regular Title I meetings. Title I teachers receive monthly professional development from the Title I Office on Title I law, conducting interventions, and working with families. Administrators at Title I schools also receive regular updates from the Title I Office throughout the school year to ensure compliance with Federal regulations. This professional development takes place throughout the year in groups, one-on-one visits, and other site visits. Through courageous conversations designed to enable all staff and school communities to become culturally proficient, Howard County expects to reach its goals and targets. Excellence in teaching and learning will become a reality for each student. HCPSS's goals are:

- Goal 1:** Each child, regardless of race, ethnicity, gender, disability, or, socioeconomic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.
- Goal 2:** Each school will provide a safe and nurturing school environment that our values diversity and commonality.

4. **DESCRIBE** the process for developing (with peer review), implementing, and monitoring targeted assistance requirements in targeted assistance school improvement plans.

School administrators and key staff members have already met to work on the 2011-2012 School Improvement Plans. Work will continue throughout the summer and early September. Title I School administrators will work with the School Improvement Team and be ready to share the plans with the Title I Coordinator, Caroline Walker, during mid-September. The Title I

Coordinator will evaluate the plans to be sure they address the components of a Targeted Assistance School:

- Using effective instructional methods and strategies that strengthen the core academic program of the school (Section 1115(c)(1) (C))
- Giving primary consideration to providing extended learning time for students served (Section 1115(c) (C)(i))
- Providing an accelerated high quality curriculum (Section 1115(c) (1)(C)(ii))
- Minimizing the removal of children from regular classroom during regular school hours (Section 1115(c) (C)(iii))
- Ensuring that targeted assistance program planning coordinates with and supports the regular education program in schools (Section 1115(c)(1) (D))
- Promoting the integration of staff supported with targeted assistance funds into the regular school program, including professional development (Section 1115(c)(2) (B)(d)(1))
- Selecting eligible students (Section 1115(b) (1)(B)(2)(A-E))

The plans will also be monitored for alignment with parent involvement policies.

Prior to the end of September, School Improvement Plans will be submitted to the Elementary Administrative Directors. The School Support Team (SST) will review all plans and selected schools identified for targeted support will receive feedback. Four members of the SST (Diane Martin, Director of Student, Family, and Community Services, Marie DeAngelis, Director of Elementary Curriculum and Instruction, Marion Miller, Director of Elementary School Administration, and Arlene Harrison, Director of Elementary School Administration) have received additional training on the required components of the Target Assistance Schools. In October, the SST will provide feedback on the selected School Improvement Plans. Schools will participate in a peer review process. Additionally, School Improvement Teams meet throughout the year and during these meetings the School Improvement Plans may be modified.

In January the plans will be peer-reviewed at that month's PLC (Professional Learning Community) meeting by the other Title I administrators. Additional monitoring will take place throughout the year.

5. **DESCRIBE** the specific steps to be taken to review and analyze the effectiveness of the targeted assistance programs.

During the 2011-2012 school year, the Title I Targeted Assistance Program will be reviewed and analyzed in the following ways:

- At each school, the Title I teachers will collect the following types of documentation:
  - Eligibility and progress monitoring documentation
  - Schoolwide ranking by multiple selection criteria
  - Teachers' schedules with groups of students being served
  - Master lists of Title I students
  - Documentation of professional development events funded by Title I that directly support the needs of targeted students
  - Professional Development activities for Title I teachers that directly and specifically address student academic needs
  - Documentation of collaboration with regular education.



- The Title I Office staff will regularly review the documentation the Title I teachers are collecting.
  - Administrators of the Title I schools will regularly observe and monitor the Title I programs at their schools.
  - The Title I Office staff will informally and formally observe the Title I teachers a minimum of two times per semester then meet with them within a week of the observation, usually the same day, to conference and provide feedback.
  - Each Title I school will have data discussions to monitor student progress.
  - The Title I Office staff will work with Title I teachers at regular Title I meetings and at school level meetings to assess student progress.
6. In addition to the LEA Title I coordinator, **identify** by name, title, and department the person/s responsible for **monitoring** the required components in targeted assistance plans, the effectiveness of the targeted assistance programs, and fiduciary issues.

In the Department of Student, Family, and Community Services, in addition to the LSS Title I Coordinator, Caroline Walker, the Academic Intervention and Title I Programs Specialist, Kelli Jenkins, and the Title I Support Teacher, Amy Tieperman, will be responsible for monitoring the activities of the Title I schools. Diane Martin, Director of Student, Family, and Community Services and Clarissa Evans, Executive Director of School Improvement and Curricular Programs will provide support and monitoring for the Title I Office. Title I administrators Jason McCoy, Principal of Cradlerock, Kathy Carter, Assistant Principal of Cradlerock, Tricia McCarthy, Principal of Deep Run, Julie Moraz, Assistant Principal of Deep Run, Genee Varlack, Principal of Guilford, Connie Stahler, Assistant Principal of Guilford, Pamela Akers, Principal of Longfellow, Laurel Marsh, Assistant Principal of Longfellow, Troy Todd, Principal of Running Brook, Deborah Caldwell, Assistant Principal of Running Brook, Molly Ketterer, Principal of Swansfield, and Lenore Schiff, Assistant Principal of Swansfield are responsible for monitoring their individual school plans. The Administrative Directors and Director of Elementary Curricular Programs, Marie DeAngelis, Director of Elementary Curriculum and Instruction, Marion Miller, Director of Elementary School Administration, and Arlene Harrison, Director of Elementary School Administration, will provide additional support and supervision to the schools and their administrative staff members. The Title I Coordinator and Title I Technical Assistant, Julie Knauer, support the schools with fiduciary compliance. Terry Brukiewa, Senior Accountant in Accounting Services, supports the Title I Office in meeting fiscal requirements. He is supervised by the Director of Finance, Beverly Davis.

7. **DOCUMENTATION:** Attach weighted criteria used to select and rank children for targeted assistance services, the timeline for selecting students and implementing the targeted assistance program.

Refer to Appendix C for a copy of the criteria used to select and rank children for Targeted Assistance Services.

8. Identify the school(s) by name and assigned MSDE ID number that are implementing a targeted assistance program in 2011-2012 and are planning to become Schoolwide for the 2012-2013 school year.

Conditioned on achievement of the 40% poverty threshold based on the September 30, 2011

enrollment and October 31, 2011 Free and Reduced Meals (FARMS) data, and MSDE approval, Running Brook (0515) will begin the process to conversion for the following school year.

### ***E. PARENT INVOLVEMENT:***

To encourage parent involvement, LEAs **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 Educational Agency Parent Involvement Policy/Plan Review**

- a. Date the current LEA Parent Involvement Policy/Plan was reviewed: The HCPSS Board of Education reviews this policy annually in June, but only opens it for revisions if changes need to be made. January 23, 2007 was the last time revisions were made.
- b. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan.

Parents are surveyed for feedback at the Annual Meetings at the Title I schools. If feedback requires changes, the Board of Education will receive the feedback and review the policy. Title I schools conduct, 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 during the Annual Meetings at each of the schools. The Howard County Public School System Title I Parent, Family, and Community Involvement Plan explains how the Title I Office works with the parents and families of Title I students to assist them in accelerating their children's academic achievement. This document is in alignment with the Howard County Public School System Policy 10000, Parent, Family, and Community Involvement, the Bridge to Excellence Master Plan and the has been developed through ongoing collaboration with the parents and families of Title I students. The Title I Office staff will involve parents in the development and evaluation of the HCPSS Title I Parent, Family, and Community Involvement Plan by meeting with parents at least annually of Title I students at each of the Title I schools for feedback on the Plan's content and effectiveness. The Title I Office staff works with the schools to ensure that parents participate in an annual survey to gain input on the content and effectiveness of the plan (either in person, by phone, or in a written format) on the Title I Plan.

- c. Describe how the LEA ensures that parents from Title I schools are informed about the existence of the district-level Parent Involvement Policy/Plan and how it is distributed to parents.

All Howard County Public School System schools have adopted the system-wide policy and Title I plan. The policy is available on the County website and in the schools. The Title I Office shares the policy yearly with Title I School Administrators and teachers electronically and during professional development. The policy is also shared with all parents of Title I students.

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

The Howard County Public School System policy and implementation procedures can be found in Attachment D.

### 3. **School Level** Parent Involvement Plan Review

- a. Describe how the LEA ensures that all Title I schools have a school level Parent Involvement Policy/Plan that meets statutory requirements.

All Howard County Public School System schools have adopted the system-wide policy. The policy is available on the County website and in the schools. The policy is shared with all parents of Title I students. The Title I Office Parent Involvement Plan provides support and additional information to support the Policy. The Title I Office conducts a yearly review of the revised school level parent involvement plans and at-a-glance documents to ensure all requirements are met.

- b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation and annual review of the parent involvement plans.

Parents are surveyed for feedback at the Annual Meetings or other family event at the Title I schools. If feedback requires changes, the Board will receive the feedback and review the policy. Title I schools conduct, 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 during the Annual Meetings at each of the schools.

School improvement is discussed as part of the school improvement process at the school level. Parents and community members are contributing School Improvement Team (SIT) members at their respective schools. All Title I schools invite parents of low performing students to participate on their SIT. It is in this forum that parents are involved in the joint development of the Title I program activities. Within each school's School Improvement Plan, parental involvement is identified as a high-leverage strategy for student success.

All Title I schools have Parent/Community Involvement Committees aligned with the National Network of Partnership Schools, Johns Hopkins University. These committees actively recruit parents of Title I students to participate on the committee. These committees design the family programming and Parent Involvement Plans based on the feedback parents provide at each activity or program they attend. On the feedback forms, suggestions for improving current activities and ideas for future programs are solicited. Additionally, all Title I schools will either hold focus groups and/or call and survey parents to determine areas of interest. Title I eliminates barriers to participation by providing transportation, interpreters, refreshments, and extended education programs for children while their parents participate in a program. Title I schools involve parents in the activities of the schools by recruiting parents of Title I students to attend events in the school.

### 4. **School-Parent Compact**

- a. Describe how the LEA will ensure that each Title I school has a School-Parent Compact that meets statutory requirements.

All Title I schools have adopted school-level Home/School Compacts. Schools have begun to review the Home/School Compacts. They will continue this review until October. The Title I Coordinator and Support Teachers will review each Title I school's 2011-2012 school-level Home/School Compact. This Compact will be shared with all Title I families after the review.

- b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation, and annual review of the School-Parent Compact.

All of the Title I schools have Parent/Community Involvement Committees. These committees actively recruit parents of Title I students to participate on the committee. These committees meet to review and modify the prior year's compact. Additionally, all Title I schools will hold focus groups, speak to parents at school events such as back-to-school night and the Title I Annual meeting, and/or call and survey parents to determine what they would like to see in a home/school compact. The compacts will be distributed during Annual Meetings, conferences and other opportunities to engage with parents. The Title I schools conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent/school compact in improving academic quality of the schools served. At these meetings, sign-ins and notes are collected to document parent involvement,

## **5. Monitoring Parent Involvement**

- a. Describe the LEA's process for monitoring parent involvement requirements in Title I schools.

During the 2011-2012 school year, the HCPSS parent involvement requirements in Title I schools will be reviewed and analyzed in the following ways:

- At each school, the Title I teachers will collect the following types of documentation:
  - The school's Parent Involvement Plan
    - Evidence of parent input into the plan (e.g., sign-ins, notes)
    - Evidence the edited plan has been distributed (e.g., sign-ins, notes)
    - Evaluation/feedback/surveys/focus group notes from parents on the content of the plan
    - Evidence of interpretation/translation where applicable (e.g., translated documents).
  - Evidence of the distribution of the HCPSS's Parent Involvement Policy and feedback from parents
  - The school's compact
    - Evidence of parent input into the revision of the compact (e.g., sign-ins, notes)
    - Evidence the edited compact has been distributed (e.g., sign-ins, notes)
    - Signed compacts
    - Evaluation/feedback/surveys/focus group notes from parents on the content of the compact
    - Evidence of interpretation/translation where applicable (e.g., translated documents).

- Evidence of the Title I Annual Meetings (e.g., sign-ins, agendas, notes, evaluations)
- Evidence of Parent Workshops (e.g., sign-ins, agendas, notes, evaluations)
- Evidence of school staff professional development on parent engagement (e.g., sign-ins, agendas, notes, evaluations)
- Evidence of coordination of parent involvement programs with other programs (e.g., sign-ins, agendas, notes, evaluations).

The Title I Office staff will regularly review the documentation the Title I teachers are collecting.

- Administrators of the Title I schools will regularly observe and monitor the Title I family involvement activities at their schools.
  - The Title I Office staff will informally and formally observe the Title I family programs.
  - Each Title I school will use parent feedback to adjust the Parent Involvement Plan and programs.
  - The Title I Office staff will work with Title I teachers at regular Title I meetings and at school level meetings to assess the family involvement activities.
- b. In addition to the LEA Title I coordinator, **identify** by name, title, and department the person(s) responsible for **monitoring parent involvement**.

In addition to the LSS Title I Coordinator, Kelli Jenkins, the Academic Intervention and Title I Programs Specialist, and Amy Tieperman, the Title I Support Teacher, will be responsible for monitoring the parent involvement activities of the Title I schools.

## 6. Distribution of Parent Involvement Funds

- a. Describe *how* the LEA distributes 95% of the 1% reservation to its Title I schools for parent involvement activities.

The Title I Office divides a small amount more than the 1% required reservation equally among each of the 11 Title I schools

- b. Describe *how* the LEA ensures that Title I parents have input in the use of these funds at the district and school level.

The school administrators, the Title I teachers, and the families of Title I students budget the 1/11<sup>th</sup> of the 1% based on their schoolwide Parent Involvement Plan. The Title I Office Staff monitors participation through attendance at family activities where the discussion takes place, the collection of agendas and notes that indicate the conversations took place, and examples of activities done to prioritize needs.

- c. Does the LEA reserve more than 1% of its total allocation for parent involvement?  Yes  No
- d. If yes, describe *how* these additional funds are used.

The additional funds over the reservation are applied in the same fashion. The Title I Coordinator assesses the budget submitted and works with the Title I school if any changes are needed.

***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 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 LEA's process for inviting private schools to participate in the Title I, Part A program.

In December of each year, all Howard County private schools (approved and church-exempt) are invited (via a certified letter) to participate in the HCPSS Federal Education Program Annual Consultation meeting. Information packets are mailed to all private schools. At this meeting, HCPSS federal program managers explain the ESEA program that they manage, present options and opportunities, answer questions, and invite private schools to collaborate and participate. At the conclusion of this first meeting, private schools are asked to take the packet that is distributed, study and review the materials, and consider their school's needs and programs for the following school year.

At the meeting, the Title I staff shares the names of participating Title I schools and general information about Title I. Poverty data collection procedures are agreed upon. Free or reduced meal information will be used for the 2011-2012 school year. Written affirmation from private school officials takes place during this meeting, confirming that timely initial consultation has occurred.

Copies of documentation and sign-in sheets for nonpublic school consultation meetings are available in hard copy at the Howard County Department of Education Building, 10910 Route 108, Ellicott City, MD, 21042.

After the initial consultation, the private school officials complete a letter of intent indicating that they have eligible low-income students and that they are interested in receiving Title I services for the eligible low-performing students. Private schools must submit this information to the Title I Office by the end of January.

The Title I Office requests that the private schools that have indicated intent to participate submit the addresses of potentially qualifying students receiving free or reduced meals at their schools. This information must be received by the Title I Office by the last week of February. Upon receipt of this information, the Title I Office confirms the addresses of private school students from low-income families against Title I participating public school attendance areas. The Title I Office sends a verified list to the private schools confirming the students eligible for funding.

In March, the Title I Office staff meets with the private schools that have eligible low-income students in kindergarten through 5<sup>th</sup> grade. During this meeting, a consultation calendar is established. The following topics are discussed: poverty data, amount of *estimated* instructional funds generated and if funds will be pooled, and the multiple educationally related criteria used to select eligible students. Academically low performing students must reside in the Title I attendance areas. At this time, the Title I Office obtains written affirmation from private school officials or their representatives that timely and meaningful consultation has occurred. In April, the Title I Office sends an email to the private school officials requesting names, addresses, and grades of private school students who meet the multiple educationally related criteria. Upon receipt of this information, the Title I Office matches addresses of private school Title I eligible students to participating Title I public school attendance areas. The Title I Office sends a verified list of students who will be eligible to receive services during the following school year back to the private school.

**3. DESCRIBE** the LEA's process of ongoing consultation with private school officials to provide equitable participation to students in private schools.

In May, the Title I Office holds consultation meetings about the Title I program for the upcoming year. At that time, Title I services are selected for those eligible students most at-risk. The Title I staff will discuss with private school officials the needs of selected students, Title I services to serve those needs, and location of services. The Title I staff designs services that meet students' needs based on consultation, using the estimated amount of funds generated by the private school students, and the equitable share of funds reserved for district-wide instructional activities.

The Title I Office staff determines, in consultation with private school officials, the standards and annual assessments for measuring progress of the Title I program. They include:

- How to *define annual progress* and criteria for making program modifications when annual progress is not achieved
- When we will *regularly consult* with private school officials/teachers about the progress that Title I private school students are making in their regular classroom
- How we will *assess* the achievement of the current year's program using the standards agreed upon in the previous year (if the school has participated in Title I in the previous year)
- How, after consultation, if annual progress has not been met, the Title I Office will ensure modifications are made to the Title I program for the next school year.

The Title I Office, in consultation with the private school, determines the professional development and parent involvement needs of private school teachers and families of eligible students. The Howard County Public School System's procedures for private school concerns will be shared with the private school officials. At the close of this meeting, we will obtain written affirmation from private school officials or their representatives that timely meaningful consultation has occurred.

Based on consultation, the Title I Office shares with the private school officials in a written format: the program design, service delivery model, number of Title I students, allocation, location of services, and estimated costs. Private school officials are provided an opportunity to

comment. If there are changes, the Title I staff will update private school officials in a timely fashion.

The Title I Office orders all materials and hires highly qualified teachers so services may begin in September. Title I funds cannot be paid directly to any private school. Consultation will be completed for the upcoming school year prior to Howard County Public School System submitting "Attachment 7" as part of the *BTE Master Plan Update*.

In August, prior to the start of the school year, the Title I Office reports to the private schools on the readiness of the Title I program for private school students. All teachers hired by the HCPSS to provide Title I services to private school students must meet the highly qualified standard in ESEA. Any private school teacher hired to provide Title I services to private school students is under direct supervision of the LEA with respect to all Title I activities. All Title I programs are regularly monitored, by observation and data evaluation.

In September, the HCPSS begins Title I services for identified students and provides private school officials with the names of students previously identified, services provided, and names of the Title I teachers. An educational plan is created for each student after reviewing student needs. The private school may provide a list of newly-enrolled students who meet the eligibility criteria. The Title I staff consults with private school officials on how new students might be included in the program. Title I, in conjunction with the private school, establishes goals and objectives based on assessments of newly identified students. An educational plan is created for each eligible new student.

**4. DOCUMENTATION:** Attach a timeline for consultation and affirmation meetings with private school officials.

The Howard County Public School System private school timeline can be found in Attachment E. The Howard County Public School System affirmations with the private schools can be found in Attachment F.

**5. DELIVERY OF SERVICES**

- a. Will LEA staff be providing the services directly to the eligible private school students?  Yes  No  
If yes, when will services begin? \_\_\_\_\_ September 2011
  
- b. Will the LEA enter into a formal agreement with other LEA(s) to provide services to private school students?  Yes  No  
If yes, identify the LEA(s) involved and the date the services will begin.  
\_\_\_\_\_
  
- c. Will the LEA enter into a third party contract to provide services to eligible private school students?  Yes  No  
If yes, when will services begin? \_\_\_\_\_



6. **DOCUMENTATION:** Attach copies of written affirmation(s) and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63]

The Howard County Public School System affirmations with the private schools can be found in Attachment F. No MOUs are in place at this time.

7. **DESCRIBE** the LEA’s process to supervise and evaluate the Title I program serving private school students.

During each quarter when services are administered (November, February, April, and June), the Title I Office will consult with private school officials and teachers about the progress that Title I private school students are making in their regular classroom. During these consultations, the educational plan created for each student is reviewed and progress is documented. At these meetings, the Title I Office and the private school assess the achievement of each participating Title I student using the standards agreed upon during the previous year. One time per quarter, the Title I Office observes the delivery of Title I services to private school children. The Title I Office documents each visit to review the program.

**II. TABLES AND WORKSHEETS**

**A. 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 Educational Agency 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 System must only check one.**

	A.	Free Lunch	
X	B.	Free and Reduced Lunch	
	C.	Temporary Assistance for Needy Families (TANF)	
	D.	Census Poor (Children ages 5-17 based on 2000 Census Data)	
	E.	Children eligible to receive medical assistance under the Medicaid program	
	F.	A composite of any of the above measures (explain): <input type="checkbox"/> A weighted process has been used as follows: <input type="checkbox"/> 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 LEA 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)**

X	A.	Use FARMS to identify low-income students;
X	B.	Use the same poverty data the LEA 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.

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

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

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

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

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

**Percentages** -- schools at or above the district-wide average noted in Table 7-2 above. Schools must be served in rank order of poverty. Title I-A funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**

**X** **Grade span grouping/district-wide percentage** -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 4.**

**35% rule** -- all schools *at or above 35%* are eligible for services. Schools must be served in rank order of

poverty. Title I –A funds may run out before serving all schools above 35%. **Complete Tables 7-3.**

**Grade-span grouping/35% rule** -- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**

**Special Rule:** Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. **Complete Tables 7-3 and 4.**

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

### A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

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

The LEA 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, 2010 to complete this table along with the September 30, 2010 enrollment data.**  
*Beginning in SY 2007-2008 Pre-K should be included in these numbers.*

$\frac{8,201}{\text{Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2010)}}$	+	$\frac{50,994}{\text{Total LEA Student Enrollment (September 30, 2010)}}$	=	$\frac{16.08\%}{\text{District-Wide Average (percentage) of Low-Income Children}}$
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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.

<b>DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS</b>				
Grade Span Write Grade Spans in Spaces Below.	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (PK/K-5)	<b>4,070</b>	÷	<b>22,818</b>	<b>17.84%</b>
Middle (6-8)	<b>1,802</b>	÷	<b>11,450</b>	<b>15.74%</b>

High (Includes Homewood) (9-12)	<b>2,315</b>	÷	<b>16,636</b>	<b>13.92%</b>
Other: Special School (K-12)	<b>14</b>	÷	<b>90</b>	<b>15.56%</b>

<b>Table 7-5      CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT THAT SERVE SCHOOLS BELOW 35% POVERTY (125% RULE)</b>				
<b>\$1,801,338</b> Local Educational Agency Title I-A Allocation (Taken from Table 7-10) (Should match # on C-1-25)	+	<b>8,205</b> Total Number Of Low-Income Public and Private Students (Add the total public students presented above and the private student number presented on Table 7-9.)	=	\$ <u>219.54</u> Per Pupil Amount
<p>Per-Pupil Amount \$ <u>219.51</u> X <b>1.25</b> = Minimum Per Pupil Allocation \$ <u>274.43</u></p> <p><b>MULTIPLY</b> the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation.</p>				

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

<b>Table 7-6      CONTINUED ELIGIBILITY</b>		
<p>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> <b>LIST</b> below any school(s) that the school system will grandfather for one additional year. <b>Schools must be served in rank order.</b></p>		
Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty
N/A		

<b>Table 7-7      TITLE I SKIPPED SCHOOLS</b>
<p><b>LEA must have prior approval from the Title I Director to skip schools. Request must be in writing annually.</b></p>
<p>Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:</p> <ol style="list-style-type: none"> <li>1. The school meets the comparability requirements of section 1120(A)(c).</li> <li>2. The school is receiving supplemental funds from other state and local sources that are spent according the</li> </ol>

requirements of section 1114 and 1115.

3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

<b>Number of Skipped Schools :</b>	<b>0</b>	<b>Note:</b> The completed Skipped School Allocation Worksheet must be submitted with the Attachment 7 submission.
<b>Source of Compensatory Funds:</b> <b>(Attach documentation in which Compensatory Funding Source was approved in the LEA.)</b>	N/A	

**B. BUDGET INFORMATION**

**TABLE 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION**

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

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

**Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION<sup>1</sup>**

<b>Total Title I 2011-2012 Allocation</b>		<b>\$ __1,801,338_ (Taken from the C-1-25)</b>	
<b>Reservations Requiring Equitable Services for Non-Public Schools</b> Use these numbers in Table 7-9.	<b>ACTIVITY</b>	<b>RESERVATION</b>	<b>DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)</b>
	1 District-wide Title I Instructional Program(s) Reservation 34CFR Sec. 200.64, <i>and</i> District-wide Professional Development (Not to include required PD for low performing schools) 34 CFR Sec.200.60, Sec. 9101(34) of ESEA	<b>\$118,613.13</b>	<b>A beyond the school day/week tutoring program will be provided in the Title I schools: Workshop Wages \$22,000, FICA = \$1,683; Materials = \$5,000 (Material distribution for interventions). For Academic Intervention Summer School 2012, Title I will fund additional teachers at the 11 participating Title I schools. The Title I office will provide 33 additional teachers for 19 days and preparation before and during the program 27 hrs* \$20/hr * 33 =\$17,820; teaching 19 days * 3 hrs *\$30/hr *33 = \$56,430. Total Workshop Wages \$74,250. FICA = \$5,680.13; Materials = \$10,000 (Material distribution for Interventions).</b>

<sup>1</sup> References for all of these reservations may be found in the NCLB law, the Federal Register, and Non-Regulatory Guidance as presented on each line in Table 7-8 and in the Non-Regulatory Guidance, Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003. Question 5, Pages 9-11.

	2	Parent Involvement (not less than 1%) Sec. 1118 (a)(3)(A) of ESEA (95% must be distributed to schools and parent input is required for expenditure)	<b>\$22,407.15</b>	Workshop wages = \$13,100. Presentations: 11 schools, 3 sessions per school, 3 hours per session (includes set-up and breakdown) 4 teachers per session, 9 hours * 4 teachers = 36 hours * 11 schools = 396 hours at \$30 = \$11,880. Planning: 61 hrs. at \$20 per hour = \$1,220. FICA = \$1002.15. Contracted Services = \$2,935, including interpreters, translators, taxi cabs, and buses (\$22 per hour for interpreters * 11 schools * 7.5 hours = \$1,815; \$35 per hour for translators * 11 schools * 2 hours = \$770; \$6 cab ride * 25 rides = \$150; \$100 per bus to shared events * 2 events = \$200). Materials for families include books, manipulatives, newsletters, and snacks/meals = \$5,370.
	3	Professional Development to train teachers to become highly qualified (not less than 5%) Sec. 1119 (1) <b>If a lesser amount or no monies are needed, a description as to why should be provided. Reg. Sec. 200.60 (a) 2 and Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A.</b>	<b>No Longer Applicable, due to NCLB Highly Qualified Deadline.</b>	
	4	<b>TOTAL</b> reservations requiring equitable services. Lines 1 & 2 <b>(Present this number in Table 7-10 LINE 2.)</b>	<b>\$141,020.28</b>	

<b>Reservations Not Requiring Equitable Services</b>	5	Administration (including mid-level) for services to public and private school students and non-instructional capital expenses for private school participants 34CFR Sec. 200.77 (f) <b>(Present this number in Attachment 4-A School System Administration.)</b>	<b>\$285,237.94</b>	Business Support = \$31,329.16 (Allocation times .0177 divided by 1.0177). Salary and Workshop Wages = \$174,818.50: Salary 1.0 Technical Assistant = \$54,882; Salary 0.50 Specialist = \$38,394.50; Title I Support Teacher Salary = \$81,542. Fixed Charges = \$70,614.08 (FICA = \$13,373.62; Retirement = \$27,009.46; Health = \$30,231.00;) Contracted Services = \$3,050: Mileage = \$2,000 (Title I Support Staff 4,000 miles * \$.50 per mile = \$2,000); Conferences = \$1,050 (MSDE Conference for 3 staff members \$350 * 3 = \$1,050). Materials to support Title office = \$5,426.20
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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) of ESEA	<b>\$0.00</b>	There are no identified Title I schools in school improvement for the school year 2010-2011.
7	Support to Low Performing Title I Schools Sec. 1116 (b)(4) A-C of ESEA Local discretion. This reference describes required <b>technical assistance</b> .	<b>\$0.00</b>	There are no identified Title I schools in school improvement for the school year 2010-2011.
8.	Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA  <b>Must reserve funds if N &amp; D programs exist.</b>	<b>\$0.00</b>	HCPSS does not have any local institutions that provide services to neglected children.
9.	Services for Homeless Children ( <b>must</b> ) <b>Sec. 1113(c)(3)(A) of ESEA 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.</b>	<b>\$2,500.00</b>	Workshop wages = \$2,000. Workshop wages for family programs at Title I schools. FICA = \$153. Materials = \$347.
10.	Professional Development for an <b>LEA identified as a System in Improvement</b> (not less than 10%) ( <b>must</b> ) Sec. 1116 (c) (7)(A)(iii) of ESEA  <b>Note: 1. If there are no Title I schools identified for improvement in a system identified for improvement, the LEA 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%.</b>	<b>\$0.00</b>	The HCPSS has not been identified as a district for improvement.
11.	Incentives for Title I Teachers ( <b>Local Discretion</b> ) (not more than 5%) <b>for schools in improvement, corrective action, and restructuring. Sec. 1113(c)4 of ESEA</b>	<b>\$0.00</b>	
12.	<b>Total Reservations Not requiring Equitable Services, lines 5-11(Use this number in Table 7-10 LINE 4.)</b>	<b>\$287,737.94</b>	
13.	<b>Total of Equitable and Non-Equitable Reservations minus Administration. (Present this number in Attachment 4-A System-wide Program and School System Support to Schools.)</b>	<b>\$143,250.28</b>	Total Non-Equitable LINE 12 \$__287,737.94  <b>Plus</b>  Equitable Reservations LINE 4 \$__141,020.28  <b>Equals</b> \$ _428,758.22 _____  <b>Minus</b> Administration – LINE 5 \$__285,237.94  <b>Equal:</b> \$ 143,520.28

## B. BUDGET INFORMATION

**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 in 34CFR.) Monies calculated for equitable services to private school participants, their families, and their teachers.



<b><u>District-wide Instructional Program(s) Reservation and District Professional Development</u></b>				
<u>4</u>	÷	<u>2,280</u>	=	<u>.0018</u> Proportion of reservation
Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs (Residing in Title I School attendance area) <b>(Use the total number reported in the Title I Allocation Worksheet.)</b>		Total # of <u>public school children</u> from low-income families (in Title I public schools) <b>plus</b> <u>private school children</u> from low-income families <b>(Use the total numbers reported in the Title I Allocation Worksheet.)</b>		
<u>.0018</u> Proportion of reservation	x	<b>\$118,613.13</b> reservation <b>(Use # from Table 7-8, Line 1)</b>	=	<u>\$213.50</u> Proportional monies available for equitable services to private school participants
<b><u>Parental Involvement Reservation</u></b>				
<u>4</u>	÷	<u>2,280</u>	=	<u>.0018</u> Proportion of reservation
Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs (Residing in Title I School attendance area) <b>(Use the total number reported in the Title I Allocation Worksheet.)</b>		Total # of <u>public school children</u> from low-income families (in Title I public schools) <b>plus</b> <u>private school children</u> from low-income families <b>(Use the total numbers reported in the Title I Allocation Worksheet.)</b>		
<u>.0018</u> Proportion of reservation	x	<u>\$22,407.15</u> reservation <b>(Use # from Table 7-8, Line 2)</b>	=	<u>\$40.33</u> Proportional monies available for equitable services to parents of private school participants
<b>TOTAL: proportional funds from reservations for equitable instructional service, professional development and parent involvement</b> <b>(Total from Table 7-9 ADD to Table 7-10 LINE 3)</b>				
			Total \$	<u>253.83</u>

**B. Budget Information**

<b>Table 7-10</b>
-------------------

<b>BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)</b>			
1.	Total Title I Allocation (Use amount shown on C-1-25)	----	<b>1,801,338.00</b>
2.	Total reservations requiring equitable services. (Present final figure in Table 7-8, LINE 4)	minus	<b>141,020.28</b>
3.	Equitable share Total reported in Table 7-9 (Present this number in Attachment 4-A Private School Equitable Share)	minus	<b>253.83</b>
4.	Total Reservations not requiring Equitable Services (Use number presented in Table 7-8 LINE 12.)	minus	<b>287,737.94</b>
5.	<b>Total Title I LEA allocation minus all reservations:</b> Title I allocation (LINE 1 above) minus all Reservations (LINES 2, 3 &4 above). (LEAs, serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA) <b>This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for private and public school students must equal this amount.</b>	equals	<b>1,372,325.95</b>
6.	Total PPA Allocation (set aside for instructional services) for eligible private school children. This total comes from the Title I Allocation Worksheet. (Present this number in Attachment 4-A Nonpublic Cost.)	----	<b>\$2,497.98</b>
7.	<b>Total Nonpublic Cost</b> equals line 6 plus line 3,	----	<b>\$2,751.81</b>

**The Title I allocation worksheet must be submitted to MSDE as part of Attachment 7 in the LEA Master Plan Update.**

**The following documents can be found on the Title I web page. Please go to [www.marylandpublicschools.org](http://www.marylandpublicschools.org). Click on Programs>Title I.**

- Attachment 7**
- Title I Excel Allocation Worksheet**
- Skipped Schools Excel Allocation Worksheet**
- Sample Excel Budget Worksheet**
- Title I, Part A Assurance Page**
- Final Carryover Report**
- Carryover Excel Worksheet**

**C. CARRYOVER INFORMATION**

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

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2010 - September 30, 2011). **LEAs have two options for the use of carryover funds: 1) add carryover funds to the LEA'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 2010-2011 allocation: \$ 1,798,570
2. The estimated amount of Title I funds the school system will carryover:  
\$ 27,339
3. **Explain why this Carryover may occur.** Snow days cut down on workshop wages and salary costs in SY 2010-2011.
4. The estimated percentage of carryover Title I funds as of September 30, 2011 1.5% (THIS IS A PROJECTION.)
5. Within the past 3 years, has the system been granted a waiver?     Yes     No    2008    Year

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

**Note:**

**The Title I Final Carryover Report must be submitted in hard copy with original signature on the cover page to Maria E. Lamb, Director, Program Improvement and Family Support on or before November 22, 2011. Also submit the report electronically to Maria E. Lamb via her Management Associate Sharon Williamson. If applicable, the carryover budget, any amendments and revised narrative should be submitted with the Final Carryover Report.**

### **III. BUDGET INFORMATION- SUBMIT THIS INFORMATION AFTER SECTION II**

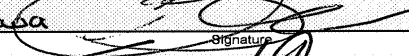
#### **PROPOSED BUDGET FORM AND NARRATIVE FOR SY 2011-2012**

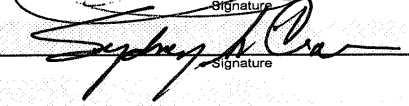
1. **COMPLETE** a detailed BUDGET on the MSDE Title I, PART A proposed budget form (*C-1-25*). The proposed budget must reflect how the funds will be spent and organized according to the budget objectives. MSDE budget forms are available through the local finance officer or at the *MSDE BRIDGE TO EXCELLENCE MASTER PLAN* web site at:  
[WWW.MARYLANDPUBLICSCHOOLS.ORG](http://WWW.MARYLANDPUBLICSCHOOLS.ORG).

**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	1,801,338	AMENDED BUDGET #		REQUEST DATE	09/14/11
GRANT NAME	ESEA, Title I Part A	GRANT RECIPIENT NAME	Howard County Public School System		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	ESEA, Title I	RECIPIENT AGENCY NAME	Howard County Public School System		
FUND SOURCE CODE		GRANT PERIOD	1-Jul-11	30-Jun-13	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						31,329.00	31,329.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	93,277.00		5,426.00	3,050.00			101,753.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	1,081,906.00	2,935.00	20,370.00			214.00	1,105,425.00
Prog. 02 Special Prog.	4,498.00		387.00				4,885.00
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.	88,462.00		5,168.00				93,630.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
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
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>				464,316.00			464,316.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	1,268,143.00	2,935.00	31,351.00	467,366.00	0.00	31,543.00	1,801,338.00

Finance Official Approval Ferry W. Boukiana  9/16/11 410 313 1546  
Name Signature Date Telephone #

Supt./Agency Head Approval Sydney L. Cousin  9/16/11 410 313 6674  
Name Signature Date Telephone #

MSDE Grant Manager Approval \_\_\_\_\_  
Name Signature Date Telephone #

2. **Provide a detailed budget narrative.** The budget narrative should:
- a. Detail how the LEA will use Title I, Part A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title I, Part A program.
    - i. Include a separate and complete justification for each line item.
    - ii. Identify each activity.
    - iii. Include a clear, complete calculation of expenses for each category and object (identifying the categories and objects with appropriate codes) including amount paid to each employee (salary or hourly rate), number and types of positions, fixed charges for each position.
    - iv. Show alignment between the project activities and the description of the program in the Title I Program Description and Reservations with the C-1-25.
  - b. Demonstrate the extent to which the budget is reasonable, necessary, supplemental, allowable, allocable and cost-effective.
  - c. Sample budget template for the detailed narrative is available on the Title I web page on [www.marylandpublicschools.org](http://www.marylandpublicschools.org)

## Title I Budget Narrative

	<b>Salaries/ Wages</b>	<b>Contracted Services</b>	<b>Supplies and Materials</b>	<b>Other Charges</b>	<b>Equip- ment</b>	<b>Trans- fers</b>	<b>Budget by Cat/Prog</b>
<b>Administration</b>							
<b><u>Business Support</u></b>						<b><u>\$31,329.16</u></b> Allocation times .0177 divided by 1.0177	<b><u>\$31,329.16</u></b>
<b><u>Instructional Admini- stration and Supervision</u></b>	<b><u>\$93,276.50</u></b> Salary 1.0 Technical Assistant <b><u>\$54,882</u></b>  Salary 0.5 Specialist, Academic Intervention and Title I		<b><u>\$5,426.20</u></b> Routine purchases throughout the year for Title I office use	<b><u>\$3,050</u></b> Mileage - <b><u>\$2,000</u></b> (Title I Support Staff 4,000 miles \$.50= <b><u>\$2,000</u></b> )			<b><u>\$101,752.70</u></b>

	Programs <b>\$38,394.50</b>			Conferenc es - <b>\$1,050</b> (MSDE conferenc e for 3 staff members $\$350 * 3 =$ <b>\$1,050</b> )			
--	--------------------------------	--	--	---	--	--	--

<b>Instruction Categories</b>							
<b><u>Regular Programs</u></b>	<b><u>\$1,081,906</u></b>	<b><u>\$2,935</u></b>	<b><u>\$20,370</u></b>			<b><u>\$213.50</u></b>	<b><u>\$1,105,424.50</u></b>
<p>Strategy: Staffing for successful practices, such as the use of mathematics and reading support teachers, academic intervention, and implementation of the co-teaching intervention model</p> <p>Strategy: Expansion of the school based Epstein school-family partnerships model to increase the engagement of all families, including the use of family and student liaisons, parent information and leadership development programs, and continued use of translation and interpretation services</p>	<p>Title I teacher salaries <b>\$926,656</b></p> <p>A beyond the school day/week tutoring program will be provided in the Title I schools Workshop Wages <b>\$22,000</b></p> <p>For Academic Intervention Summer School 2011, Title I will fund additional teachers at the 11 participating Title I schools. The Title I office will provide 33 additional teachers for 19 days and preparation before and during the program 27 hrs* \$20/hr * 33 = \$17,820; teaching 19 days * 3 hrs * \$30/hr * 33 = \$56,430 Total Workshop Wages <b>\$74,250</b></p> <p>Title I tutors at three schools: 15 hrs/wk*\$30 *34 weeks= \$15,300* 3 tutors = <b>\$45,900</b></p>	<p><b>\$2,935</b> Contracted Services</p> <p>Interpreters Translators Taxicabs Buses</p> <p>\$22 per hour interpreter* 11 schools*7.5 hours= <b>\$1,815</b></p> <p>\$35 per hour translator*11 schools*2 hours= <b>\$770</b></p> <p>\$6 cab ride * 25 rides= <b>\$150</b></p> <p>\$100 per bus buses to shared events*2 events = <b>\$200</b></p>	<p>A beyond the school day tutoring program will be provided in the Title I schools Supplies/ Materials <b>\$5,000</b></p> <p>For Academic Intervention Summer School 2012, Title I will fund additional teachers at the 11 participating Title I schools. Supplies/ Materials <b>\$10,000</b></p> <p>Materials for families including books, manipulatives, newsletters, and snacks/ meals= <b>\$5,370</b></p>			<p>will be set aside for the private schools for materials to be used during interventions and activity packets for over the break and used during parent meetings</p>	



	<p>Family programs</p> <p>11 schools, 3 sessions per school, 3 hours per session (includes set-up and breakdown)  4 teachers per session,  9 hours * 4 teachers = 36 hours * 11 schools = 396 hours at \$30 = <b>\$11,880</b></p> <p>Planning:  61 hrs. at \$20 per hour = <b>\$1,220</b></p>						
--	---	--	--	--	--	--	--

<p><b><u>Special Programs</u></b></p> <p>Strategy: Staffing for successful practices, such as the use of mathematics and reading support teachers, academic intervention, and implementation of the co-teaching intervention model</p>	<p><b><u>\$4,497.98</u></b></p> <p>A beyond the school day tutoring program will be provided in schools with the highest number of homeless students for homeless students. Workshop Wages <b>\$2,000</b></p> <p>A tutoring program will be provided in eligible private schools. Workshop Wages <b>\$2,497.98</b></p>		<p><b><u>\$387.33</u></b></p> <p>A beyond the school day tutoring program will be provided in schools with the highest number of homeless students for homeless students. Supplies/ Materials <b>\$347</b></p> <p>Materials for private schools <b>\$40.33</b></p>				<p><b><u>\$4,885.31</u></b></p>
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<p><b><u>Instructional Staff Development</u></b></p> <p>Strategy: Emphasis on the power of professional learning communities by supporting school-based professional development and regular data conversation.</p>	<p><b><u>\$88,462</u></b></p> <p>Title I Support Teacher Salary <b>\$81,542</b></p> <p>Substitutes \$85/day* 18/quarter*4 quarters for joint planning, data discussions, and professional development to support TA students. <b>\$6,120</b></p> <p>Workshop Wages \$20/hr.*10 hrs.* 4 quarters for joint planning, data discussions, and professional development to support TA students. <b>\$800</b></p>		<p><b><u>\$5,168</u></b></p> <p>Professional materials for Title I teachers <b>\$5,168</b></p>			<p><b><u>\$93,630.00</u></b></p>
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<b>Fixed Charges</b>							
				<b><u>\$464,316.33</u></b>			<b><u>\$464,316.33</u></b>
				<b><u>FICA</u></b> \$7,135.65 Administrative \$82,765.80 Regular \$344.10 Special \$6,767.34 Staff Develop- ment <b>\$97,012.89</b>			
				<b><u>Retirement</u></b> \$14,411.22 Administrative \$143,168.18 Regular \$12,598.24 Staff Development <b>\$170,177.64</b>			
				<b><u>Health</u></b> \$14,373.00 Administrative \$166,894.80 Regular \$15,858.00 Staff Development <b>\$197,125.80</b>			

Total \$1,801,338.00  
 Target \$1,801,338.00

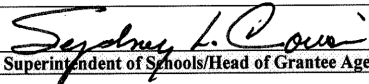
3. **Attach** the signed required assurance page with the final submission.

**Title I, Part A**  
**GENERAL ASSURANCES**

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant will operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.
2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, failures of MSDE to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. **Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.**
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with reason for the requested change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, **including maintaining proper documentation and records as required by pertinent federal and State statute and regulations**, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

 Superintendent of Schools/Head of Grantee Agency	9-19-11 Date
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#### 4. Attach the allocation worksheets

##### Title I Allocation Worksheet:

Howard County Public Schools - LEA 13													
Local School System													
Note: 1/2 day Pre-K equals .5 FTE													
Notations:	D	E	F	G	H	I	J	K	L	M	N	O	
N or C or R or S	SW or TAS	MSDE Sch ID #	Public School Name (Rank order by % highest to lowest)  Charter school(s) place * after school name	Specific Numeric Grade Span (public)	Percent of Poverty (I/H=G)	Public School Enrollment (as of 9/30/09)	Number of Low Income- Public School Children (as of 10/31/09)	FTE Low Income Public School Children (10/31/09)	Number of Low-Income Private School Children Residing in this School's Attendance Area.	FTE Low Income Private School Children Residing in this School's Attendance Area.	Per Pupil Allocation (PPA)	Public School Allocation (J x M = N)	Allocation for Private School Children (L x M = O)
1	SW	510	Bryant Woods Elementary	PK-5	50.29%	350	176	168			\$624.49	\$104,915.02	\$0.00
2	SW	608	Steven's Forest Elementary	K-5	48.50%	301	146	146			\$624.49	\$91,176.15	\$0.00
3	SW	618	Laurel Woods Elementary	PK-5	45.41%	599	272	262	2	2.0	\$624.49	\$163,617.47	\$1,248.99
4	SW	609	Talbott Springs Elementary	PK-5	44.73%	588	263	253.5			\$624.49	\$158,309.27	\$0.00
5	SW	612	Phelps Luck Elementary	PK-5	43.39%	666	289	281			\$624.49	\$175,482.86	\$0.00
6	TAS	515	Running Brook Elementary	PK-5	42.34%	418	177	170.5	1	1.0	\$624.49	\$106,476.26	\$624.49
7	TAS	616	Cradlerock Lower	PK-5	41.35%	474	196	191.5			\$624.49	\$119,590.63	\$0.00
8	TAS	103	Deep Run Elementary	PK-5	37.39%	658	246	231			\$624.49	\$144,258.15	\$0.00
9	TAS	517	Swansfield Elementary	PK-5	35.54%	560	199	193	1	1.0	\$624.49	\$120,527.38	\$624.49
10	TAS	514	Longfellow Elementary	PK-5	35.51%	445	158	152			\$624.49	\$94,923.11	\$0.00
11	TAS	602	Guilford Elementary	PK-5	30.99%	497	154	149			\$624.49	\$93,049.63	\$0.00
			<b>Total</b>				2276	2197.5	4	4.0		<b>\$1,372,325.95</b>	<b>\$2,497.98</b>
							Table 7-9		Table 7-9			Table 4 A & B	Table 4 A & B Table 7-10

## **IV. REQUIRED DOCUMENTATION**

Attach ALL required documentation after Section III. Please number each page and include a Table of Contents for this section of this submission.

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

**The following information will stay embedded in Part I of the Master Plan Update.  
Be certain to complete all appropriate templates in Part I:**

**Attachment 4A & B:** School Level “Spreadsheet” Budget Summary

**Attachment 5A & B:** Transferability of ESEA Funds & Consolidation of ESEA Funds for Local Administration

**Attachment 6A & B:** Nonpublic School Information for ESEA Programs  
SY 2011-2012



October, 2010

Dear Parents:

The federal law, *No Child Left Behind Act of 2001*, contains several provisions that promote a parent/school partnership through communication. One such provision gives parents the right to ask for and receive information about the professional qualifications of their child's classroom teacher. A parent may request the following:

- Any college or university degrees or certifications held by the teacher
- The subject area of the teacher's degree or certification
- Whether the teacher is certified by the State of Maryland to teach a particular grade level or subject area
- Whether the teacher holds a conditional certificate
- Whether the student is served by paraprofessionals and, if so, the qualifications of the paraprofessionals.

If you would like to request the professional qualification of your child's classroom teacher or paraprofessional, please submit a written request to your child's principal. Your child's principal will provide the information to you within 30 business days of the date of your request.

At the local level, the Howard County Public School System has developed the *Bridge to Excellence Master Plan*. Within the plan, the district outlines a systemic approach to instruction and school improvement. In order to accelerate learning so that *all* students meet or exceed local and state standards, staff, students, parents, and the community must work together to reach our goals, which are as follows:

1. *Each child, regardless of race, ethnicity, socioeconomic status, disability, or gender, will meet or exceed the rigorous performance standards. All diploma-bound students will perform on or above grade level in all measured content areas.*
2. *The Howard County Public School System will provide a safe and nurturing school environment that values diversity and commonality.*

Howard County's learning community is recognized nationally for its excellence in teaching and learning. I am proud of the preparation, performance, and commitment of the school system's professional and paraprofessional staff.

Thank you for supporting your child's education. The school system welcomes your involvement in helping us reach our goals.

Sincerely,



Sydney Cousin  
Superintendent

2010年 10月

亲爱的家长：

联邦法—“2001年不让一个孩子掉队法案”中制定了一些条例，鼓励和推动家长/学校之间的彼此交流与合作。其中一项条例赋予家长索取并获得到自己孩子老师的资料，了解他们的专业水平的权利。依照该条例，家长可以索取下列资料：

- 老师所拥有的大学文凭或证书
- 老师所拥有的文凭或证书的专业
- 老师是否由马里兰州政府核准教授某一年级或某一课程
- 老师是否持有临时证书
- 学生是否得到助教的帮助，如果是，助教的条件是什么

如果您想索取自己孩子老师或助教的专业水平资料，请向孩子就读的学校校长提出书面要求。校长将在收到您的要求之后30个工作日之内为您提供您所要的资料。

在地方的层面上，海华郡公立学校系统制定了“通优之路主导计划”。该计划扼要地列出了一项改善教学和学校的系统方案。为了促进孩子学习，使所有的学生达到或超过地方和州立标准，教职员工、学生、家长和社区必须一起合作，达到我们以下的目标：

1. 每一个孩子，无论其人种、族类、社会经济状况、残疾或性别，都将达到或超过严格的成绩标准。所有希望得到高中毕业证书的学生在各方面考核中都将达到或超过年级水平。
2. 海华郡公立学校系统将提供一个安全舒适、求同存异的教學环境。

海华郡教学兼优的学校环境在全美国都有口皆碑。我以学校系统的专业人员和专业助理人员为提高教学质量所作出的准备、努力和献身而深感骄傲。

谢谢您支持孩子的教育。学校系统欢迎您的参与，帮助我们达到这一目标。

此致

敬礼！

Sydney Cousin

总监

NCLB Parent Information Letter (International Student & Family Services, Chinese, MS – 10/10)

2010 년 10 월

부모님들께:

연방정부에서 제정한 2001 년의 학생 전원 성취법은 대화를 통한 학부모/학교 파트너쉽을 장려하는 몇 가지 규정을 포함하고 있습니다. 그 중 하나의 규정이 학부모로 하여금 자녀의 교사에 대한 전문 자격여부에 대한 정보를 묻고 얻을 수 있는 권리를 주는 것입니다. 학부모는 다음에 서술된 것들을 요청할 수 있습니다.:

- 교사가 소지하고 있는 대학 학위(들)나 자격증
- 교사가 소지하고 있는 학위나 자격증의 전문 분야
- 특정 학년이나 과목을 가르칠 수 있도록 교사가 메릴랜드 주에 의해 자격이 주어 졌는지의 여부
- 교사가 조건적 자격증을 소지하고 있는지의 여부
- 학생이 전문 보조인에게 배우는지, 그렇다면, 그 전문 보조인의 자격.

만약 여러분 자녀를 맡고 있는 담임 교사나 전문 보조인의 전문적 자격을 알고 싶으시면, 자녀가 재학중인 학교의 교장에게 서면으로 요청하십시오. 귀하의 요청일로부터 수업일로 30 일 안에 학교장이 정보를 제공해 드릴 것입니다.

지역적으로 볼 때, 하워드 카운티 공립학교 시스템은 우수함을 향한 교량 계획을 만들었으며, 이 계획 안에서 각 학군은 교습 방법과 학교 향상 플랜을 향한 체계적인 접근 방법을 만들었습니다. 모든 학생들이 각 지역 및 주의 표준에 맞게 하기 위한 학습을 촉진하기 위하여 교직원, 학생, 학부모 및 커뮤니티는 다음에 서술되어 있는 우리의 목표 달성을 위하여 함께 일을 해 나가야 합니다.:

1. 각 학생들은 인종, 민족, 사회경제적 상태, 장애, 혹은 성별에 구별없이 엄격한 성취 수준에 도달하거나 초과해야 한다. 졸업장을 받기 위해 공부하는 모든 학생들은 모든 학과목에서 제학년 수준이나 그 이상의 수준에 도달해야 한다.
2. 하워드 카운티 공립학교 시스템은 다양성과 공통성을 존중하는 안전하고 면학적인 학교 환경을 제공한다.

하워드 카운티의 배움의 장은 우수한 교수와 학습으로 전국적으로 인정을 받고 있습니다. 저는 학교 시스템의 전문적, 전문 보조 교사들의 학습 준비, 성과, 책임감을 자랑스럽게 생각합니다.

여러분 자녀의 교육을 도와주시는 것에 대한 감사를 드리며, 학교 당국에서는 저희의 목표 달성을 도와주시기 위한 여러분의 참여를 환영합니다.

감사합니다.

시드니 커즌  
교육감

Octubre 2010

Estimados Padres:

La ley federal, *Ley Ningún Niño Se Queda Atrás del 2001 (No Child Left Behind)*, contiene varias disposiciones que promueven una alianza entre los padres y las escuelas a través de la comunicación. Una de dichas disposiciones otorga a los padres el derecho a solicitar y recibir información sobre las calificaciones profesionales del maestro de clase de su hijo/a. Un padre puede solicitar lo siguiente:

- Títulos o certificaciones terciarios o universitarios que tuviera el maestro
- Área de estudio del título o certificación del maestro
- Si la certificación del maestro es del estado de Maryland para enseñar un grado o asignatura en particular
- Si el maestro tiene un certificado provisorio
- Si personal auxiliar da clases al estudiante y, de ser así, las calificaciones de dicho personal.

Si desea obtener las calificaciones profesionales del maestro o personal auxiliar que da clases a su hijo/a, por favor envíe un pedido por escrito al director de su hijo/a. El director de su hijo/a le proveerá la información dentro de los 30 días hábiles a partir de la fecha de su solicitud.

A nivel local, el Sistema de Escuelas Públicas del Condado de Howard desarrolló el *Plan Maestro Puente hacia la Excelencia*. Dentro del plan, el distrito detalla un enfoque sistémico hacia la instrucción y mejora escolar. Para acelerar el aprendizaje y lograr que *todos* los estudiantes alcancen o excedan los niveles locales y estatales, el personal escolar, los estudiantes, los padres, y la comunidad deben trabajar conjuntamente para alcanzar nuestras metas, que se detallan a continuación:

1. *Cada estudiante, sin distinción de raza, origen étnico, nivel socioeconómico, discapacidad, o sexo, alcanzará o excederá los niveles rigurosos de desempeño.*
2. *El Sistema de Escuelas Públicas del Condado de Howard proporcionará un ámbito escolar seguro y acogedor que valore la diversidad y aquello que tenemos en común.*

La comunidad aprendiz del Condado de Howard es reconocida a nivel nacional por su excelencia en la enseñanza y el aprendizaje. Estoy orgulloso de la preparación, desempeño, y compromiso del personal docente y auxiliar del sistema escolar.

Gracias por apoyar la educación de su hijo/a. El sistema escolar agradece su participación para ayudarnos a lograr nuestras metas.

Atentamente,

Sydney Cousin  
Superintendente

October, 2010

Kính gửi Phụ huynh:

Luật chính phủ, *No Child Left Behind Act of 2001* (Đạo luật *Không Bỏ Rơi Trẻ Nhỏ của 2001*), bao gồm một vài điều khoản khuyến khích mối thân hữu giữa phụ huynh và nhà trường thông qua việc trao đổi thông tin. Một trong những điều khoản này cho phép phụ huynh có quyền đòi hỏi và nhận thông tin về chất lượng chuyên nghiệp của các giáo viên của con em mình. Phụ huynh có thể yêu cầu những thông tin sau:

- Bất cứ bằng cao đẳng hay đại học hay chứng chỉ mà giáo viên có
- Chuyên môn chính trong bằng cấp hay chứng chỉ của giáo viên
- Giáo viên có hay không chứng chỉ của tiểu bang Maryland để dạy một lớp hay một môn học đặc thù
- Giáo viên có hay không có chứng chỉ với quy định
- Học sinh có hay không có được sự phục vụ của các trợ giáo, và, nếu có, chất lượng của các trợ giáo.

Nếu quý vị muốn biết trình độ chuyên nghiệp của giáo viên hay trợ giáo của con em quý vị, làm ơn viết đơn gửi cho hiệu trưởng của con em quý vị. Vị hiệu trưởng của con em quý vị sẽ cung cấp thông tin cho quý vị trong vòng 30 ngày làm việc tính từ ngày quý vị yêu cầu.

Ở cấp địa phương, Hệ Thống Trường Công Lập Quận Howard thành lập *Kế Hoạch Cầu Nối Đến Sự Xuất Sắc (Bridge to Excellence Master Plan)*. Trong kế hoạch này, mỗi khu vực vạch ra một phương pháp giảng dạy và nâng cao chất lượng trường học. Trong việc gia tăng việc học để *tất cả* học sinh đạt được và vượt chuẩn mực địa phương và tiểu bang, nhân viên nhà trường, học sinh, phụ huynh, và cộng đồng phải làm việc với nhau để đạt được mục tiêu của chúng ta, các mục tiêu như sau:

1. *Mỗi trẻ em, không phân biệt chủng tộc, sắc tộc, địa vị xã hội, tàn tật, hay giới tính sẽ đạt đủ hoặc vượt chỉ tiêu chuẩn mực thành tích thi đua. Tất cả những học sinh nào theo học để lãnh bằng sẽ hoàn thành đầy đủ hoặc trên trình độ của lớp trong mọi mặt.*
2. *Hệ thống Trường Công Lập Quận Howard sẽ cung cấp một môi trường giáo dục an toàn và lành mạnh để cao sự đa dạng và tương đồng.*

Học vấn cộng đồng của quận Howard được công nhận cấp quốc gia về sự xuất sắc trong giảng dạy và học tập. Tôi rất tự hào về sự soạn bài, thành tích thi đua, và sự tận tâm của toàn bộ nhân viên chuyên nghiệp và phụ tá kinh nghiệm của hệ thống nhà trường.

Cám ơn quý vị ủng hộ sự giáo dục con em mình. Hệ thống trường học luôn đón chào sự lưu tâm của quý vị trong việc giúp chúng tôi đạt được mục tiêu.

Kính thư,

Sydney Cousin  
Giám Đốc Học Vụ

October, 2010

Dear Parents,

Recently you received a letter from Dr. Sydney Cousin, Superintendent of the Howard County Public School System, outlining some of the principles of this federal legislation, the *No Child Left Behind Act of 2001* (NCLB). This legislation requires notification to parents of students who attend schools receiving funds under Title I, Part A, when their child has been taught in a core subject area for four or more consecutive weeks by a teacher who has not met the Federal definition of a highly qualified teacher.

In the interest of providing important information to our parents, I am notifying you that a teacher assigned to your child's class does not yet meet the federal definition of "highly qualified." The teacher may fall into one of the following situations:

- Teaching with a Maryland Conditional Certificate  
Example: a teacher who may have a rich background and/or experiences in his/her academic content area (often areas where critical teacher shortages exist) and who is currently completing required education courses and/or tests
- Has a Maryland Teacher Certificate, but is teaching outside his/her field of certification  
Example: a teacher certified in Math who is teaching Science
- Is certified in Elementary Education but has not met the new Federal requirements  
Example: a teacher, who was hired prior to a state test being required for certification in Maryland and does not hold an Advanced Professional Certificate
- Is certified in Early Childhood Education, but has now found that the test he/she has taken is no longer deemed valid according to Federal requirements

The Howard County Public School System is extremely proud of the teachers we employ. Most importantly, you can be assured that all teachers on our faculty are well qualified and supported in order to provide daily instruction to your child. The school system is working diligently with all of our teachers so they will be identified as "highly qualified" according to the Federal legislation.

The following teacher on our faculty, who is instructing your child, is currently working toward meeting NCLB requirements, which will satisfy the new Federal definition of a highly qualified teacher: **(Insert the name and assignments of the teacher determined to be "not highly qualified" on your school's faculty here).**

I appreciate your continued interest and support of your child's educational program. Please contact me at **insert telephone number** if you have any questions regarding this issue.

Sincerely,

Principal

2010年10月

亲爱的家长，

最近，您曾收到过海华郡公立学校系统总监 Sydney Cousin 博士的一封信，扼要地介绍了一项联邦法案—2001 不让一个孩子掉队法案（No Child Left Behind Act of 2001-NCLB）。这一法案要求，如果学生在“第一权益”第一章（Title I, Part A）资助的学校上学，并且所学的一门主课连续四周以上是由一位尚未达到联邦政府所规定的“非常合格”（highly qualified）标准的老师教授，学校必须通知家长。

现在我通知您，教您孩子的一位老师尚未达到联邦政府所规定的“非常合格”之要求。这位老师的情形可能是以下的一种：

- 只有暂时的马里兰州教师证书  
例如：一位老师可能在自己所教的科目（通常也是缺乏教师的科目）有很强的背景和 / 或丰富的经验，然而目前还在完成所要求的课程和 / 或考试
- 持有马里兰州教师证书，但却在教证书所规定范围之外的课程  
例如：一位持有数学证书的老师在教科学课
- 持有小学教育证书，但尚未达到新的联邦要求  
例如：一位老师在马里兰州要求教师证书之前就已经参加工作，并且没有高级专业证书
- 持有儿童早期教育证书，但按联邦规定，他 / 她以前所通过或参加的考试已不再有效

海华郡公立学校系统以自己所拥有的优秀教师队伍为骄傲。最重要的是，有一点您可以尽管放心，就是我们所有的老师都具有高水平，并且得到高度的重视和支持。因而他们每天都在为您的孩子提供高质量的教学。学校系统正在和所有的老师一起努力，让每一位老师都到达联邦法案所规定的“非常合格”之标准。

下列是您孩子的老师中尚未、但是正在努力达到 NCLB 要求、继而达到联邦“非常合格”之标准的老师的名字。（**Insert the name and assignments of the teacher determined to be “not highly qualified” on your school’s faculty here.**）

感谢您对您孩子教育的不断关心和支持。如果您对此有任何问题，请打（**insert telephone number**）与我联系。

此致，

敬礼！

校长

CNCLB Letter from Principal (OISFS, Chinese – Msun,10/10)

2010년 10월

부모님께,

여러분들께서는 하워드 카운티 공립학교 시스템의 교육감이신 시드니 커즌 박사님께서 보내신 2001년에 제정된 정부 법규인 “No Child Left Behind(NCLB)”의 몇가지 원칙이 적혀 있는 편지를 최근에 받으셨을 것입니다. 이 법규의 A부분에는 학생들이 국가에서 지정한 높은 수준의 교사로부터 4주 이상의 연속된 수업을 주요 과목에서 받지 못할 경우, 타이틀 I의 재정 지원을 받는 학교에 재학하는 학생들의 부모님들께 통보해 드릴 것을 규정해 놓고 있습니다.

부모님들께 이러한 중요한 정보를 전해드리고자 하는 일환으로, 맥의 자녀가 듣는 과목의 교사가 국가 법에서 지정한 “높은 수준”의 교사가 아직 아니라는 것을 알려드리고자 합니다. 그 교사는 다음에 서술되는 것 중 한 곳에 들어 갈 것입니다.:

- 메릴랜드 조건적 자격증 소유 교사  
예: 풍부한 뒷배경을 가지고 있으며/있다가나 자신이 가르치고 있는 교과목에의 경험이 있는 교사 (교사의 결원이 있는 부분에 종종 나타남)와 현재 필수 교육과정 및 시험의 완료과정에 있는 교사
- 메릴랜드 교사 자격증이 있으나, 자신의 자격증 분야밖에서 가르치는 교사  
예: 수학 교사 자격증이 있으나 과학을 가르치는 교사
- 초등교육 자격증이 있으나 새로운 국가 필수 자격 요건에 도달하지 못한 교사  
예: 메릴랜드 자격증에서 요구하는 주 시행 시험 이전에 고용된 교사로 고등 전문 자격증을 수여하지 못한 교사
- 조기 아동 교육 자격증이 있으나, 그 자격증이 정부에서 제정한 필수 요건을 더 이상 충족시키지 못함

하워드 카운티 공립학교 시스템은 저희가 고용한 교사들에 대한 자부심을 가지고 있습니다. 가장 중요한 것은 여러분 자녀들을 매일같이 가르치기 위해 저희의 교사들은 모두 수준 높은 교사들로 구성되어 있으며 충분한 지원을 받고 있다는 것입니다. 저희 학교 시스템에서는 국가법에서 제정한 바에 따라 “높은 수준의”의 교사들로 만들기 위해 열심히 교직원들과 함께 노력하고 있습니다.

지금 여러분 자녀를 가르치고 있는 교직원 중 다음의 교사는 국가에서 지정한 새로운 높은 수준의 교사라는 정의를 만족시키는 NCLB 필수요건을 충족시키기 위해 현재 노력하고 있습니다. **(Insert the name and assignments of the teacher determined to be “not highly qualified” on your school’s faculty here).**

여러분 자녀의 교육 프로그램에 대한 여러분의 계속된 관심과 성원에 감사드립니다. 이 문제에 대한 질문이 있으시면, 저에게 **insert telephone number** 로 연락을 주십시오.

감사합니다.

교장



Octubre 2010

Estimados padres,

Recientemente, ustedes recibieron una carta del Dr. Sydney Cousin, Superintendente del Sistema de Escuelas Públicas del Condado de Howard, explicando resumidamente algunos de los principios de la legislación federal, la *Ley Ningún Niño Se Queda Atrás del 2001 (No Child Left Behind Act of 2001 (NCLB))*. Esta legislación requiere notificar a los padres de estudiantes que asisten a escuelas que reciben fondos bajo el Título I, Parte A, cuando su niño/a recibió instrucción en un área principal de estudios durante un mínimo de cuatro semanas consecutivas, de un/a maestro/a que no cumple con la definición federal de maestro/a altamente calificado/a.

Con el fin de proporcionar información importante a nuestros padres, les notifico que un/a maestro/a asignado/a a la clase de su niño/a aún no cumple con la definición federal de "altamente calificado." El/La maestro/a puede encontrarse en una de las situaciones siguientes:

- Enseña con un Certificado Condicional de Maryland  
Ejemplo: un maestro que puede contar con una vasta formación y/o experiencia en su área de contenido académico (muchas veces, áreas donde existen carencias críticas de maestros) y que actualmente está completando los cursos de educación y/o exámenes requeridos
- Cuenta con un Certificado de Maestro de Maryland, pero enseña fuera de su campo de certificación  
Ejemplo: un maestro certificado en matemáticas que enseña ciencias
- Está certificado en Educación Primaria pero no ha logrado los requisitos federales nuevos  
Ejemplo: un maestro que fue empleado antes de que un examen estatal fuera requerido para su certificación en Maryland y que no cuenta con un Certificado de Avance Profesional
- Está certificado en Educación de Niñez Temprana, pero descubrió ahora que el examen que tomó ya no se considera válido conforme a los requisitos federales

El Sistema de Escuelas Públicas del Condado de Howard está extremadamente orgulloso de los maestros que emplea. Más aún, pueden estar seguros de que todos los maestros del cuerpo docente cuentan con muy buena calificación y apoyo para proporcionar instrucción diaria a su niño/a. El sistema escolar trabaja concienzudamente con todos sus maestros para ser identificados como "altamente calificados" de acuerdo a la legislación federal.

El/La maestro/a siguiente de nuestro cuerpo docente, quien instruye a su niño/a, se encuentra actualmente trabajando para satisfacer los requisitos de la ley NCLB, lo cual cumplirá con la nueva definición federal de un maestro altamente calificado: **(Insert the name and assignments of the teacher determined to be "not highly qualified" on your school's faculty here).**

Aprecio su interés y apoyo continuos en el programa educativo de su niño/a. Por favor, comuníquese conmigo al **insert telephone number** si tiene alguna pregunta sobre este tema.

Atentamente,

Director/a

October, 2010

Kính gửi Phụ Huynh,

Mới đây, quý vị đã nhận được một lá thư của Dr. Sydney Cousin, Tổng Giám Đốc Học Vụ của Hệ thống Trường Công Lập Quận Howard, nêu ra một vài nguyên tắc của Bộ Luật *No Child Left Behind của 2001* (NCLB). Bộ Luật này yêu cầu là phải có sự thông báo đến quý vị phụ huynh của các học sinh hiện đang học trong những trường đang nhận lãnh các trợ cấp của Title I, Phần A, khi con em của họ nhận sự giảng huấn về những môn nòng cốt trong bốn hoặc năm tuần liên tiếp từ một giáo viên chưa đạt đủ tiêu chuẩn giảng dạy theo định nghĩa mới từ trên Trung Ương.

Với nhã ý là để cung cấp những thông tin quan trọng đến quý vị phụ huynh, tôi báo cho quý vị biết là nếu một giáo viên đã được cử đến dạy lớp học của con em quý vị chưa đạt đủ tiêu chuẩn “dạy học” theo định nghĩa, vị giáo viên này có thể rơi vào trong những trường hợp sau:

- Đang dạy với Chứng Chỉ Quy Định của Maryland  
Ví dụ: một giáo viên có nhiều kiến thức và/hoặc kinh nghiệm về môn học (thường là những môn học thiếu giáo viên) và hiện đang hoàn tất những yêu cầu giáo dục cần thiết để đạt đủ điều kiện.
- Có Chứng Chỉ Giáo Viên của Maryland, nhưng hiện đang dạy ngoài chuyên môn của mình.  
Ví dụ: một giáo viên có chứng chỉ dạy toán nhưng hiện đang dạy khoa học.
- Được chứng nhận trong ngành Giáo Dục Tiểu Học nhưng chưa đạt đủ các yêu cầu mới của Trung Ương  
Ví dụ: một giáo viên đã được mướn vào dạy học trước khi có yêu cầu là phải thi đậu để có chứng chỉ của tiểu bang và hiện không có Chứng Chỉ Chuyên Viên Cao Cấp.
- Được chứng nhận trong Giáo Dục Mầm Non, nhưng bây giờ mới nhận ra là những đề thi mà vị giáo viên này đã lấy hiện không đạt đủ tiêu chuẩn quy định từ Trung Ương.

Hệ Thống Trường Công Lập Quận Howard rất tự hào với các giáo viên của chúng tôi. Quan trọng hơn hết, quý vị có thể yên tâm là tất cả giáo viên trong ngành có đủ khả năng và sự hỗ trợ để cung cấp sự giảng huấn hằng ngày cho con em quý vị. Hệ thống nhà trường đang làm việc tích cực với mọi giáo viên của chúng tôi để họ được coi là “đủ tiêu chuẩn” theo luật lệ Trung Ương.

Những giáo viên trong danh sách sau đây, những người hiện đang giảng dạy con em quý vị, là những người đang hoàn tất các yêu cầu cần thiết của NCLB để đạt đủ tiêu chuẩn theo định nghĩa mới của Trung Ương: **(Insert the name and assignments of the teacher determined to be “not highly qualified” on your school’s faculty here).**

Tôi rất biết ơn các ý tốt và sự hỗ trợ của quý vị vào chương trình giáo dục của con em quý vị. Làm ơn liên lạc với tôi ở số **(insert telephone number)** nếu quý vị có bất cứ thắc mắc gì về vấn đề này.

Kính thư,

Hiệu Trưởng

Grade	PreK	K	1	2	3	4	5
<b>Below, On, Above Level</b>							
Reading			10	10	10	10	10
Math			10	10	10	10	10
<b>Local Assessments</b>							
Reading	10/10*	10				10	10
Math	10/10*	10/10*	10/10*	10/10*	10	10	10
<b>Maryland State Assessments</b>							
Reading						10	10
Math						10	10
<b>SAT-10</b>							
Reading					10		
Math					10		
<b>Developmental Level</b>							
Reading		10	10	10			
<b>Benchmark Level</b>							
Reading		10	10	10	10		
<b>Teacher Judgment</b>							
Reading	10						
Math	10	10					
<b>Total</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>

\* Two local assessments

The above table describes the areas where each student was and will continue to be ranked. All students may receive up to 60 points. The 60 points are divided equally between 30 points for reading measures and 30 points for mathematics measures in each grade level. This will allow schools to look at a composite score or a subject specific score. Each sub-score is leveled on a 1-10 scale.

For example, a high performing 3rd grade student may receive 60 points if they were identified as above grade level on the report card (a combination of classroom assessments and teacher judgment), were in the highest range of scores on the mathematics assessment and SAT-10 in reading and mathematics, and reading above a grade appropriate benchmark.

As students transfer into Title I schools, they may be added to the ranking. During the Fall Semester, students will be reranked to include kindergarten students and new students. Students in grades 1-5 will additionally be reranked in the spring. This data will form a list of students that will receive academic interventions in reading and mathematics. After receiving the ranking, the Title I schools will engage in data conversations to establish groups based on the needs of students. The schools will flexibly group, progress monitor, and make changes to groups as needed. They will use the ranking to schedule interventions and inform families of the students' participation in Title I.



BOARD OF EDUCATION  
**POLICY 10000**  
**PARENT, FAMILY, AND COMMUNITY**  
**INVOLVEMENT**

Effective: January 23, 2007

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**I. Policy Statement**

The Board of Education of Howard County believes that the education of children is a responsibility shared by parents, families, the school system and the community.

The Board recognizes the parent as the child's first and lifelong teacher and that it is essential to involve parents in educational decisions as caring advocates for their children. The Board of Education is committed to promoting the involvement of all parents of students in the Howard County Public School System (HCPSS), regardless of culture, religion, socio-economic status, race/ethnicity, disability, gender, marital status, sexual orientation, primary language, parent/family education, geographical location or any other factor that may limit involvement.

The Board encourages collaboration with parents and the community as participants in school governance and as active partners in forwarding the school system's goals and philosophy.

Therefore, it is incumbent upon the school system and individual schools to establish programs and practices that cultivate a respectful climate, promote open communication, and provide opportunities for effective parent and community involvement and engagement.

**II. Purpose**

The purpose of this policy is to establish guidelines for the school system and individual schools that endorse and encourage meaningful partnerships between and among schools, parents, families and the community to support the social, emotional and academic growth of students. This policy fulfills federal and state mandates.

**III. Definitions**

- A. Advocate – A person who pleads another's cause; a person who speaks or writes in support of something.
- B. Community – The society at large which includes, but is not limited to, families, businesses, faith communities, government agencies, non-profit service organizations, other organizations, and individuals.

- C. Family – A child's primary care-giving unit.
- D. Governance – For purposes of this policy, a collaborative team approach to setting mutual goals and making shared policy, procedure, and program decisions.
- E. Parent – Any one of the following, recognized as the adult(s) legally responsible for the student:
  - 1. Biological parent – A natural parent whose parental rights have not been terminated.
  - 2. Adoptive parent – A person who has legally adopted the student and whose parental rights have not been terminated.
  - 3. Custodian – A person or an agency appointed by the court as the legal custodian of the student and granted parental rights and privileges.
  - 4. Guardian – A person who has been placed by the court in charge of the affairs of the student and granted parental rights and privileges.
  - 5. Caregiver – An adult resident of Howard County who exercises care, custody or control over the student, but who is neither the biological parent nor legal guardian.
  - 6. Foster parent – An adult approved to care for a child who has been placed in their home by a State agency or a licensed child placement as provided by section 5-507 of the Family Law Article.
- F. Partnership – An association of two or more parties taking part in some activity in common with one another or others; two or more parties engaged in working toward the same outcomes.

#### **IV. Standards**

- A. All schools and offices will develop appropriate programs and practices to promote the involvement of all parents and the community.
- B. Employees will demonstrate a commitment to parent, family, and community involvement in the education process and take appropriate steps to meet the mandates of this policy.
- C. Parents and families are expected to be involved in their child's education and assume a vital role in ensuring success in school for their children.
- D. Formal and informal processes will be provided for addressing concerns of family and community members and for providing input on school system policies and procedures.

- E. The HCPSS shall comply with the requirements of the No Child Left Behind (NCLB) Act 2001 related to parent and family involvement, including:
  - 1. Meaningful consultation with parents of children participating in Title I programs to plan and operate programs, activities, and procedures for the involvement of parents consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA)
  - 2. An annual review of this policy in their schools.
- F. The HCPSS will provide professional development and resources to enable staff to meet the expectations of this policy.

**V. Compliance**

- A. The Superintendent's designee will ensure that staff are provided professional development and resources to implement this policy and will monitor implementation of this policy and procedures.
- B. Principals of Title I schools are responsible for compliance with Standard E in their schools.
- C. The Superintendent's designee is responsible for determining annually whether to recommend revision to this policy and procedures based on staff and stakeholder input. If it is determined, under the provisions of Policy 2020, that a committee should be convened for such a revision, the designee is responsible for ensuring that the revision committee includes Title I parent representation in accordance with NCLB mandates.

**VI. Delegation of Authority**

The Superintendent is authorized to develop procedures for the implementation of this policy.

**VII. References**

- A. Legal
  - No Child Left Behind Act 2001 (Sections 1112, 1116, and 1118)
  - COMAR 13A.01.04.06
- B. Other Board Policies
  - Policy 1000 Civility
  - Policy 2030 Ombudsman
  - Policy 2040 Public Participation in Meetings of the Board
  - Policy 2050 Advisory Committees to Staff and Schools
  - Policy 2060 Advisory Committees to the Board of Education

ADOPTED: November 22, 1994  
AMENDED: November 9, 2006  
EFFECTIVE: January 23, 2007

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**I. In support of this policy, local school personnel will:**

*Foundations*

- A. Expand parent, family, and community involvement by identifying and reducing or eliminating barriers to involvement, including but not limited to culture, religion, socio-economic status, race/ethnicity, disability, gender, marital status, sexual orientation, primary language, parent/family education, and geographical location.
- B. Provide professional development to school staff, in conjunction with parents, in how to reach out to, communicate with, and work with parents as partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs.

*Parenting*

- C Address needs that may impact achievement through workshops, forums, and other parent education opportunities.

*Communicating*

- D. Communicate with parents, families and the community about school system policies, regulations, and other general information using various methods, media, resources, times, and languages.
- E. Establish and maintain systematic, two-way communication with parents, families and the community that include but are not limited to regular school newsletters, orientation programs, access to school staff, parent teacher conferences, student progress reports, telephone calls, and electronic communication.

*Volunteering*

- F. Assure parents and families access to schools, their child's classroom, and/or school-sponsored activities subject to school system policy and negotiated agreements.
- G. Coordinate and integrate parent and community involvement activities within the school.
- H. Encourage parents and the community to volunteer in the classroom and in other areas of the school, providing appropriate training, supervision, and support for all volunteers.



- I. Provide space for a parent/volunteer room in the school when feasible.

*Learning at Home*

- J. Provide training and resources at the school level to parents and families which enable them to support the curriculum in a positive home learning environment.

*Decision Making*

- K. Respect the right of parents, families, and the community to serve as advocates for children; support and encourage this advocacy by assisting them in accessing public information and appropriate processes.
- L. Encourage parent groups to reflect the diversity of the school's community to the extent possible consistent with the purposes of the groups, and support their efforts to do so.
- M. Recognize and support parents and the community as participants in appropriate decision making processes and facilitate their leadership in governance, advisory and advocacy roles.
- N. Establish school improvement teams that include parent and community members who participate in the planning, implementation, and assessment of the school improvement plan. Membership on the team will reflect the school/community diversity to the greatest extent possible including the participation of parents of Title I participating students in Title I schools.
- O. Develop and implement systems for collecting and analyzing feedback from parents on involvement opportunities to ensure continuous improvement.
- P. Involve Title I parents in Title I schools in
  1. An annual review of this policy
  2. Development, implementation, and annual review of the Title I schoolwide parent involvement plan and Title I school-parent compact. The Title I school-parent compact is a written agreement between a school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement.
  3. Joint development of Title I program activities under NCLB Section 1112 and the process of school review and improvement under NCLB Section 1116.

*Collaborating with the Community*

- Q. Develop partnerships at the school level with interested community members and community groups in order to achieve school goals. In support of these partnerships, provide training to promote effective involvement.

**II. In support of this policy, the Department of Education will:**

*Foundations*

- A. Expand parent, family, and community involvement by identifying and reducing or eliminating barriers to involvement, including but not limited to culture, religion, socio-economic status, race/ethnicity, disability, gender, marital status, sexual orientation, primary language, parent/family education, and geographical location.
- B. Identify, develop, share, and support successful parent, family, and community involvement programs, plans, and activities for use by local schools to improve student academic achievement and school performance. Educate school system staff, with advisement from parents, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

*Parenting*

- C. Address needs that may impact achievement through workshops, forums, and other parent education opportunities.

*Communicating*

- D. Inform parents, families, and community members about the function and organization of the school system, including appropriate directory information.
- E. Communicate with parents, families, and the community about school system policies, regulations, and other appropriate information.
- F. Communicate methods by which parents, families, and the community can contribute suggestions for the continued improvement of the school system, including means by which they may communicate directly with the Board of Education, such as public hearings.
- G. Assist parents, families, and community members with school-related issues, resolving problems, and identifying resources. Develop and implement appropriate system-wide problem solving processes.

*Learning at Home*

- H. Provide training and resources at the school system level to parents and families which enable them to support the curriculum in a positive home learning environment.

*Decision Making*

- I. Recognize and support parents and the community as participants in appropriate decision-making processes and facilitate their leadership in governance, advisory, and advocacy roles.
- J. Include active parent and community representation on standing and ad hoc advisory committees of the Department of Education and its various offices and programs when appropriate. Committee membership should reflect the diversity of the community to the greatest extent possible.
- K. Assist local schools and school system offices in the development of mechanisms to use in assessing the effectiveness of their parent, family, and community involvement efforts.
- L. Establish staff liaisons to the PTA Council of Howard County, the Citizens' Advisory Committee to the Board of Education, and other organizations as appropriate.
- M. Include representation by parents of Title I participating students on any committee charged with revising this policy and/or implementation procedures.

*Collaborating with the Community*

- N. Develop partnerships at the school and system level with parents, interested businesses, organizations, and community members in order to achieve school system goals. In support of these partnerships, provide training to promote effective involvement.
- O. Work with businesses, organizations, and other government agencies to gain support and assistance for parent, family, and community involvement efforts.
- P. Coordinate and integrate parental involvement strategies with the county, including state and federally funded programs.

**III. In accordance with this policy, parents and families are encouraged to:**

*Foundations*

- A. Take advantage of opportunities, including training, provided by local schools and the school system for the involvement of parents in support of their children's education.
- B. Adhere to and support school and school system policies and procedures as appropriate when acting as parent, volunteer, advocate for children, member of committee or governance group, or other role.

*Parenting*

- C. Support the goal of the Student Code of Conduct to provide a safe and nurturing environment and the individual efforts of employees to implement the code.
- D. Ensure their child's attendance in school and make every effort to avoid extended absences and chronic tardiness.
- E. Make sure their child comes to school each day ready to learn with adequate sleep, good nutrition, and the appropriate supplies and materials.
- F. Prepare their child for formal schooling by exposing the child to basic behaviors and skills essential to success.
- G. Display confidence in their child's ability to succeed.

*Communicating*

- H. Seek appropriate assistance, information, and services from schools, the school system, and the community to help their children to be successful.
- I. Communicate with the school about their child and factors which will help the school staff work successfully with their child.
- J. Attend parent conferences.
- K. Visit their child's school; report to the office first when visiting the school and make arrangements in advance with the teacher when visiting an individual classroom.

*Volunteering*

- L. Support educators in their efforts to provide a quality education for all children.
- M. Support school activities.
- N. Respect the confidentiality of student records.

*Learning at Home*

- O. Spend time engaging their child in learning activities.
- P. Monitor academic progress by checking their child's homework each night, reviewing performance tests and assessments, and discussing the school activities of the day.

*Decision Making*

- Q. Participate in governance, advisory, and advocacy roles within the school system.

*Collaborating with the Community*

- R. Participate in activities that promote the health and welfare of children.

**IV. In support of this policy, the community is encouraged to:**

*Foundations*

- A. Share information, services, and resources that support schools and school system goals.
- B. Take advantage of opportunities, including training, provided by local schools and the school system in support of children's education.
- C. Adhere to and support school and school system policies and procedures as appropriate when acting as parent, volunteer, advocate for children, member of committee or governance group, or other role.

*Parenting*

- D. Share information, services, and resources that strengthen families.

*Communicating*

- E. Engage in two-way communication with schools and the school system in support of student learning.

*Volunteering*

- F. Respect the confidentiality of student records.
- G. Support the goal of the Student Code of Conduct to provide a safe and nurturing environment and the individual efforts of employees to implement the code.
- H. Participate in and support school volunteer and mentor programs.

*Learning at Home*

- I. Engage in partnerships with schools and the school system in support of student learning and school system goals.

*Decision Making*

J. Participate in governance, advisory, and advocacy roles within the school system.

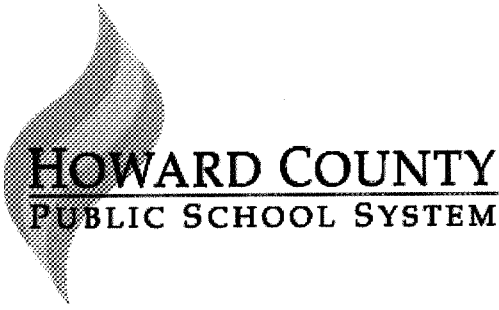
*Collaborating with the Community*

K. Provide opportunities for students to participate in community service.

ADOPTED: November 22, 1994

AMENDED: November 9, 2006

EFFECTIVE: January 23, 2007



## **I. 규칙 문 (Policy Statement)**

하워드카운티 교육청은 아동들의 교육은 학부모들과 가족, 교육기관 및 지역사회의 공동된 책임이라고 믿는다.

본 교육청은 학부모를 아동들의 처음이자 평생의 교사로 인식하고 있으며, 학부모가 자녀들의 관심어린 후원자로서 교육적 결정에 관여하는 것이 필수적이라고 믿고 있다. 본 교육 위원회는 하워드 카운티 교육구의 모든 학부모들의 참여를 적극 권장하고 있으며, 문화, 종교나. 사회-경제적 지위, 인종/ 민족성, 지체장애, 성별, 결혼 신분, 성적 경향, 모국어, 학부모/ 가족의 교육 수준, 지역적 위치나 또는 기타 학부모의 참여를 제한할 수 있는 다른 어떤 요소에 차별을 두지 않는다.

본 교육청은 학교 행정의 참여자로서, 그리고 적극적인 동반자로서 본 교육구의 목적과 철학을 추진하는 일에 학부모들과 지역사회의 협력을 장려하고 있다.

그러므로, 상호 존중하는 분위기를 조성하고, 열린 대화를 권장하며, 효율적인 학부모와 지역사회의 관여와 참여를 제공하는 프로그램과 실행 사항들을 확립하는 것은 본 교육구와 각 학교의 맡은바 의무이다.

## **II. 목적 (Purpose)**

본 규칙의 목적은 학생들의 사회적, 정서적 및 학업 성장을 지원하기 위해 학교와 학부모, 가정들과 지역사회 양자간 및 다자간의 의미있는 동역관계를 권장하고 격려하는 본 교육청과 각 학교들을 위한 지침들을 수립하고자 하는 것이다.

## **III. 정의 (Definitions)**

- A. 옹호자 (Advocate) - 다른 사람의 편익을 위해 호소하는 사람. 어떤것을 지지해서 글을 쓰거나 말하는 사람.
- B. 지역 사회 (Community) - 가족, 사업체들, 종교기관들, 정부 기관, 비영리 봉사단체 및 기타 단체들과 개인들을 포함하는 전반적인 지역사회.

- C. 가족 (Family) - 각 아동의 주된 양육 단위
- D. 행정 (Governance) - 이 규칙의 목적이행을 위하여 일치된 목적을 세우고 공유된 규칙을 수립하며 절차 및 프로그램 결정을 해나가는 협조적인 팀 접근 방식.
- E. 학부모(Parent) - 다음 사항에 해당되는 학생의 법적 보호자로 인정되는 모든 성인:
1. 친부모(Biological parent) - 양육권이 종료되지 않은 혈육관계의 부모.
  2. 양부모(Adoptive parent) - 법적으로 학생을 입양했고, 그 양육권이 종료되지 않은 사람.
  3. 보호자(Custodian) - 학생의 법적 보호자로 법원에 의해 지정되어 양육권과 특권을 부여받은 성인 또는 기관.
  4. 후견인(Guardian) - 학생의 제반사를 담당하도록 법원에 의해 지정되어 양육권과 특권을 부여받은 성인.
  5. 보육인(Caregiver) - 학생을 관리하거나 보호 또는 후견인 역할을 하는, 하지만, 생물학적 부모이거나 법적 보호자는 아닌, 하워드 카운티의 성인 주민.
  6. 위탁부모(Foster parent) - 주정부 기관에 의해 위탁된 어린이를 자신의 가정이나 또는 가족법의 5-507항에 의해 제공되는 인가받은 어린이 위탁시설에서 돌보도록 승인된 성인.
- F. 협력관계(Partnership) - 상호간에 또는 타인들과의 공동 활동에 둘 또는 그이상의 당사자들이 연합해서 참가하는것; 둘 또는 그 이상의 참가자들이 동일한 목적을 위해 협력하는 것.

#### IV. 표준 지침(Standards)

- A. 모든 학교들과 사무실들은 모든 학부모들과 지역사회의 참여를 진작시키는 적절한 프로그램들과 실천사항들을 개발한다.
- B. 교직원들은 교육 과정에 대한 학부모, 가족, 및 지역사회의 참여를 확신하는 모습을 보이며, 이 정책의 강령에 맞는 적절한 절차들을 취한다.
- C. 학부모들과 가족들은 자녀의 교육에 참여하도록 기대되며, 자녀들이 학교 생활에서 성공하도록 보장해주는 핵심적인 역할을 맡는다.
- D. 가족과 지역사회의 구성원들이 애로사항들을 토로할 수 있도록하며, 학교 시스템의 정책들과 절차들에 대한 의견을 제공할 수있는 공식적 및 비공식적 절차들이 마련되어진다.



- E. 하워드카운티 공립학교 시스템은 학부모와 가족 참여에 관한 유급학생 남기지 않기법 (the No Child Left Behind (NCLB) Act 2001)에서 포함하는 다음과 같은 요구사항들을 준수한다:
1. 타이틀 I (Title I) 프로그램에 참여하고 있는 자녀들을 둔 학부모들과 함께 초중등학교 교육법의 1118항에 일치되는 학부모 참여를 위한 프로그램, 활동 및 절차를 계획하고 운영하기 위해 의미있는 자문주기.
  2. 해당 학교들에서 이 정책에 대한 연례 평가회 갖기
- F. 하워드카운티 공립학교 시스템은 이 정책의 기대사항들을 충족시키도록 교직원들을 강화시킬 교직원 연수를 제공한다.

#### V. 준수 (Compliance)

- A. 교육감 지명인은 이 정책을 이행하기 위해 교직원 연수와 자료들이 제공되어 있는지 확인하고, 이 정책과 절차의 이행 사항을 준수한다
- B. 타이틀I (Title I) 학교들의 교장들은 담당 학교들의 E 기준 사항들의 준수에 대한 책임이 있다.
- C. 교육감 지명인은 매년 교직원들과 당사자들의 제안에 근거하여 이 규정과 절차에 대한 수정을 권할지 여부를 결정할 책임이 있다. 만일 1001 정책에 의거하여 그러한 수정안을 위하여 위원회가 결성되어야 한다고 결정되면, 해당 지명인은 그 수정안 위원회가 NCLB 준수 사항에 따라 타이틀 I 학부형을 포함하는 것을 확실히 할 책임이 있다.

#### VI. 권위의 이양 (Delegation of Authority)

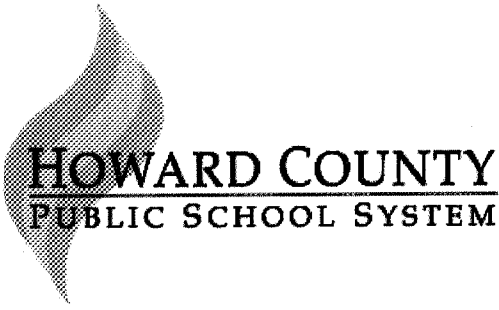
교육감은 이 정책의 이행을 위한 절차를 개발할 권위를 갖는다.

#### VII. 참고 문헌 (References)

- A. 법규 (Legal )  
No Child Left Behind Act 2001 (Sections 1112, 1116, and 1118)  
COMAR 13A.01.04.06
- B. 기타 교육 위원회 정책(Other Board Policies)  
Policy 1005 Ombudsman  
Policy 1211 Citizen Advisory Committees to the Board of Education and the School System  
Policy 1221 Citizens' Advisory Committee to the Board of Education

Policy 11200 Public Hearings  
Policy 11500 Civility

**ADOPTED:** November 22, 1994  
**AMENDED:** November 9, 2006  
**EFFECTIVE:** January 23, 2007



**POLICY 10000-PR**  
**IMPLEMENTATION PROCEDURES**  
**PARENT, FAMILY, AND COMMUNITY**  
**SERVICES**

Effective: January 23, 2007

**I. 이 정책을 지원하고자 각 지역 학교 교직원들은 다음과 같은 것들을 실시할 것이다:**

*기초 (Foundations)*

- A. 문화, 종교, 사회경제적 신분, 인종/ 민족성, 지체 장애, 성별, 결혼 상태, 성적 기호, 모국어, 학부모/ 가족의 교육 및 지형적 위치등을 포함한 학부모 참여를 막는 장벽들을 파악하고 감소시키거나 제거함으로써 학부모, 가족 및 지역사회의 참여를 확대해 나간다.
- B. 교직원들에게 학부모들에 관련해서 학부모들과 연락을 취하는 법, 의사를 교환하고, 동반자로서의 학부모들과 협력하는 법 등에 관해 연수 교육을 제공하고 학부모들의 기여와 활용성 그리고 학부모 프로그램들을 시행하고 조정하는 법을 개발하는 연수를 제공한다.

*부모 역할 (Parenting)*

- C. 워킹샵이나 포럼 및 기타 학부형 교육 기회들을 통해 학업 성취에 영향을 줄 수 있는 필요사항들에 대해 대처한다.

*의사 교환 (Communicating)*

- D. 여러가지 방법들과 매체, 방송, 자료, 시기 및 언어들을 사용하여 학교 시스템의 정책들, 규정, 그리고 기타 일반적인 정보들에 관하여 학부모, 가족 및 지역 사회와 의사를 교환한다.
- E. 정규 학교 뉴스 레터, 오리엔테이션 프로그램들, 교직원에 대한 접근, 학부모 교사 면담회, 학생 성적통지서, 전화 방문, 전자 소식전달 등을 포함한 체계적이고 상호간에 열린 의사 전달 체계를 확립하고 유지한다.

*자원 봉사 (Volunteering)*

- F. 학교 시스템의 규정과 교섭된 동의안에 관련된 학교 후원 활동들과 학교들과 그들의 자녀들의 학급 및 학교 후원 활동들에 학부모들과 가족들이 접할 수 있다고 확신시켜준다.
- G. 교내에서 학부모와 지역사회의 참여를 조정하고 융화시킨다.

- H. 학부모와 지역사회를 학급 활동과 교내의 다른 활동들에 자원 봉사를 하도록 격려하고 적절한 훈련과 지도 및 지원을 모든 봉사자들에게 제공해 준다.
- I. 가능한 시기에 교내에 학부모/ 자원봉사자를 위한 공간을 제공한다.

*가정 학습 (Learning at Home)*

- J. 학교 차원에서 학부모들과 가족들에게 긍정적인 가정 학습 환경에서 학업 과정을 지원할 수 있도록 학부모들과 가족들에게 힘을 키워주는 훈련과 자원들을 제공한다.

*의사 결정 (Decision Making)*

- K. 학부모, 가족, 그리고 지역사회원들이 자녀들을 위한 옹호자로 역할을 다할 권리를 존중한다; 그들이 공개된 정보와 적절한 절차를 접할수 있도록 보조해 주어서 이러한 옹호 활동을 지원하고 격려한다.
- L. 학부모 단체들을 격려해서 그룹들의 목적들과 가능한 부합할 정도로 까지 학교 구성원들의 다양성을 반영하도록 하고, 그러한 노력들을 지원한다.
- M. 학부모들과 지역사회를 적절한 의사 결정 과정의 참여자로 인정하고 그들의 지도력을 관리, 자문, 및 옹호 역할에서 발휘할 수 있도록 안내한다.
- N. 학교 개발 계획의 수립, 시행, 그리고 평가에 참여하는 학부모 및 지역사회를 포함하는 학교 향상 팀을 설립한다. 그 팀의 회원 구성은 타이틀 I (Title I) 해당 학교들에 다니는 타이틀 I (Title I) 학생들의 학부모들을 포함하여 최대한 학교/ 지역사회의 다양성을 반영하게 될 것이다.
- O. 지속적인 향상을 확보하기 위하여 참여 기회에 대한 학부모들로 부터의 반응을 수집하고 분석하기 위한 시스템을 개발하고 시행한다.
- P. 타이틀 I (Title I) 해당 학교들에 다니는 타이틀 I 학부모들을 다음의 사항들에 참여케 한다.
  1. 이 정책의 연례 평가회
  2. 타이틀 I 학교 전반에의 학부모 참여 계획과 타이틀 I 학교(Title I School) - 학부모들의 협정 개발, 시행, 및 연례 평가. 타이틀 I 학교(Title I School) - 학부모 협정은 학생들의 학업 성취를 향상시키기 위한 책임감을 공유하기 위한 것으로, 학부모와 전 교직원 및 학생들이 실행하여야 할 활동들을 파악하는 타이틀 I, Part A 에 참여하는 학생들의 학부모들과 학교 사이에 맺어진 동의서이다.

3. NCLB 1112 조항 하에서 타이틀 I 프로그램 활동들의 개발에 참여하고  
NCLB 1116 조항 하에서 학교 평가 및 향상 과정에 참여하기

*지역사회와의 협력 (Collaborating with the Community)*

- Q. 학교 차원에서 관심있는 지역사회 구성원들 및 단체들과 학교의 목적들을 성취하기 위하여 동역자 관계를 발전시킨다. 이러한 동역관계를 지원하기 위하여 효율적인 참여를 촉진시키는 훈련을 제공한다.

**II. 이 정책을 지원하기 위하여, 교육부는 다음과 같은 것들을 실시한다:**

*기초 작업 (Foundations)*

- A. 문화, 종교, 사회 경제적 지위, 인종/민족, 지체장애, 성별, 결혼 신분, 성적기호, 모국어, 부모/가족 교육수준, 및 지형적 위치 등을 포함한 학부모 참여에 장애가 되는 것들을 파악하고, 줄여가거나 제거해 주는 것으로 학부모, 가족, 및 지역사회의 참여를 확대해 간다.
- B. 학생의 학업 성취와 학교 성적을 향상시키기 위하여 지역학교들이 사용할 수 있는 성공적인 학부모, 가족 및 지역사회 참여 프로그램과 계획을 그리고 활동들을 찾아서 개발하고 공유하며 지원한다. 부모들에게 다가가는 법, 의견 교환하는 법, 그리고 동등한 파트너로서 학부모들과 일하는 법, 학부모들의 기여도의 가치와 유용성 및 학부모 프로그램을 시행하고 조율하며 학부모와 학교간의 연결고리를 형성하는 법 등에 관하여 학부모들의 조언을 받아가며 학교 시스템 직원들을 교육시킨다.

*부모 역할 (Parenting)*

- C. 워크숍과 포럼, 그리고 기타 학부모 교육 기회들을 통해 학업성취에 영향을 끼칠 수 있는 필요사항들에 대해 설명한다.

*의사 전달 (Communicating)*

- D. 학교 시스템의 기능과 조직에 대한 정보를 적절한 전화번호 정보와 함께 학부모, 가족들 및 지역사회 구성원들에게 알린다.
- E. 학교 시스템의 정책들과 규정들 그리고 기타 적절한 정보들을 학부모, 가족들 및 지역사회와 의견 교환을 한다.
- F. 학부모, 가족들 및 지역사회가 청문회와 같은 교육 위원회와 직접적으로 의사 소통을 할 수 있는 방법들을 포함한 학교 시스템의 향상을 지속시키기 위한 제안들을 제공할 수 있는 방법들을 의사 교환한다.

- G. 학교 관련 문제들과 문제 해결, 그리고 지원 모색 등에 관해서 학부모, 가족들 및 지역사회 구성원들을 지원해 준다. 적절한 교육구 차원의 문제해결 과정을 개발하고 시행한다.

*가정에서의 학습 (Learning at Home)*

- H. 학교 시스템 차원에서 학부모와 가족들에게 긍정적인 가정 학습 환경에 관하여 학습 과정을 지원해 줄 수 있도록 해주는 훈련과 자료들을 제공한다.

*의사 결정 (Decision Making)*

- I. 적절한 의사 결정과정에서 참석자로서의 학부모와 지역사회를 인정하고 행정, 자문, 및 후원자 역할에서의 그들의 지도력을 발휘하도록 지원한다.
- J. 교육부와 소속 사무실들의 정규 및 특별 자문 위원회들과 프로그램들에 적절한 때에 활동적인 학부모들과 지역사회 대표자들을 포함한다. 위원회 멤버쉽은 가능한 한 최대한으로 지역사회의 다양성을 반영해야 한다.
- K. 지역학교와 교육청 부서들을 보조해서 학부모, 가족, 및 지역사회의 참여 노력을 평가하는데 사용될 측정도구를 개발한다.
- L. 하워드 카운티의 학부모 협의회, 교육 위원회의 시민 자문 위원회 및 기타 타당한 기관들에 조정 직원들을 세운다.
- M. 타이틀 I (Title I)에 참여하는 학생들의 학부모들을 이 정책을 수정하거나 시행절차를 담당하는 어떠한 위원회에라도 포함시킨다.

*지역사회와의 협조 (Collaborating with the Community)*

- N. 교육청의 목적들을 달성하기 위하여, 학교와 교육청 수준에서 학부모들과 연관 업체, 기관들 및 지역사회 구성원들과 협력관계를 발전시킨다. 이러한 협력관계를 지원하고자 효율적인 참여를 촉진시키는 훈련을 제공한다.
- O. 학부모, 가족들 및 지역사회의 참여 노력을 위한 지원과 보조를 얻기위해 사업체들과 단체들 및 기타 정부 기관들과 협력한다.
- P. 학부모 참여 전략들을 주 정부 및 연방 정부의 예산으로 운영되는 프로그램들을 포함한 카운티와 조정하고 융합시킨다.

III. 이 정책에 호응하여, 학부모들과 가족들은 다음의 것들을 하기로 권장된다:

*기초 (Foundations)*

- A. 학생들의 교육을 지원하고자 학부모 참여를 위해 지역 학교와 교육청에 의해 제공되는 훈련을 포함한 여러가지 기회들을 활용한다.
- B. 학부모나, 자원봉사자, 어린이들의 후원자, 위원회 회원, 또는 행정 그룹 또는 기타 다른 역할을 할 때, 학교와 교육청의 정책들과 절차들을 준수한다.

*학부모 역할 (Parenting)*

- C. 안전하고 육성적인 환경을 제공하고자 하는 학생 행동 강령의 목적을 지원하고 그 강령들을 실행하고자 노력하는 각 교직원들의 노력을 지원해 준다.
- D. 자녀들이 학교 출석을 잘 하도록 해주고 장기 결석이나 습관적 지각을 피하도록 모든 노력을 다한다.
- E. 그들의 자녀가 충분한 수면을 취하고 좋은 영양 상태와 적절한 학습 교재와 도구들을 갖춰서 매일 학습 준비가 된 상태로 학교에 오도록 확인해 준다.
- F. 자녀가 공부를 잘 할 수 있도록 하기에 필요한 기본 태도와 능력들을 본받게 해서 정규교육에 대한 준비를 시켜준다.
- G. 내 자녀가 공부를 잘 할 수 있는 능력을 갖고있다는 자신감을 보여준다.

*의사 교환 (Communicating)*

- H. 자녀들이 학업에 성공적이 되도록 적절한 도움과 정보, 학교 및 교육청, 지역사회에서 제공되는 서비스들을 구한다.
- I. 자녀들에 대해서 그리고 학교 교사들이 자녀들을 성공적으로 가르칠 수 있도록 돕는데 필요한 요소들을 학교 당국과 의견을 나눈다.
- J. 학부모 교사 면담회에 참석한다.
- K. 자녀의 학교를 방문한다; 학교를 방문할 시에는 먼저 학교 사무실에 보고를 하고, 교실을 방문할 때에는 교사와 미리 배정을 해 둔다.

*자원 봉사 (Volunteering)*

- L. 모든 자녀들을 위해 질적인 교육을 제공하고자 노력하는 교사들을 지원해 준다.
- M. 학교 활동들을 지원해 준다.

N. 학생 기록의 비밀 유지를 존중해 준다.

*가정 학습 (Learning at Home)*

O. 자녀들의 학습 활동에 함께하는 시간을 갖는다.

P. 매일 밤 자녀의 숙제를 점검해서 학습 진도를 관찰하고, 시험과 숙제를 함께 복습하고, 그날의 학교 활동들에 대하여 의논한다.

*의사 결정 (Decision Making)*

Q. 학교 시스템 내의 행정, 자문 및 후원자 역할로 함께 참여한다.

*지역사회와의 협조 (Collaborating with the Community)*

R. 학생들의 건강과 복지를 촉진시키는 활동들에 참여한다.

IV. 이 정책을 지원하기 위해 지역사회는 다음의 것들을 하도록 권장된다:

*기초 (Foundations)*

A. 학교와 교육청의 목적들을 지원하는 정보와 서비스들 그리고 자원들을 공유한다.

B. 학생들의 교육을 지원하기 위하여 학교들과 교육청이 제공하는 훈련을 포함한 여러 기회들을 활용한다.

C. 학부모, 자원봉사자, 어린이 후원자, 위원회 멤버, 또는 행정 단체나 기타 역할을 할 때, 학교와 교육청의 정책과 절차들을 적절하게 지켜주고 지원한다.

*부모 역할 (Parenting)*

D. 가정을 강화시켜주는 정보와 서비스들 그리고 자원들을 공유한다.

*의사 교환 (Communicating)*

E. 학생들의 배움을 지원하기 위해 학교와 교육청과의 상호간에 대화를 유지한다.

*자원 봉사 (Volunteering)*

F. 학생들의 개인 기록의 비밀을 존중한다.

G. 안전하고 육성적인 환경을 제공하고자하는 학생 행동 강령 (the Student Code of Conduct)의 목적을 지지하고 이러한 행동 강령을 시행하고자 하는 교직원들의 노력을 지지한다.

H. 학교 자원 봉사 및 멘터 프로그램을 지원하고 참여한다.



*가정 학습 (Learning at Home)*

- I. 학생의 학습과 학교 시스템의 목적들을 뒷받침해서 학교와 학교 시스템과의 동반자 역할을 맡는다.

*의사 결정 (Decision Making)*

- J. 학교 시스템 내에서 관리, 자문, 및 후원 역할등에 참여한다.

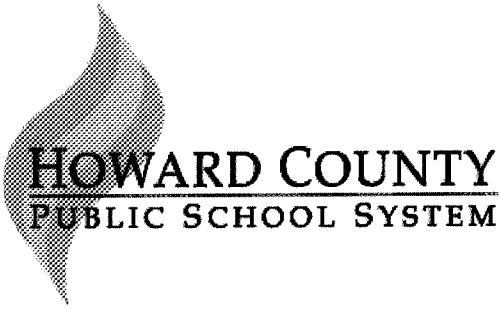
*지역사회와의 협조 (Collaborating with the Community)*

- K. 학생들이 지역 봉사활동에 참여할 기회들을 제공한다.

ADOPTED: November 22, 1994

AMENDED: November 9, 2006

EFFECTIVE: January 23, 2007



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## **I. Declaración de la Norma**

La Junta de Educación del Condado de Howard cree que la educación de los niños es una responsabilidad compartida entre los padres, las familias, el sistema escolar y la comunidad.

La Junta reconoce al/a la padre/madre como el primer maestro del niño y durante su vida entera y que es esencial hacer partícipes a los padres en las decisiones educativas como defensores que se preocupan por sus niños. La Junta de Educación se compromete a promover la participación de todos los padres de estudiantes en el Sistema de Escuelas Públicas del Condado de Howard (HCPSS, por su nombre en inglés), sin importar la cultura, religión, situación socio-económica, raza/origen étnico, discapacidad, sexo, estado civil, orientación sexual, idioma natal, educación de padres/familia, ubicación geográfica o cualquier otro factor que pueda limitar su participación.

La Junta alienta la colaboración con los padres y la comunidad en su papel de participantes en los organismos escolares y como socios activos para que las metas y filosofía del sistema escolar se cumplan.

En consecuencia, es responsabilidad del sistema escolar y de las escuelas en particular establecer programas y prácticas que cultiven un clima de respeto, promuevan la comunicación abierta, y proporcionen oportunidades para una participación y compromiso efectivos de los padres y la comunidad.

## **II. Objeto**

El objeto de esta norma es establecer pautas para el sistema escolar y las escuelas en particular que endosen y alienten [la formación de] sociedades significativas entre las escuelas, los padres, las familias y la comunidad para apoyar el crecimiento social, emocional y académico de los estudiantes. Esta norma cumple con los mandatos federales y estatales.

## **III. Definiciones**

- A. Defensor – Una persona que aboga por la causa de otra; una persona que habla o escribe en apoyo de algo.

- B. Comunidad – La sociedad que incluye pero no se limita a familias, empresas, comunidades de fe, agencias gubernamentales, organizaciones de servicios sin fines de lucro, otras organizaciones, y personas individuales.
- C. Familia – La unidad principal de cuidado de un niño.
- D. Prácticas – Para el objeto de esta norma, un alcance de equipos a nivel cooperativo para establecer metas mutuas y tomar decisiones compartidas sobre normas, procedimientos y programas.
- E. Padre – Cualquiera de los siguientes, reconocidos como adulto/s responsable legalmente del estudiante:
  - 1. Padre biológico – Un padre que engendrara al estudiante cuyos derechos de padre no han sido cancelados.
  - 2. Padre adoptivo – Una persona que ha adoptado legalmente al estudiante y cuyos derechos de padre no han sido cancelados.
  - 3. Custodio – Una persona o agencia asignada por la corte como custodio legal del estudiante y a quien se le han otorgado derechos y privilegios de padre.
  - 4. Tutor legal – Una persona asignada por la corte a cargo de los asuntos del estudiante y a quien se le ha otorgado derechos y privilegios de padre.
  - 5. Persona a cargo – Un adulto residente del Condado de Howard que ejerce el cuidado, custodia o control sobre el estudiante pero que no es ni el padre biológico ni el tutor legal.
  - 6. Padre adoptivo temporario – Un adulto aprobado para cuidar de un niño que ha sido ubicado en su casa por una agencia estatal o establecimiento con licencia para la ubicación de niños según lo establece la sección 5-507 del Capítulo de Ley Familiar.
- F. Sociedad – Una asociación de dos o más partes en una actividad en común entre ellas o con otras personas; dos o más partes comprometidas en el trabajo para lograr los mismos resultados.

#### **IV. Principios**

- A. Todas las escuelas y oficinas desarrollarán programas y prácticas apropiados para promover la participación de todos los padres y la comunidad.
- B. Los empleados demostrarán un compromiso hacia la participación de padres, familias y la comunidad en el proceso de educación y tomarán los pasos apropiados para cumplir con los mandatos de esta norma.
- C. Se espera que los padres y familias participen en la educación de su niño/a y asuman un papel vital en asegurar el éxito de sus niños en la escuela.

- D. Se proporcionarán procesos formales e informales para cubrir inquietudes de miembros de familias y de la comunidad y para brindar opiniones sobre normas y procedimientos del sistema escolar.
- E. El HCPSS cumplirá con los requisitos de la Ley Ningún Niño Se Queda Atrás (NCLB, por su nombre en inglés) del 2001, relativa a la participación de padres y familias, incluyendo:
  - 1. Consulta significativa con padres de niños que participen en programas de Título I para planificar y operar programas, actividades, y procedimientos para la participación de padres conforme a la Sección 1118 de la Ley de Educación Primaria y Secundaria (ESEA, por su nombre en inglés)
  - 2. Una revisión anual de esta norma en sus escuelas.
- F. El HCPSS proporcionará desarrollo profesional y recursos para permitir al personal cubrir las expectativas de esta norma.

#### **V. Cumplimiento**

- A. La persona designada por el superintendente se asegurará de que se proporcione al personal desarrollo profesional y recursos para implementar esta norma y observará la implementación de esta norma y procedimientos.
- B. Los directores de escuelas de Título I son responsables del cumplimiento de la Norma E en sus escuelas.
- C. La persona designada por el superintendente es responsable de determinar en forma anual si se recomienda una revisión a esta norma y procedimientos en base a la opinión del personal y partes interesadas. Si se determina, bajo las disposiciones de la Norma 1001, que un comité debe convocarse para dicha revisión, la persona designada es responsable de asegurarse de que el comité de revisión incluya la representación de padres de Título I conforme a lo que la ley NCLB manda.

#### **VI. Delegación de Autoridad**

El superintendente está autorizado a desarrollar procedimientos para la implementación de esta norma.

#### **VII. Referencias**

- A. Legales

Ley Ningún Niño Se Queda Atrás del 2001 (Secciones 1112, 1116, y 1118)

Código de Regulación de Maryland (COMAR, por su nombre en inglés)  
13A.01.04.06

B. Otras Normas de la Junta

Norma 1005 Defensor del Pueblo

Norma 1211 Comités de Asesoramiento de Ciudadanos a la Junta de Educación y  
el Sistema Escolar

Norma 1221 Comité de Asesoramiento de Ciudadanos a la Junta de Educación

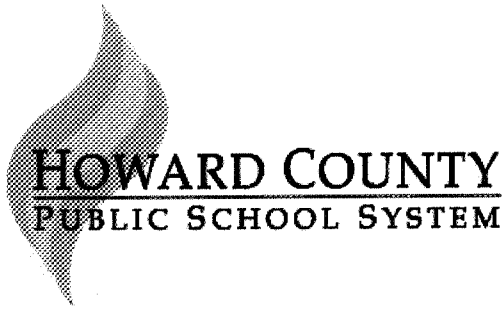
Norma 11200 Audiencias Públicas

Norma 11500 Cortesía

ADOPTADA: 22 de noviembre de 1994

ENMENDADA: 9 de noviembre del 2006

EN VIGENCIA: 23 de enero del 2007



**NORMA 10000-PR**  
PROCEDIMIENTOS DE IMPLEMENTACIÓN  
**SERVICIOS PARA PADRES, FAMILIAS  
Y LA COMUNIDAD**

Vigencia: 23 de enero del 2007

**I. En apoyo a esta norma, el personal de escuelas locales:**

*Bases*

- A. Expandirá la participación de padres, familias y la comunidad al identificar y reducir o eliminar barreras a la participación, incluyendo pero no limitada a la cultura, religión, nivel socio-económico, raza/origen étnico, discapacidad, sexo, estado civil, orientación sexual, idioma natal, educación de padres/familia, y ubicación geográfica.
- B. Proporcionará desarrollo profesional al personal escolar, conjuntamente con los padres sobre cómo alcanzar, comunicarse y trabajar con los padres como socios, en el valor y utilidad de las contribuciones de padres, y en cómo implementar y coordinar programas para padres.

*Crianza*

- C Cubrirá las necesidades que pueden impactar el logro mediante talleres, foros y otras oportunidades para la educación de los padres.

*Comunicación*

- D. Se comunicará con los padres, familias y la comunidad sobre las normas, regulaciones y otra información general del sistema escolar mediante el uso de métodos variados, medios de comunicación, recursos, en distintos momentos, e idiomas.
- E. Establecerá y mantendrá una comunicación sistemática de dos vías con los padres, familias y la comunidad que incluye pero no se limita a boletines escolares frecuentes, programas de orientación, acceso al personal escolar, conferencias de padres y maestros, informes de progreso de estudiantes, llamados telefónicos, y comunicación electrónica.

*Voluntariado*

- F. Asegurará el acceso de padres y familias a las escuelas, los salones de clases de sus niños, y/o actividades patrocinadas por la escuela, sujetas a la norma y acuerdos negociados del sistema escolar.
- G. Coordinará e integrará actividades de participación de padres y la comunidad dentro de la escuela.

- 
- H. Alentará a los padres y la comunidad a servir como voluntarios en el salón de clases y otras áreas de la escuela, proporcionando capacitación, supervisión y apoyo apropiado a todos los voluntarios.
  - I. Proporcionará espacio para una sala de padres/voluntarios en la escuela de ser posible.

*Aprendizaje en el Hogar*

- J. Proporcionará capacitación y recursos al nivel escolar para padres y familias que les permitan apoyar el plan de estudios en un ámbito de aprendizaje positivo en el hogar.

*Toma de Decisiones*

- K. Respetará los derechos de los padres, familias y la comunidad para servir como defensores de niños; apoyarán y alentarán esta defensa mediante su ayuda para acceder información pública y procesos apropiados.
- L. Alentará a grupos de padres a reflejar la diversidad de la comunidad escolar dentro de lo que fuera posible coherentemente con el propósito de los grupos, y apoyará sus esfuerzos a tal efecto.
- M. Reconocerá y apoyará a padres y a la comunidad como participantes de procesos de toma de decisión y facilitará su liderazgo en prácticas, y roles de asesoramiento y defensa.
- N. Establecerá equipos de mejora escolar que incluyan a padres y miembros de la comunidad que participen en el planeamiento, implementación y evaluación del plan de mejora escolar. La asociación al equipo reflejará la diversidad de la comunidad/escolar dentro de lo posible, incluyendo la participación de padres de estudiantes participantes de Título I en escuelas de Título I.
- O. Desarrollará e implementará sistemas para recolectar y analizar información de padres sobre oportunidades de participación para asegurar una mejora continua.
- P. Hará partícipe a padres de Título I en escuelas de Título I en:
  - 1. Una revisión anual de esta norma
  - 2. El desarrollo, implementación y revisión anual del plan de participación de padres de Título I a lo largo de la escuela y un convenio de padres y escuela de Título I. El convenio de padres y escuela es un acuerdo escrito entre una escuela y los padres de los niños que participen en programas de Título I, Parte A que identifica las actividades que los padres, el personal escolar en su totalidad, y los estudiantes llevarán a cabo para compartir la responsabilidad de mejorar el logro académico de los estudiantes.

3. El desarrollo conjunto de actividades de programa de Título I bajo la ley NCLB Sección 1112 y el proceso de revisión y mejora escolar bajo NCLB Sección 1116.

*Colaboración con la Comunidad*

- Q. Desarrollará asociaciones a nivel escolar con miembros de la comunidad interesados y grupos comunitarios para lograr las metas escolares. En apoyo a estas asociaciones, proporcionará capacitación para promover la participación efectiva.

**II. En apoyo a esta norma, el Departamento de Educación:**

*Bases*

- A. Expandirá la participación de padres, familias, y la comunidad mediante la identificación y reducción o eliminación de barreras para la participación, incluyendo pero sin limitarse a la cultura, religión, nivel socio-económico, raza/origen étnico, discapacidad, sexo, estado civil, orientación sexual, idioma natal, educación de padres/familia y ubicación geográfica.
- B. Identificará, desarrollará, compartirá y apoyará programas, planes y actividades exitosos de participación de padres, familias, y la comunidad para el uso de escuelas locales a efectos de mejorar el logro académico de los estudiantes y el desempeño escolar. Educará al personal del sistema escolar con consejos de padres sobre cómo llegar, comunicarse y trabajar con los padres como socios equitativos, sobre el valor y utilidad de las contribuciones de padres, y sobre cómo implementar y coordinar programas para padres y crear lazos entre los padres y las escuelas.

*Crianza*

- C. Cubrirá las necesidades que pueden impactar el logro mediante talleres, foros, y otras oportunidades para la educación de padres.

*Comunicación*

- D. Informará a padres, familias y a la comunidad sobre la función y organización del sistema escolar, con la inclusión de información apropiada de directorio [telefónico].
- E. Se comunicará con los padres, familias, y la comunidad sobre normas, regulaciones, y otra información apropiada del sistema escolar.
- F. Comunicará métodos mediante los cuales los padres, familias, y la comunidad puedan contribuir con sugerencias para la mejora continua del sistema escolar, con la inclusión de medios mediante los cuales ellos puedan comunicarse directamente con la Junta de Educación, como audiencias públicas.



- G. Asistirá a padres, familias, y miembros de la comunidad con temas relativos a la escuela, resolución de problemas, y en la identificación de recursos. Desarrollará e implementará procesos de resolución de problemas a nivel del sistema escolar.

*Aprendizaje en el Hogar*

- H. Proporcionará capacitación y recursos al nivel escolar para padres y familias que les permitan apoyar el plan de estudios en un ámbito de aprendizaje positivo en el hogar.

*Toma de Decisiones*

- I. Reconocerá y apoyará a padres y a la comunidad como participantes de procesos apropiados de toma de decisión y facilitará su liderazgo en prácticas, y roles de asesoramiento y defensa.
- J. Incluirá una representación activa de padres y de la comunidad en comités de asesoramiento establecidos y ad hoc del Departamento de Educación y sus varias oficinas y programas cuando fuera apropiado. La asociación a comités debiera reflejar la diversidad de la comunidad dentro de lo posible.
- K. Asistirá a escuelas y oficinas del sistema escolar locales en el desarrollo de mecanismos a ser utilizados para evaluar la efectividad de sus esfuerzos en la participación de padres, familias, y la comunidad.
- L. Establecerá coordinadores del personal que trabajen conjuntamente con el Concejo de la Asociación de Padres y Maestros del Condado de Howard, el Comité de Asesoramiento a Ciudadanos para la Junta de Educación, y otras organizaciones como fuera apropiado.
- M. Incluirá representación de padres estudiantes participantes de Título en todo comité encargado de revisar esta norma y/o procedimientos de implementación.

*Colaboración con la Comunidad*

- N. Desarrollará asociaciones a nivel escolar y del sistema escolar con padres, empresas interesadas, organizaciones, y miembros de la comunidad para lograr las metas del sistema escolar. En apoyo a estas asociaciones, proporcionará capacitación para promover la participación efectiva.
- O. Trabajarán con empresas, organizaciones, y otras agencias gubernamentales para obtener apoyo y asistencia para los esfuerzos de participación de padres, familias, y la comunidad.
- P. Coordinará e integrará estrategias de participación de padres con el condado, incluyendo programas con subvención estatal y federal.

**III. Conforme a esta norma, se alienta a los padres y a las familias a:**

*Bases*

- A. Tomar ventaja de oportunidades, inclusive la capacitación proporcionada por escuelas locales y el sistema escolar para la participación de padres en apoyo a la educación de sus niños.
- B. Adherirse a y apoyar las normas y procedimientos escolares y del sistema escolar como fuera apropiado al actuar como padres, voluntarios, defensores de niños, miembros de comités o grupo de prácticas u otro papel.

*Crianza*

- C. Apoyar la meta del Código de Conducta del Estudiante de proporcionar un ámbito seguro y acogedor y los esfuerzos individuales de los empleados para implementar dicho código.
- D. Asegurar la asistencia de sus niños a la escuela y hacer lo posible para evitar ausencias prolongadas o llegadas tarde crónicas.
- E. Asegurarse de que su niño/a vaya a la escuela todos los días listo/a para aprender con la cantidad de horas de sueño adecuada, buena nutrición y los útiles y elementos apropiados.
- F. Preparar a su niño/a para una educación formal al exponerlo a conductas y habilidades básicas esenciales para el éxito.
- G. Mostrar confianza en la habilidad de su niño/a en ser exitoso/a.

*Comunicación*

- H. Buscar la asistencia, información y servicios apropiados de las escuelas, el sistema escolar y la comunidad para ayudar a sus niños a ser exitosos.
- I. Comunicarse con la escuela sobre su niño/a y los factores que ayudarán al personal escolar a trabajar con su niño/a exitosamente.
- J. Asistir a conferencias de padres.
- K. Visitar la escuela de su niño/a, presentarse primero en la oficina al visitar la escuela y hacer arreglos previos con el maestro al visitar un salón de clase en particular.

*Voluntariado*

- L. Apoyar a los educadores en sus esfuerzos para proporcionar una educación de calidad para todos los niños.

M. Apoyar actividades escolares.

N. Respetar la confidencialidad de los archivos de los estudiantes.

*Aprendizaje en el Hogar*

O. Dedicar tiempo comprometidos en las actividades de aprendizaje de su niño/a.

P. Observar el progreso académico al revisar la tarea de su niño/a cada noche, repasar los exámenes y evaluaciones de desempeño, y discutir las actividades escolares del día.

*Toma de Decisiones*

Q. Participar en prácticas, papeles de asesoramiento y defensa con el sistema escolar.

*Colaboración con la Comunidad*

R. Participar en actividades que promuevan la salud y bienestar de los niños.

**IV. En apoyo a esta norma, se alienta a la comunidad a:**

*Bases*

A. Compartir información, servicios y recursos que apoyen a las escuelas y las metas del sistema escolar.

B. Tomar ventaja de oportunidades, inclusive la capacitación proporcionada por escuelas locales y el sistema escolar en apoyo a la educación de sus niños.

C. Adherirse a y apoyar las normas y procedimientos escolares y del sistema escolar como fuera apropiado al actuar como padres, voluntarios, defensores de niños, miembros de comités o grupo de prácticas u otro papel.

*Crianza*

D. Compartir información, servicios y recursos que fortalezcan a las familias.

*Comunicación*

E. Participar en una comunicación de doble vía con las escuelas y el sistema escolar en apoyo al aprendizaje de los estudiantes.

*Voluntariado*

F. Respetar la confidencialidad de los archivos de los estudiantes.

G. Apoyar la meta del Código de Conducta del Estudiante de proporcionar un ámbito seguro y acogedor y los esfuerzos individuales de los empleados para implementar dicho código.

H. Participar en y apoyar programas de voluntarios y mentores escolares.

*Aprendizaje en el Hogar*

I. Participar en las asociaciones con escuelas y el sistema escolar en apoyo al aprendizaje de los estudiantes y las metas del sistema escolar.

*Toma de Decisiones*

J. Participar en prácticas, y papeles de asesoramiento y defensa dentro del sistema escolar.

*Colaboración con la Comunidad*

K. Proporcionar oportunidades para que los estudiantes participen en servicios comunitarios.

ADOPTADA: 22 de noviembre de 1994  
ENMENDADA: 9 de noviembre del 2006  
EN VIGENCIA: 23 de enero del 2007

## Private School Procedures Timeline

<u>Month</u>	<u>Activity</u>
November	<ul style="list-style-type: none"> <li>• HCPSS sends information to all area private schools.</li> </ul>
December	<ul style="list-style-type: none"> <li>• HCPSS offers an informational meeting to all area private schools.</li> </ul>
January	<ul style="list-style-type: none"> <li>• HCPSS meeting snow date or follow-up to informational meeting.</li> <li>• Private schools submit intent to participate in Title I letters.</li> </ul>
February/ March	<ul style="list-style-type: none"> <li>• Private schools submit potential eligible low income students.</li> <li>• HCPSS invites private school staff to professional development.</li> <li>• HCPSS shares the list of eligible students with the private school.</li> <li>• Consultation discusses funding, criteria for determining how students will be identified as low performing, and a calendar for the following year.</li> </ul>
April	<ul style="list-style-type: none"> <li>• Private schools submit potential eligible low performing students.</li> </ul>
May	<ul style="list-style-type: none"> <li>• HCPSS shares the list of eligible low performing students with the private school.</li> </ul>
	<ul style="list-style-type: none"> <li>• Consultation discusses needs of selected students, appropriate Title I services to meet those needs, annual progress, assessment, and location of services.</li> </ul>
	<ul style="list-style-type: none"> <li>• HCPSS determines the staff development and parent involvement needs of private school teachers and families of eligible students.</li> </ul>
June/ July/ August	<ul style="list-style-type: none"> <li>• Title I Office shares the following with the private school officials: the program design, service delivery model, number of Title I students, allocation, location of services, and estimated costs in a written format.</li> </ul>
	<ul style="list-style-type: none"> <li>• Private schools comment on the written proposals.</li> </ul>
	<ul style="list-style-type: none"> <li>• HCPSS hires tutors and purchases needed materials and reports on status of the program to the private school.</li> </ul>
September	<ul style="list-style-type: none"> <li>• HCPSS begins Title I services for identified students and provides private school officials with their names, services provided, and names of the Title I teachers.</li> </ul>
	<ul style="list-style-type: none"> <li>• Private school provides a list of newly-enrolled eligible students.</li> </ul>
	<ul style="list-style-type: none"> <li>• Educational plans will be created for all Title I students.</li> </ul>
Throughout the year	<ul style="list-style-type: none"> <li>• Title I information, parent workshops opportunities, and materials are shared with private school parents of Title I students.</li> </ul>
Quarterly	<ul style="list-style-type: none"> <li>• Consultation about the progress that Title I private school students are making in their regular classroom.</li> </ul>
	<ul style="list-style-type: none"> <li>• Review the educational plan for each student and document progress.</li> </ul>
	<ul style="list-style-type: none"> <li>• Assess the achievement of each participating Title I student using the standards agreed upon during the previous year.</li> </ul>
	<ul style="list-style-type: none"> <li>• HCPSS supervises the provision of Title I services.</li> </ul>

Howard County Public School System  
Title I Program Consultation Form for Private Schools  
2011 - 2012 School Year

Affirmation of Consultation

I am an administrator of **Bright Stars**, a private school with students living in an eligible Title I attendance area of Howard County. I hereby affirm that in a series of meetings, Howard County Public School System and **Bright Stars** private school engaged in meaningful consultation about Title I, Part A of the No Child Left Behind Act of 2001 for the 2011 - 2012 school year.

*Please check all that apply:*

The size and scope of the services that Howard County Public School System will provide, and the proportions of funds that the Howard County Public School System will allocate for those services:

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility; the greater the number of students generating funds, the greater the amount of services to the students in that school.
- Instruction will be provided to the identified Title I students as individuals or in small groups by a highly qualified teacher hired by the Howard County Public School System.
- Funds will be allocated for staff development, parent involvement, and summer instructional opportunities, based on the percentage of funds generated from the private school. Specific activities will be developed and agreed upon based on consultation with private school officials, parents, and the LEA.

*Please check all that apply:*

How Howard County Public School System will determine the number of private school children from low-income families residing in participating public school attendance areas:

- Every year, parent surveys will be conducted by private school administrators to confirm current addresses.
- Private schools will return income data and attendance area information by established deadline.
- Data will be reviewed and addresses confirmed as being in the identified Title I public school attendance areas.
- Private school administrators will be invited to attend regularly scheduled meetings where the types and amount of services to their schools will be discussed.

*Please check all that apply:*

How and when will Howard County Public School System make the decisions about the delivery of services:

- An initial meeting will be held between the private school officials and the public school officials to make decisions about the delivery of services in the Spring prior to the delivery of services.
- A series of meetings will be held throughout the school year to discuss services with private school administrators as well as data analysis (minimum of 3 follow-up meetings).
- Collaborative meetings with the Howard County Public School System and a private school administrator will be held to discuss decisions about Title I services for the next year.

*Please check all that apply:*

What services will Howard County Public School System offer:

- Reading instruction aligned with the Howard County curriculum and assessment
- Mathematics instruction aligned with the Howard County school curriculum and assessment
- Student portfolio maintained for each child with collected work samples to show achievement over time
- Instruction will be adjusted to match the changing needs of the identified students.

*Please check all that apply:*

How, when and by whom will Howard County Public School System provide services, including whether a third party will provide them:

- Schedules will be developed with the individual schools to determine students' needs, the amount of service, and the time for delivery of services.
- Services will be provided at the private school site.
- Services provided will be either through direct instruction, individually, or in small groups.
- There will be no third party contractor as agreed upon by the Howard County Public School System and private school administrator.
- There will be a third party contractor. Scope of work will be described in a contract with the LEA.

*Please check all that apply:*

How Howard County Public School System will identify student needs:

- Assessments will be used to determine the academic need of recommended students who meet the Title I residency requirement. The following assessments must be used to evaluate educational need and program effectiveness:

K – Howard County PRIAG Assessment

1 - Howard County PRIAG Assessment  
Pre-K (4 yr. old group) – Alphabet recognition, number recognition,  
knowledge of shapes, other informal measures  
Teacher Judgment (with documentation)

- Selection of students based on multiple criteria. This criteria may include:  
All grades – Parent judgment (with documentation)  
Any combination of assessments listed above
- K and 1<sup>st</sup> grade classroom teachers will use report card data and complete assessments to determine academic needs, review of assessment data and other criteria with a team comprised of administrator, Title I teacher, and central office instructional specialist/administrator. Pre-K teachers will complete assessments to determine academic needs, review of assessment data and other criteria with a team comprised of administrator, Title I teacher, and central office instructional specialist/administrator

*Please check all that apply:*

How Howard County Public School System will academically assess the services, and how Howard County Public School System will use the results of that assessment to improve Title I services in grades K-5:

- Title I and classroom teachers will complete milestone documentation (\*Personal Education Plan) to be reviewed at least three times a year.
- Title I and classroom teachers will review test data at regularly scheduled meetings.
- Title I and classroom teachers will use data from individual reports to focus Title I services on students' academic needs.

*Please check all that apply:*

The services Howard County Public School System will give teachers and families of participating students:

• Teachers:

- Professional development activities will be determined by each private school in order to meet their needs.
- Regular site visits by a Howard County Public School System representative will occur in order to plan and consult with private school administrators and staff.

• Parents:

- Invitations to parent events offered in the public schools will be given to the families of identified Title I students.
- Take-home packets will be provided for use during the school year and for summer skill reinforcement.



Cooperation by School

By choosing to participate in Title I, Part A of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the Howard County Public School System boundaries. We also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

*Caroline Y Walker*

Signature of Authorized Title I Official

*T. Pam Johnson*

Signature of Authorized Private School Official

*Bright Star Learning*

Name of Private School

*5/3/11*

Date

*Howard County Public School System*

Name of School System

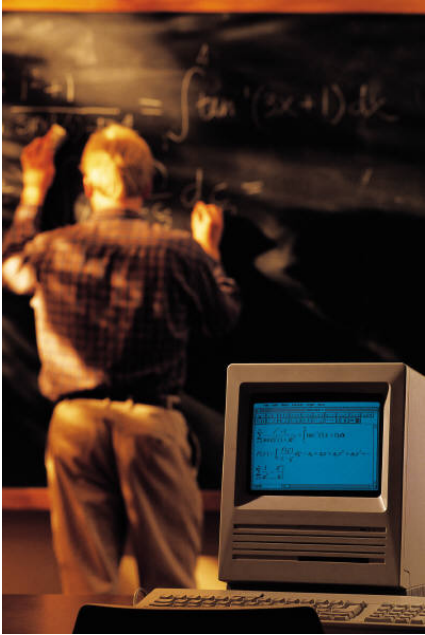
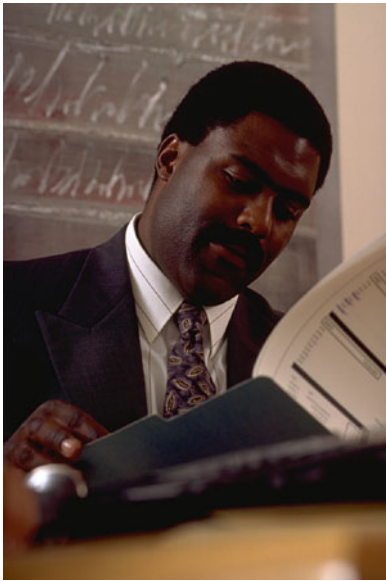
*410-730-5234*

Telephone Number

*Pandji@verizon.net*

Email Address

# Attachment 8



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

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

<p><b>Local School System:</b> ___Howard County_____ <b>Fiscal Year 2012</b></p> <p><b>Title II-A Coordinator:</b> ___Juliann Dibble_____</p> <p><b>Telephone:</b> ___410-313-7337_____ <b>E-mail:</b> ___juliann_dibble@hcpss.org_____</p>
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**A. PERFORMANCE GOALS, INDICATORS, AND TARGETS.** In the October 1, 2003 submission of the five-year comprehensive master plan, school systems provided an analysis of the teacher quality performance indicators detailed in Table 8-1. MSDE has established performance targets as part of the September 2003 Consolidated State Application submission to the United States Department of Education (USDE). Although local school systems do not need to respond to this section as part of the Master Plan Annual Update, local planning teams should review the teacher quality information to determine progress in meeting State and local performance targets. School systems should use the annual review of the teacher quality data to determine allowable Title II, Part A activities as well as to revise goals, objectives, and/or strategies in the Master Plan that relate to improving teacher quality.

<b>Table 8-1 IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS</b>		
<b>Performance Goal</b>	<b>Performance Indicators</b>	<b>Performance Targets</b>
<p><b>Performance Goal 3:</b> By 2005-2006, all students will be taught by highly qualified teachers.</p>	<p>3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA.</p> <p>3.2 The percentage of teachers receiving "high-quality professional development" (as the term "professional development" is defined in section 9101(34).</p> <p>3.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d).</p>	<p>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 and thereafter Target: 100</p> <p>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 and thereafter Target: 100</p> <p>Percentage of Teachers Receiving High-Quality Professional Development* 2002-2003 Baseline: 33 2003-2004 Target: 40 2004-2005 Target: 65 2005-2006 Target: 90 2006-2007 and thereafter Target: 100</p> <p>Percentage of Qualified Title I Paraprofessionals* 2002-2003 Baseline: 21 2003-2004 Target: 30 2004-2005 Target: 65 2005-2006 and thereafter Target: 100</p>

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

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

<b>Local School System:</b> _____ <b>Howard County</b> _____ <b>Fiscal Year 2012</b>
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**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.*

<b>1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
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)].	Recruitment and Retention (see following descriptions)	24,737	
1.3 Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].			

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

Local School System: <u>Howard County</u> Fiscal Year 2012
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**B. ALLOWABLE ACTIVITIES [Section 2123], Continued.**

<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<p>2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p><b>(a) Content knowledge.</b> Providing training in one or more of the core academic subjects that the teachers teach;</p> <p><b>(b) Classroom practices.</b> 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>Professional development activities that improve the knowledge of teachers and administrators at public and nonpublic schools from July 2011 – June 2013 (see following descriptions)</p>	511,322	59,319
<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"> <li>• Involve collaborative groups of teachers and administrators;</li> <li>• Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;</li> <li>• Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;</li> <li>• Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and</li> <li>• Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)].</li> </ul>			

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

<b>Local School System: <u>Howard County</u> Fiscal Year 2012</b>
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**B. ALLOWABLE ACTIVITIES [Section 2123], Continued.**

<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
2.3 Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders [section 2123(a)(6)].	Leadership development for school leaders and administrators (see following descriptions)	299,620	
<b>3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals</b>			
3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a)(4)].			
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)].	Professional development to improve the quality of the teaching force in the area of technology literacy (see following descriptions)	43,141	
3.3 Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation [section 2123(a)(8)].			
<b>Indirect Costs (1.77%)</b>		16,768	
<b>TOTAL TITLE II-A FUNDING AMOUNTS</b>		878,820	59,319

**B. Allowable Activities (continued)**

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
<b>Program Name:</b> Recruitment and Retention		<b>Allowable Activity:</b> 1.2	
Paraeducator Scholarship	August 2011 - June 2013	By September 2012, up to 12 paraeducators will be identified to receive \$1,000 scholarships. (From FY10 and FY11 Funds)	Recruit and hire current paraeducators as teachers in Critical Need Areas.
One-on-one Tutoring	August 2011- June 2013	By June 2013, tutors will be paid for Praxis test support when needed.	Tutors will assist conditional teachers to pass Praxis tests.
Recruitment and hiring of teachers in critical need areas	August 2011- Jun 2013	By June 2013, teachers will be paid for recruitment and hiring in Critical Need Areas during the summer hiring season as identified by the Office of Human Resources.	Teachers will assist in hiring and recruitment of teachers in Critical Need Areas.
Praxis Reimbursement	August 2011- June 2013	By June 2013, current conditional teachers will be reimbursed for Praxis tests taken during 2012-2013 school year.	Conditional teachers will be reimbursed for Praxis tests to achieve full certification.
Study Guide Library	August 11 - June 2013	From July 2012 to June 2013 new study guides, replacement study guides and e-guides will be purchased to support conditional teachers.	Study guides and e-guides will be purchased to aid conditional teachers to pass Praxis tests.
<b>Program Name:</b> Elementary Mathematics		<b>Allowable Activity:</b> 2.1	
Provide two half-day inservices for new teachers on best practices and strategies including mathematics content	9/8/11 and 11/8/11	Provide feedback forms at each session. Analyze feedback and suggestions to adjust PD for the second session.	Increase student achievement on MSA for specific student groups. Analyze data from MSA with a focus on schools that are making AYP through the confidence interval and safe harbor.
Provide a series of 3 after school workshops for K-2 teachers to develop understanding of curriculum changes for 2012-2013	2/6/12, 4/12/12, 5/8/12	Feedback forms from each session. Pre/Post assessment to measure growth of content understanding of participants.	Increase student achievement of all student groups on county assessments that measure new curriculum standards.
Provide a series of 3 after school workshops for grades 3-5 teachers to develop content understanding of concepts in current and new curriculum.	12/6/11, 1/10/12, and 2/8/12	Feedback forms from each session. Pre/Post assessment to measure growth of content understanding of participants.	Increase student achievement on MSA for specific student groups. Analyze data from MSA with a focus on schools that are making AYP through the confidence interval and safe harbor. Increase student achievement of all student groups on county assessments that measure new curriculum standards.

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
<b>Program Name:</b> Elementary Language Arts		<b>Allowable Activity:</b> 2.1	
Best Practices for New Teachers - two days of inservices –half day each, primary and intermediate emphasizing HCPSS Essential Curriculum	10/11/11 and 1/05/12	Feedback forms, required observations, assessment results	Provide better understanding to new teachers of HCPSS curriculum and how best to teach and enrich our students on all levels
Writers’ Institute - Training of teacher leaders of writing	Monthly sessions after school hours	Improved writing fluency in all subject areas	Increased student achievement on MSA for specific student groups; increased alignment of writing program across grades K-12
Writing Matrix and Instructional Model - Two half-day sessions for each participant of the EEA to develop deeper understanding of writing and MCCSC	Fall, 2011 and Spring 2012	Feedback forms, assessment results, student achievement	Provide EEA school leaders with needed information to lead writing initiative
Mini Conference: ESOL teachers and reading specialists – Two half-day sessions for each participant (identified ESOL teacher and classroom teacher) to develop deeper understanding of collaboration and best practices in reading	Winter, 2011 and Spring, 2012	Feedback forms Countywide assessments	All schools meet AAMO and AYP as measured by Statewide testing;
Words Their Way Revisited - After school sessions	Fall, 2011	Feedback forms Countywide assessments	All schools meet AMO and AYP as measured by Statewide testing
Continuum of Literacy Learning -After school sessions	Winter, 2011	Feedback forms, countywide assessments	All schools meet AMO and AYP as measured by Statewide testing
<b>Program Name:</b> Science (STEM – all levels)		<b>Allowable Activity:</b> 2.1	
Teachers (216) from elementary, middle, and high school will participate in training to become effective members of a transdisciplinary STEM Leadership Team in their schools.	Nov 2011 and Feb/Mar 2012	70% of students in elementary, middle and high school will receive grades of C or better in STEM related classes; Student participation in extended day activities will increase across all student groups; Teacher feedback	All elementary student groups will achieve proficient or advanced on the 2012 Grade 5 Science MS; all middle school student groups will achieve proficient or advanced on the 2012 Grade 8 Science MSA; Student participation in high school STEM related courses/activities will increase by 10% across all student groups; teacher feedback indicates average rating of 4+



Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
<b>Program Name:</b> Elementary Social Studies		<b>Allowable Activity:</b> 2.1	
Simulated Congressional Hearing (SCH) Training	September 2011, March 2012	Teacher survey and PD feedback; feedback from Parents/Teachers/Students at conclusion of SCH	Successful implementation of SCH and expansion of the program to 37/40 elementary schools.
Financial Literacy	September 2011, February 2012	Teacher feedback and data collection	Implementation of financial literacy lessons and resources added to the curriculum
Integration of SS and Common Core	September 2011, November 2011, February 2012	Teacher feedback and data collection	Increased integration of Language Arts objectives and Social Studies objectives
<b>Program Name:</b> Secondary Mathematics		<b>Allowable Activity:</b> 2.1	
Examining Exemplary Instruction to Support the Common Core State Standards	August 2011- June 2012	Participants will design original “just-in time” professional development modules focused on teaching and learning of the new state curriculum, which is known as the Common Core State Standards.	Participants will use an enhanced understanding of mathematics content knowledge and pedagogy to inform daily instruction and to increase student performance on local and state assessments by providing high quality professional development to peers.
Professional Development for Integrating Carnegie Learning Program into the Algebra Seminar course	August 2011- June 2012	Participants will deepen their understanding of alternative teaching strategies that build conceptual knowledge while addressing multiple learning styles for the Algebra 1 Data Analysis classroom. Participants will receive professional development designed to focus on the appropriate use of instructional technology.	Participants (mathematics educators, special educators and paraeducators) will use an enhanced understanding of mathematics content knowledge and pedagogy to support mathematics instruction in the classroom and during interventions in an effort to ensure that all students graduate meet with success in the Algebra 1 Data Analysis Seminar Course.
Leading in the Common Core Era	October 2011 and March	Site-based leaders will participate in professional development designed to enhance leadership skills needed for leading complex change...specifically, leading mathematics teachers and informing the school improvement planning process during the transition to the Common Core.	All site-based leaders will lead site-based professional development designed to help all teachers develop a deep understanding of how to design lesson experiences that elicit behaviors defined by the Common Core’s Standards for Mathematical Practice. The result will be improved mathematics instruction.
<b>Program Name:</b> Secondary Language Arts and Reading		<b>Allowable Activity:</b> 2.1	
Middle School Reading Specialists- substitutes for Grades 6, 7, 8 reading specialists	Seven meetings, Sept. 2011-April 2012	Evaluations for each meeting	Reduction in number of below level students in reading; improved knowledge of classroom practices

<b>Activity or Series of Activities</b>	<b>Timeline/Target Date</b>	<b>Milestone(s) for measuring progress</b>	<b>Expected results toward system goals and program objectives</b>
SpellRead Instructors - workshop wages for two days of PD meetings	Fall 2011 and Spring 2012	Workshop Evaluation	More students scoring at proficient on MSA
Strategic Reading Achieve 3000 training - substitutes for high school reading specialists	September 20, 2011	Workshop Evaluation	Increased number of high school students moving to reading proficiency
Secondary Reading Specialists: COists - substitutes for reading specialists who are members of the Collaborating Specialists Team	Three half-day meetings, Sept., 2011, Feb., and April, 2012	Workshop Evaluation	Increased number of students scoring Proficient or Advanced on MSA
Middle School Reading and English ITLs and High School English ITLs -substitutes for Reading and English ITLs and High School English ITLs	One meeting, Fall 2011	Workshop Evaluation	Fall retreat with a focus on Common Core, Argument Writing and Explanatory Writing
Middle School Reading and English ITLs and High School English ITLs - substitutes for Middle School Reading and English ITLs and High School English ITLs	One meeting, Spring 2012	Workshop Evaluation	Spring retreat with a focus on Common Core, narrative writing and text complexity
Understanding Common Core Standards, MS and HS	Fall 2011 through Spring 2012	Workshop Evaluation	Reading and English teachers will provide support to non-English/Reading teachers for the Race To The Top initiative
Reading Apprenticeship Program	Fall 2011 – Spring 2012	Reading local assessment data, middle and high school English local assessment data,	Improved HSA scores
<b>Program Name:</b> Secondary Science		<b>Allowable Activity:</b> 2.1	
ALT MSA Meeting: Workshop for the development of curricular support to enhance student performance for the science portion of the ALT MSA	Fall 2011	Teacher feedback; quarterly assessments and ALT MSA results	Increase in overall quality of collaboration, best practices, and technique sharing to improve student performance in ALT MSA
Science Technology Application Workshops – training to improve teacher knowledge in the use of Science	Fall 2011, Winter and Spring 2012	Teacher feedback; formal observations of teachers	Integrate technology literacy into curriculum and provide implementation activities and quality of instructional resources for teachers.

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
technologies: NOVA 5000, LabQuest, and Virtual STEM Fair			
Bio Mastery Teacher Training - for Mastery and Special Education teachers to share best practices in preparing students for the MSDE Bridge Projects	Fall 2011	Teacher feedback; formal observations of teachers; Biology HSA scores	Teachers will review Bridge Projects, receive training, and learn best practices to improve student performance to pass Biology HSA
Teacher Collaboration - Sharing Best Practices- Teachers will collaborate to share best practices and activities to provide exemplary instruction	Fall 2011, Winter and Spring 2012	Teacher feedback; formal observations of teachers	Increase in overall quality of collaboration, best practices, and technique sharing to improve student learning and teacher instruction.
Middle and High School ITL Conference: MS and HS ITLs will meet to receive updates on Common Core alignments and RTTT initiatives as they relate to Secondary Science	Fall 2011	Teacher feedback; continuous support for MS and HS ITLs throughout the year; school improvement plans show implementation of technology in science curriculum	Plans submitted by each school describing the implementation of technology and best practices in student engagement.
Co-Teaching Workshop: Provide training to high school co-teaching Biology teams to develop strategies to support student success on the Biology HSA	Fall 2011, Winter and Spring 2012	Teacher feedback; continuous improvement on Biology HSA	Teachers will be able to provide exemplary instruction through co-teaching to prepare students to pass the Biology HSA; improvement on local and state assessments
STEM Fair Training - Provide teachers who facilitate STEM fairs at their schools with substitutes, and high school teachers to accompany selected students to the International Science and Engineering Fair. Provide STEM Fair training to GT and classroom teachers to enhance student success in STEM fair related activities.	Fall, Winter 2011	Competition results; quarterly assessments and MSA/HSA results; formal teacher observations	Enhance quality of Science, Technology, Engineering and Mathematics research projects to enhance student learning (on local and state assessments) and teacher instruction
Chemical Inventory Meeting: Committee to review, revise and plan	Fall, Winter 2011	Teacher feedback; future PD includes components of chemical safety	Teachers will improve overall safety of chemical storage and inventory

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
professional development around chemical safety			
Textbook Committee Meeting -Teachers will identify and evaluate potential new resources to support Science instruction that integrate Common Core and RTTT initiatives.	Fall, Winter 2011	Teachers select new resources to support instruction; formal teacher observations	Teachers will improve quality of instruction and resources
Collaborative Planning Meeting - Middle School teachers will learn from each other innovative ways to deliver exemplary instruction to ensure college and career readiness, including STEM careers.	Fall 2011, Winter, Spring 2012	Teacher feedback; continuous improvement on Biology HSA	Increase in overall quality of collaboration and exemplary instruction to improve student learning and teacher instruction.
Environmental Literacy Meeting: Transdisciplinary teacher teams will collaborate to incorporate COMAR mandated environmental literacy into curricula	Fall 2011, Winter, Spring 2012	Formal teacher observations; quarterly assessments and HSA results	Increase in overall quality of transdisciplinary teachers' environmental literacy to improve student learning (on local and state assessments) and teacher instruction
High School ITL Meetings: Instructional Team Leaders and aspiring teacher leaders will meet monthly to acquire knowledge and techniques to support student learning, Common Core and RTTT initiatives.	Fall 2011, Winter, Spring 2012	Teacher feedback; quarterly assessments and HSA results; continuous support for HS ITLs throughout the year	Increase collaboration and sharing of best practices to improve student learning and teacher instruction.
Middle School ITL Meetings: Instructional Team Leaders and aspiring teacher leaders will meet monthly to acquire knowledge and techniques to support student learning, Common Core and RTTT initiatives.	Fall 2011, Winter, Spring 2012	Teacher feedback; quarterly assessments and HSA results; continuous support for MS ITLs throughout the year	Increase collaboration and sharing of best practices to improve student learning and teacher instruction.
Non Tenured Teacher Meetings: New teachers	Fall 2011, Winter, Spring 2012	Teacher feedback; formal observations of teachers;	Reduce degree of attrition during period of non-tenured

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
will receive training related to knowing their students, using the data protocol, providing exemplary instruction in order to make decisions about programs and services that meet the needs of students.		attrition data	instruction.
Countywide STEM Fair - Committee will plan and participate in STEM Fair activities that enhance HCPSS STEM initiatives. Focus will be on providing exemplary instruction, feedback and support, and increasing awareness and understanding of students' level of prior knowledge, skills, and life experience.	Winter 2012	Teacher feedback; quarterly assessments and HSA results	Enhance quality of Science, Technology, Engineering and Mathematics research projects to enhance student learning and teacher instruction.
MESA Workshop: Teacher training and PD to support the implementation of MESA programs, providing STEM opportunities for students and support the HCPSS STEM initiatives.	Summer 2012	Teacher feedback; quarterly assessments and HSA results	Increase of overall quality of collaboration and implementation of MESA program to engage students.
<b>Program Name:</b> Secondary Social Studies		<b>Allowable Activity:</b> 2.1	
Curriculum planning sessions too allow smaller learning teams at high schools to develop plans, share lessons and resources, and engage in professional development activities related to their specific content area	Quarterly meetings	Establishment of electronic conferences for discussion and for the sharing of instructional materials; Development of lesson activities to be shared with teachers of the same discipline across the school system; Sharing sessions at local inservices led by lead teachers in planning sessions.	Improved student achievement as measured in local and state assessment scores, AP exams, and graduation rates.
New Teacher Meetings: Meetings with non-tenured teachers to provide professional development on best instructional practices	Sept. 2011; Nov. 2011; Feb. 2012	Successful evaluation experiences for all non tenured teachers; Improved instructional methods as evidenced by student achievement and both	Improved student achievement as measured in local and state assessment scores, AP exams, and graduation rates;  Increased retention of non-

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
for secondary social studies.		formal and information observations; Non-tenured teacher retention data showing higher retention rates.	tenured teachers
Interschool Visitations: Planned visits for new and experienced teachers to observe master teachers in other buildings.	Ongoing throughout the school year	Successful evaluation experiences for all non tenured teachers; Improved instructional methods as evidenced by student achievement and both formal and information observations; Non-tenured teacher retention data showing higher retention rates.	Improved student achievement as measured in local and state assessment scores, AP exams, and graduation rates;  Increased retention of non-tenured teachers
Leadership Retreat: Retreat for middle school instructional team leaders to assess and enhance their role as a teacher-leader in their building.	October 2011	Completion of leadership goals, professional development plan for staff, and budget plans for the purchase of resources and use in intervention funding for after school programming.	Improved student achievement as measured in local and state assessment scores, AP exams, and graduation rates
Professional Conferences: Teachers will attend professional conferences related to Advanced Placement, High School Assessments, Financial Literacy, or specific content-related topics.	Ongoing throughout the school year	Teacher participation in workshops and conferences related to Advanced Placement, High School Assessments, Financial Literacy, or specific content-related topics.	Improved student achievement as measured in local and state assessment scores, AP exams, and graduation rates.  Improved participation in Advanced Placement and elective courses.
TCI Strategies: Teachers will participate in a 4-day professional development workshop on using History Alive in the social studies classroom.	Summer 2012	Formal and informal observations of staff demonstrating the application of TCI instructional practices.	Improved student achievement as measured in local and state assessment scores, AP exams, and graduation rates.
National History Day and Black Saga Competition Teacher Training: Teachers participate in after school training to support the aforementioned instructional programs.	October 2011 - March 2012	Formal and informal observations of staff demonstrating the application of instructional practices related to the programs.	Student participation rates for History Day and Black Saga; School participation rates for History Day and Black Saga; Student success as measured by placement in local, state, and national competitions.
<b>Program Name:</b> World Languages		<b>Allowable Activity:</b> 2.1	
Identify sources of information and	Full day workshops September 2011 &	12 World Language ITLs attend a full day workshop in	World Language ITLs report increased comfort with

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
resources for knowing our learners; Explore strategies for exemplary instruction that prepares high school students for college and careers; Build leadership capacity for working with teachers at all levels of experience.	January 2012	September 2011 & January 2012	strategies that engage all learners and with models of differentiated leadership.
Identify issues relevant to the study of world languages at the middle school level; Provide input into decisions that effect world language teachers at the middle school level; Design professional development sessions for middle school world language teachers.	Full day workshops September 2011 & January 2012	6 World Language middle school teacher leaders are identified and attend full day workshops September 2011 & January 2012	World Language middle school teacher leaders report increased input into decisions of relevance to middle school instruction and professional development.
Identify sources of information and resources for knowing our learners; Explore strategies for exemplary instruction that prepares students for college and careers; Dig deeper into differentiation strategies for the world language classroom.	Two full day workshops: one in October 2011 and the other in February 2012  Two two-hour sessions during 2011-12 school year	30 World Language middle school teachers attend two full day workshops and two two-hour sessions	World Language middle school teachers report increased comfort with differentiating instruction based on data collected and with integrating strategies that engage all learners into lessons.
Examine strategies for incorporating the Common Core Standards: Literacy, Higher Order Thinking, and Mathematical Practices in the World Language Classroom; Participate in simulations of engaging strategies that incorporate principals of Universal Design for Learning; Reflect on their practice.	Two 14-hour sessions in the 2011-12 school year	15 participants attend a series of seven two-hour sessions offered each semester in the 2011-12 school year.	Participants report increased understanding of Common Core Standards and proficiency in engaging all learners.
Examine strategies for classroom management, planning, and delivery of instruction at the elementary school	Two full day workshops: one in September 2011 and the other in January 2012	4 elementary world language teachers attend two full day workshops and four two-hour sessions	Participants report increased proficiency in employing strategies appropriate for learners at the elementary school level.

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
level; participate in simulations of strategies appropriate for world language classrooms; reflect on their practice.	Four two-hour sessions during 2011-12 school year		
Examine strategies for classroom management, planning, and delivery of instruction; participate in simulations of strategies appropriate for language classrooms; reflect on their practice.	Four 1.5-hour sessions during 2011-12 school year	10 new world language teachers to the HCPSS attend a series of four 1.5-hour sessions	Participants report increased proficiency in employing strategies appropriate for the language classroom.
Explore how experienced teachers get to know their students and plan accordingly; examine classroom practices that engage all students; examine classroom practices that increase rigor for all students.	Visitations & debriefings in the 2011-12 school year	New world language teachers conduct classroom visitations of master teachers	Participants report increased understanding of best practices.
Acquire strategies to increase participation of all student groups in World Language AP exams; acquire strategies to help more students be successful on AP World Lang exams	Visitations & debriefings or attendance at workshops in the 2011-12 school year	World Language teachers new to AP course instruction visit master AP teachers or attend seminars sponsored by College Board	Participants report increased comfort with demands of AP courses
<b>Program Name:</b> ESOL		<b>Allowable Activity:</b> 2.1	
Series of after-school sessions to facilitate the development and sharing of best practices to improve the academic achievement of ELLs at the high school level	4 sessions from Sept. 2011 through May 2012	Teacher feedback and data collection	ELLs at the high school level will exhibit an increase in English proficiency as measured by the ACCESS assessment in Spring 2012.
Series of after-school sessions to facilitate the development and sharing of best practices to improve the academic achievement of ELLs at the middle school level.	4 sessions from Sept. 2011 through May 2012	Teacher feedback and data collection	ELLs at the middle school level will exhibit an increase in English proficiency as measured by the ACCESS assessment in Spring 2012.



Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
Provide professional development sessions to increase ESOL teachers' leadership skills at the elementary, middle, and high school levels; provide opportunities for ESOL teachers to take leadership positions and assist in making programmatic decisions	4 sessions from Sept. 2011 through May 2012	Teacher feedback and data collection; Recording of additional ideas shared to further improve student achievement and instructional programming.	ELLs at the elementary, middle, and high school levels will exhibit an increase in English proficiency as measured by ACCESS assessment in Spring 2012; ESOL teachers will increase their involvement in making programmatic decisions.
Provide new ES ESOL teachers with the opportunity to attend Elementary Best Practice sessions	4 half-day sessions during the 2011-2012 school year	Teacher feedback and data collection	Collaboration within the participating schools to increase reading proficiency as shown on classroom, local, and state assessments
Provide ESOL teachers with ACCESS English Language Proficiency Testing Training	60 half-day sessions and 50 full-day sessions during the 2011-2012 school year	Teacher feedback	Increased awareness of ACCESS English Language Proficiency Testing procedures; Effective implementation of state assessment in spring 2012
<b>Program Name:</b> Library Media		<b>Allowable Activity:</b> 2.1	
Library media specialists (both new and experienced) visit other schools and observe exemplary instruction	9/2011 – 4/2012	Selected library media specialists will spend one day with an experienced library media specialist.	Library media specialists will have the support and resources they need to implement exemplary instruction.
Four elementary library media specialists attend meetings to discuss and plan initiatives for the school library media program.	9/2011 – 4/2012	Four elementary library media specialists will attend meetings of the Library Media Steering Committee to provide input into the planning of library media professional development.	The Library Media Steering Committee will plan professional development activities that meet the needs of school-based staff (library media specialists, library media paraprofessionals, and library media secretaries).
Library media specialists create summer reading lists for students in grades K-12 as part of the A+ Partnership with Howard County.	1/2012	Summer Reading Lists for all grade levels will be distributed in May 2011.	Summer Reading Lists will be used to encourage students at all levels to read during the summer.
Library media specialists attend the Maryland Association of School Librarians conference and the Maryland Society of Educational Technology conference.	10/2011 & 4/2012	Library media specialists attend MASL and MSET conference.	Conference attendees share information with other teachers in their school.

<b>Activity or Series of Activities</b>	<b>Timeline/Target Date</b>	<b>Milestone(s) for measuring progress</b>	<b>Expected results toward system goals and program objectives</b>
<b>Program Name: BCMS/Tech Education</b>		<b>Allowable Activity: 2.1</b>	
BCMS and Technology Education teachers (both new and experienced) visit other schools and observe exemplary instruction.	9/2011 – 4/2012	Selected teachers will spend one day with an experienced BCMS or Tech Ed teacher.	BCMS and Tech Ed teachers will have the support and resources they need to implement exemplary instruction.
<b>Program Name: Family and Consumer Sciences</b>		<b>Allowable Activity: 2.1</b>	
Teachers attend professional development on ServSafe. The HCPSS articulation agreements for the Culinary Academy require students to complete the ServSafe, safety and sanitation, certification.	9/2011 – 4/2012	Selected teachers will attend ServSafe professional development. Teachers must have taken and passed the ServSafe certification at a level of 90% or higher in order to teach the material and administer the examination.	FACS teachers will have the support and resources they need to implement exemplary instruction and administer the ServSafe exam.
Teacher Academy teachers attend PD with Howard Community College. HCC collaborating with HCPSS TAM teachers to develop end-of-course assessments in order to meet the newly revised AAT outcomes for Elementary, Early Childhood, and Special Education.	9/2011 – 4/2012	Selected TAM teachers will attend professional development with HCC. TAM teachers will develop and share exemplary lessons, formative assessments, and best practices in order to prepare students for new end-of-course assessments. In addition, TAM teachers will develop a e-learning system for gathering and assessing student assignments completed during Field Experience in Education.	TAM teachers will have the support and resources they need to implement exemplary instruction.
<b>Program Name: Teacher Development</b>		<b>Allowable Activity: 2.1</b>	
Teacher Mentoring and Induction Initiatives - providing professional development to staff who mentor and support new teachers	September 2011 – June 2012	Data from systemic program evaluations, systemic satisfaction surveys, teacher feedback evaluations	Higher retention rates; improved instructional practices
Teacher Development Liaisons – collaboratively plan school-based administration for relevant stakeholders	September 2011 – June 2012	Quarterly teacher observations. Data from systemic program evaluations, systemic satisfaction surveys, teacher feedback evaluations	Improved instructional practices and content knowledge
eSchool Solutions – Continue implementation of Electronic Registrar Online	September 2011 – August 2012	Revision based on Pilot results; full implementation plan scheduled for Fall 2011	Standardization of professional development plans and course offerings for all instructional staff.

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
<b>Program Name:</b> Cultural Proficiency		<b>Allowable Activity:</b> 2.1	
Consultants to provide PD for administrators, teacher leaders, teachers, support staff, and members of central office operations as related to the system wide cultural proficiency initiative	July 2011- June 2012	Data from systemic program evaluation, systemic satisfaction surveys, mid-term and final consultative performance reviews	Effective employment of differentiated support model for cultural proficiency to support progress toward HCPSS Goal 2
Cultural Proficiency systemic workshop sessions	September 2011 – June 2012	Data from systemic program evaluation, systemic satisfaction surveys	Effective employment of differentiated support model for cultural proficiency to support progress toward Goal 2
<b>Program Name:</b> Paraprofessional Development		<b>Allowable Activity:</b> 2.1	
Paraeducator Training - Support site-based and systemic paraeducator training that ensures exemplary teaching for student learning	September 2011 – June 2012	Data from systemic program evaluation, systemic satisfaction surveys	Improved instructional practices
<b>Program Name:</b> Differentiated Support		<b>Allowable Activity:</b> 2.1	
Support schools and teachers in delivery of differentiated instruction to meet needs of all learners	August 2011 – June 2012	Teacher observations, quarterly assessment scores, MSA and HSA results	Improved student achievement on MSA and HSA for all student groups
<b>Program Name:</b> Nonpublic Schools		<b>Allowable Activity:</b> 2.1	
Graduate course completion, school wide PD workshops, conferences to support content knowledge and instructional practices	July 2011 – June 2012	Graduate course completion, teacher workshop feedback, conference attendees feedback	Improvement in content knowledge and pedagogy
<b>Program Name:</b> Leadership Development		<b>Allowable Activity:</b> 2.3	
Leadership development to build system capacity – includes New Leaders Program, Leadership Fellows, Administrative Coaching, Effective Meeting Management, System Leadership I and II, Instructional Team Leaders	August 2011 – June 2012	Increase in promotion and development of skilled pool of school leaders/administrators and central office leaders, results of system surveys and training evaluation, portfolio assessments	Increased use of differentiated support models to build leadership capacity in HCPSS; increased use of coaching as a strategy to support teacher and leadership development.
<b>Program Name:</b> Instructional Technology		<b>Allowable Activity:</b> 3.2	
Elementary technology teachers visit other schools and observe exemplary instruction.	9/2011 – 5/2012	54 Technology teachers will spend one day with an experienced teacher.	Technology teachers will have the support and resources they need to implement exemplary instruction. Technology

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
			Teachers will engage in ongoing reflection through electronic portfolio system.
After-school workshops for new technology teachers.	9/2011 – 5/2012	All new technology teachers and their mentors will attend after school support meetings.	New technology teachers will have the support and resources they need to be successful in their first year. Mentors/Mentees will be established for ongoing support.
Technology teachers present at the HCPSS Technology Conference.	Summer 2012	Teachers and administrators attend the HCPSS Technology Conference.	Conference attendees integrate technology into instruction and are expected to lead in countywide or school based professional development plans.
After-school workshops on how to differentiate instruction using technology and learning the applications that support instructional programs	9/2011– 5/2012	Teachers attend after school workshops.	Teachers will be provided with hands-on practice and materials to use to integrate technology into classroom instruction.
Technology teachers attend the Maryland Society for Educational Technology Conference (MSET).	4/2012	Elementary technology teachers attend MSET conference	Conference attendees share information with other teachers in their school and promote their learning at their school based PD.
Technology teachers implement the co-teaching, digital text, STEM, and e-portfolio pilots.	9/2011 – 5/2012	Pilot teachers will meet to develop long range plans and lesson development (use substitutes and workshop wages)	Teachers will share best practices and implementation strategies, make changes to current structure and provide feedback

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

**Local School System: Howard County Fiscal Year 2012**

**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 Howard County Public School System continues to increase the percentage of core academic classes taught by highly qualified teachers by using targeted recruiting, hiring, and support strategies.

**Intensive Nationwide Recruiting Operation:** Each year, the school system implements an aggressive nationwide recruiting operation designed to attract a diverse and highly qualified teaching staff. The system also offers a variety of incentive programs and conditional teacher support programs.

The Howard County Public School System conducted two highly successful teacher recruiting fairs. In addition to the Comprehensive Teacher Job Fair, a special education job fair was held to target critical-need teacher candidates. During the 2010-2011 school year, a team from the Office of Human Resources attended the National Association for the Advancement of Colored People job fair, a job fair for Latino/Hispanic professionals, a job fair at Gallaudet University, and recruiting events at several Historically Black Colleges and Universities.

Enhancements have been made to the Human Resources section of the Howard County Public School System website. These include additional information regarding teacher recruitment services provided by the Office of Human Resources, upgraded recruitment materials, and a recruitment video. The “Welcome Home” brochure won an Award of Excellence from the National School Public Relations Association in 2010.

The Office of Human Resources implemented a new online employment application system this year and continues to utilize an online interview registration process for job fairs and on-site preliminary interviews. This has enabled staff to identify candidate qualifications and background information in advance of job fairs and interviews.

The Office of Human Resources has utilized a variety of advertising venues such as mass emails and text messages, local Korean, Chinese, and Hispanic/Latino newspapers where ads were published in the target language, and continued use of an online teacher recruitment site. The office has also targeted advertising for Speech Language Pathologists through the American Speech and Hearing Association.

The recruiting and hiring team maintained its recruiting efforts into Michigan and other areas known to have a higher supply of certified and diverse teachers. In addition, recruiting efforts with the U.S. Department of Defense were undertaken to recruit second-career candidates and/or certified teachers who are relocating due to the Base Realignment and Closure (BRAC) process.

The Office of Human Resources continues to support the philosophy of “growing our own” teachers. Personnel meet with non-certificated employees in groups and individually to promote teaching as a career and collaborated in the planning and presentation of information concerning certification and career opportunities at a series of workshops hosted by the Office of Professional Development. During the 2010-2011 school year, contracts were offered to 16 new teachers who had previously worked with the Howard County Public School System as paraprofessionals. Also, 68 of the teachers hired last year were Howard County Public School System alumni.

The Office of Human Resources continues to support the Future Educators Association (FEA) in all high schools along with the Teacher Academy Program in some high schools, which aims to expose more students to careers in education and to alleviate the shortage of teachers. Several middle and high school students assisted the staff during the special education and comprehensive job fairs. Additionally, the Office of Human Resources supported the attendance of high school students at a national Future Educators Association conference.

The Office of Human Resources continued to recruit and hire highly qualified teachers for the Howard County Public School System Title I elementary schools. To accomplish this, Human Resources staff reviews certification and Federal highly qualified status prior to making job offers to potential candidates. Additionally, school administrators work closely with Human Resources to verify the highly qualified status of teachers being considered for voluntary transfer.

**Payroll Advance:** The Howard County Public School System offers an interest-free payroll advance of up to \$1,500 for teachers new to Howard County. Teachers may use the funds for moving expenses, lease-agreement deposits, or other expenses associated with new employment as a teacher.

**Human Resources Advisory Board:** Created in 2002, the Howard County Public School System Human Resources Advisory Board consists of central office personnel, school-based administrators, and community and business members. The purpose of the Advisory Board is to assist the Office of Human Resources in generating new ideas to attract and retain Howard County Public School System staff. The focus of the Advisory Board for the 2010-2011 school year was the recent legislative changes impacting public education.

**PRAXIS Reimbursement:** The Office of Human Resources utilizes Title II grant funding to provide reimbursement for a portion of the PRAXIS content test fees for teachers needing to achieve highly qualified status in the core content area that they are teaching. Funds from the Title II grant also provide reimbursement for PRAXIS I and II tests to conditional teachers needing full certification. Eight teachers were reimbursed for eight PRAXIS exams during the 2010-2011 school year.

**PRAXIS Preparation and Tutoring:** Title II grant monies support reimbursement for individual tutoring on PRAXIS test materials, instructor-led PRAXIS review courses, and the purchase of study guides for a lending library.

**NCLB Presentations/Updates:** Communicating information about Federal No Child Left Behind requirements regarding highly qualified status is critical to the school system's quest to see 100% of core content classes taught by highly qualified teachers. The Office of Human Resources offers on-site presentations to school staff members on No Child Left Behind requirements for highly qualified status. Individual and school status reports are given to school-based administrators and staff. The Office of Human Resources offers individual assessments of transcripts and other documentation to determine employee's certification status.

**Certification Counseling Services:** The Office of Human Resources provides ongoing support for teachers seeking certification in core content areas. In addition to presentations on certification and No Child Left Behind requirements at school-site staff meetings, representatives from the Office of Human Resources meet with individual teachers to review certification requirements and assist teachers in planning professional development as it relates to certification.

**Administrative Staffing Meetings:** Each spring, representatives from the Office of Human Resources meet with school-based administrators to discuss and assist with teaching assignments for the coming school year. These meetings help school administrators assign highly qualified teachers to the appropriate classroom settings and support efforts to retain teachers by aligning teacher assignments with qualifications.

**Tuition Reimbursement:** The Howard County Public School System offers a comprehensive tuition reimbursement program for teachers seeking highly qualified status and/or full certification. In addition, the Master Agreement for Education Support Professionals includes language that supports paraprofessionals who enroll in a Maryland Approved Teacher Education program

For the 2011-2012 school year, the Howard County Public School System will offer the following initiatives to increase the percentage of core academic subject classes taught by "highly qualified" teachers:

- A comprehensive recruiting schedule will continue to be used to recruit teachers and related professionals in critical shortage areas.
- The online application process and applicant tracking system will continue to be used to allow easier accessibility for candidates by offering a paperless method of application from remote locations.
- The Office of Human Resources will continue to involve minority community organizations and minority professional organizations in the recruiting and hiring of employees. Strategies include attending meetings and participating in community activities.

- Representatives from the Office of Human Resources will meet with support staff with degrees to encourage these individuals to pursue a teaching career in the Howard County Public School System. The Master Agreement between the Board of Education of Howard County and the Howard County Education Association Education Support Professionals provides both graduate and undergraduate credit allowance for paraeducators pursuing a Maryland Approved Program in teacher education.
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.**

N/A

**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.**

See Attachments 6A and 6B located earlier in this update.

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;**

In December of 2010, all Howard County eligible nonpublic and publicly funded schools (approved and church-exempt) were invited (via a certified letter) to participate in the HCPSS Federal Education Program Annual Consultation meeting. At this meeting, HCPSS federal program managers explained the ESEA program that they manage, presented options and opportunities, answered questions, and invited nonpublic schools to collaborate and participate. At the conclusion of this meeting, nonpublic schools were asked to take the complete packet that was distributed, study and review the materials, and consider their school's needs and programs for the following school year 2011/2012. They were asked to develop a basic needs assessment of their school in relation to professional development, curriculum development, instructional and innovative programs, technology, student safety, etc. Those schools that did not attend the December consultation meeting were mailed an information packet that included similar instructions and participation forms.

Documentation copies and sign-in sheets for nonpublic school consultation meetings are available in hard copy at the Howard County Department of Education Building, 10910 Route 108, Ellicott City, MD.

- b) **The basis for determining the professional development needs of private school teachers and other staff;**



Based on their needs assessment, nonpublic schools are asked to confirm their “Intent to Participate” in the federal programs that might address their school plans in the areas of professional development, curriculum development, instructional and innovative practices, technology, student safety, etc. After confirming the intent of the nonpublic schools with regards to the federal programs in which they will participate for the following school year, the HCPSS federal program managers receive a list of the nonpublic schools that desire to participate in their specific programs. The nonpublic school representatives also receive the phone numbers and email addresses for each HCPSS federal program manager. Further communication ensues pertaining to individual programs between HCPSS federal program managers and nonpublic school representatives.

### Nonpublic Schools Participation in Federal Programs for FY2012 School Year

School	Contact Person	Title I-A, Helping Disadvantaged Children	Title II-A, Improving Teacher Quality	Title II-D: MD Tech Proficiency Project	Title III-A, English Language Acquisition	Title IV-B, 21st Century Grants	Competitive Grants
Bet Yeladim	Jodi Fishman		X				
Bethel Christian Academy	Alice Green		X				
Bright Stars Learning Academy	Lethia S. Jackson	X	X				X
Glenelg Country School	Jhan Tangires		X				
Glenwood Country Day School	Cheryl Stradling			X		X	X
Linwood Center, Inc.	Karen Spence		X	X	X		
Our Lady of Perpetual Help	Rose Goeres		X	X	X		X
Resurrection-St. Paul School	Karen Murphy		X	X	X	X	X
St. Augustine School	Patricia Schratz		X	X	X	X	X
St. John's Parish Day School	Tiffany Rath		X	X	X	X	X
St. Louis School	Terry Weiss		X	X	X	X	
Trinity School	Sr. Catherine Phelps		X	X	X		X

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

Services, locations of services, and grade levels or areas of services are the decision of the nonpublic schools based on their needs assessment and the defined allowable activities.

- 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.)**

Funding allocations are established on a per pupil basis (per 9/30/10 enrollment for PreK-12 for public and nonpublic students). Nonpublic schools choose their own professional development activities in alignment with their individual school plans and the defined allowable activities.

#### **E. BUDGET INFORMATION AND NARRATIVE**

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

### E. FY2012 Budget Narrative

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
<b>Improving Teacher Recruitment and Retention</b>					
Centralized Support Other Charges	Scholarships Activity 1.2	12 scholarships x \$1,000 each	12,000		12,000
Centralized Support Salaries and Wages	Workshop Wages for tutoring and recruiting Activity 1.2	78 hrs x \$30/hr	2,340		2,340
Fixed Charges	FICA	\$2,340 x .0765	179		179
Centralized Support Salaries and Wages	Temporary clerical support for summer recruiting Activity 1.2	504 hrs x \$11/hr	5,544		5,544
Fixed Charges	FICA	\$5,544 x .0765	424		424
Centralized Support Other Charges	Praxis Test Reimbursement Activity 1.2	20 tests x \$200 each	4,000		4,000
Centralized Support Supplies and Materials	Praxis study guides Activity 1.2	10 guides x \$25 each	250		250
<b>Total Activity 1.2</b>			<b>24,737</b>		<b>24,737</b>
<b>Elementary Mathematics</b>					
Instructional Staff Development Salaries and Wages	Substitutes for new teachers attending Best Practices Activity 2.1	70 sub days x \$85/day	5,950		5,950
Instructional Staff Development Salaries and Wages	Primary Common Core Workshops Activity 2.1	30 teachers x 1.5 hours per session x 3 sessions x \$20/hr	2,700		2,700
Instructional Staff Development Salaries and Wages	Intermediate Common Core Workshops Activity 2.1	80 teachers x \$20/hr x 1.5 hours per session x 3 sessions	7,200		7,200
Fixed Charges	FICA	\$15,850 x .0765	1,213		1,213
<b>Elementary Language Arts</b>					
Instructional Staff Development Salaries & Wages	Substitutes for new teachers attending Best Practices workshops Activity 2.1	65 subs x \$85/day	5,525		5,525
Instructional Staff Development Salaries & Wages	Workshop Wages for Writers' Institute Activity 2.1	360 hours x 20/hr	7,200		7,200
Instructional Staff Development Salaries & Wages	Substitutes for EEA leaders attending Writing Matrix and Instructional Model seminars Activity 2.1	40 subs x \$85/day	3,400		3,400

Instructional Staff Development Salaries & Wages	Substitutes for classroom teachers to attend ESOL mini-conference Activity 2.1	40 subs x \$85/day	3,400		3,400
Instructional Staff Development Salaries & Wages	Workshop Wages for Words Their Way Activity 2.1	80 hours x 20/hr	1,600		1,600
Instructional Staff Development Salaries & Wages	Workshop Wages for Continuum of Literacy Learning Activity 2.1	80 hours x 20/hr	1,600		1,600
Fixed Charges	FICA	\$22,725 x .0765	1,738		1,738
<b>Science (STEM – all levels)</b>					
Instructional Staff Development Salaries & Wages	Workshop wages for 216 teachers to participate in STEM Leadership training Activity 2.1	\$20/hr x 3 hrs x 216 teachers	12,960		12,960
Fixed Charges	FICA	\$12,960 x .0765	991		991
<b>Elementary Social Studies</b>					
Instructional Staff Development Salaries & Wages	Simulated Congressional Hearing Rep Training Activity 2.1	20 sub days x \$85/day	1,700		1,700
Instructional Staff Development Salaries & Wages	Simulated Congressional Hearing Rep Training Activity 2.1	20 teachers x 2 hours x \$20/hr	800		800
Instructional Staff Development Salaries & Wages	Financial Literacy Training Activity 2.1	40 teachers x 2 hours x \$20/hr	1,600		1,600
Instructional Staff Development Salaries & Wages	Financial Literacy Training Activity 2.1	40 sub days x \$85/day	3,400		3,400
Instructional Staff Development Salaries & Wages	Integration of Common Core and Social Studies Training Activity 2.1	40 teachers x 2 hours x \$20/hr	1,600		1,600
Fixed Charges	FICA	\$9,100 x .0765	696		696
<b>Secondary Mathematics</b>					
Instructional Staff Development Salaries & Wages	Examining Exemplary Instruction to Support the Common Core State Standards Activity 2.1	6 sessions x 10 teachers x 3 hours x \$20 per hour	3,600		3,600
Instructional Staff Development Salaries & Wages	Professional Development for Integrating Carnegie Learning Program	4 sessions x 24 teachers x 3 hours x \$20 per hour	5,760		5,760

	into the Algebra Seminar course Activity 2.1				
Instructional Staff Development Salaries & Wages	Leading in the Common Core Era Activity 2.1	45 substitutes x \$85/day	3,825		3,825
Fixed Charges	FICA	\$13,185 x .0765	1,009		1,009
<b>Secondary Language Arts/English/Reading</b>					
Instructional Staff Development Salaries & Wages	Substitutes for Grades 6, 7, 8 reading specialists Activity 2.1	87 subs x \$85/day	7,395		7,395
Instructional Staff Development Salaries & Wages	Workshop wages for two SpellRead professional development meetings Activity 2.1	10 teachers x 1.5 hours x \$20/hour x 2 meetings	600		600
Instructional Staff Development Salaries & Wages	Substitutes for high school reading specialists Activity 2.1	19 subs x \$85/day	1,615		1,615
Instructional Staff Development Salaries & Wages	Substitutes for reading specialists who are members of the Collaborating Specialists Team Activity 2.1	10 subs x \$85/day x 3 meetings	2,550		2,550
Instructional Staff Development Salaries & Wages	Substitutes for Reading and English ITLs and High School English ITLs Activity 2.1	53 subs x \$85/day	4,505		4,505
Instructional Staff Development Salaries & Wages	Substitutes for Middle School Reading and English ITLs and High School English ITLs Activity 2.1	53 subs x \$85/day	4,505		4,505
Instructional Staff Development Salaries & Wages	Workshop wages for Common Core PD meetings Activity 2.1	217 teachers x 5 hours x \$20/hr	21,700		21,700
Instructional Staff Development Salaries & Wages	Temporary wages for Reading Apprenticeship Program presenter Activity 2.1	120 hours x \$50/hr	6,000		6,000
Fixed Charges	FICA	\$48,870 x .0765	3,739		3,739
<b>Secondary Science</b>					
Instructional Staff Development Salaries & Wages	ALT MSA Meeting Activity 2.1	19 sub days x \$85/day	1,615		1,615

Instructional Staff Development Salaries & Wages	Science Tech. Applic. Wkshops: NOVA 5000, Labquest, Virtual STEM Fair Activity 2.1	30 sub days x \$85/day	2,550		2,550
Instructional Staff Development Salaries and Wages	Bio Mastery Teacher Training Activity 2.1	13 sub days x \$85/day	1,105		1,105
Instructional Staff Development Salaries & Wages	Teacher Collaboration – sharing best practices Activity 2.1	6 sub days x \$85/day	510		510
Instructional Staff Development Salaries & Wages	Middle and High School ITL Retreat Activity 2.1	16 sub days x \$85/day	1,360		1,360
Instructional Staff Development Salaries & Wages	Co-Teaching Workshop Activity 2.1	6 sub days x \$85/day	510		510
Instructional Staff Development Salaries & Wages	STEM Fair Training Activity 2.1	10 sub days x \$85/day	850		850
Instructional Staff Development Salaries & Wages	Chemical Inventory Training Activity 2.1	12 teachers x 1.5 hours x \$20/hr	360		360
Instructional Staff Development Salaries & Wages	Textbook Committee Meeting Activity 2.1	12 teachers x 1.5 hours x \$20/hr	360		360
Instructional Staff Development Salaries & Wages	Collaborative Planning Meeting Activity 2.1	45 teachers x 3 hours x \$20/hr	2,700		2,700
Instructional Staff Development Salaries & Wages	Environmental Literacy Meeting Activity 2.1	\$20/hr x 1.5 hours x 40 teachers	1,200		1,200
Instructional Staff Development Salaries & Wages	High School ITL Meetings Activity 2.1	9 teachers x 1.5 hours x \$20/hr	270		270
Instructional Staff Development Salaries & Wages	Middle School ITL Meeting Activity 2.1	\$20/hr x 1.5 hours x 9 teachers	270		270
Instructional Staff Development Salaries & Wages	Non Tenured Teacher Meeting Activity 2.1	\$20/hr x 1.5 hours x 100 teachers	3,000		3,000
Instructional Staff Development Salaries & Wages	Countywide STEM Fair Activity 2.1	\$20/hr x 2 hours x 40 teachers	1,600		1,600
Instructional Staff Development Salaries & Wages	MESA Workshop Activity 2.1	16 teachers x 7 hours x \$20/hr	2,240		2,240
Fixed Charges	FICA	\$20,500 x .0765	1,568		1,568
<b>Secondary Social Studies</b>					
Instructional Staff Development Salaries & Wages	Curriculum planning sessions Activity 2.1	20 teachers x 1.5 hrs x \$20 per hour	600		600

Instructional Staff Development Salaries and Wages	New Teacher Meetings Activity 2.1	10 teachers x 2.5 hrs x \$20 per hour	500		500
Instructional Staff Development Salaries & Wages	Interschool Visitations Activity 2.1	10 subs x \$85/day	850		850
Instructional Staff Development Salaries & Wages	Instructional Team Leader Retreat Activity 2.1	20 subs x \$85/day	1,700		1,700
Instructional Staff Development Salaries & Wages	Professional Conferences for Teachers Activity 2.1	10 subs x \$85/day	850		850
Instructional Staff Development Salaries & Wages	TCI (Teachers Curriculum Institute) Strategies Activity 2.1	16 teachers x 5 hours x \$20 per hour	1,600		1,600
Instructional Staff Development Salaries & Wages	National History Day and Black Saga Competition Training Activity 2.1	35 teachers x 5 hours x \$20 per hour; 20 teachers x 5 hours x \$20 per hour	5,500		5,500
Fixed Charges	FICA	\$11,600 x .0765	887		887
<b>World Languages</b>					
Instructional Staff Development Salaries & Wages	Substitutes for High School World Language ITL Workshop Activity 2.1	12 sub days x 2 days x \$85/day	2,040		2,040
Instructional Staff Development Salaries & Wages	Substitutes for Middle School World Language Leadership Team Activity 2.1	6 sub days x 2 days x \$85/day	1,020		1,020
Instructional Staff Development Salaries & Wages	Substitutes and Workshop Wages for Middle School WL teachers Activity 2.1	30 sub days x 2 days x \$85/day; <b>and</b> 10 teachers x 4 hours x \$20/hr	5,900		5,900
Instructional Staff Development Salaries & Wages	Literacy, Higher Order Thinking, and Mathematical Practices in the WL classroom Activity 2.1	15 teachers x 28 hrs x \$20/hr	8,400		8,400
Instructional Staff Development Salaries & Wages	Substitutes and workshop wages for Elementary School WL teachers Activity 2.1	3 sub days x 2 days x \$85/day; <b>and</b> 4 teachers x 8 hours x \$20/hr	1,150		1,150
Instructional Staff Development Salaries & Wages	Workshop Wages for New Teacher Sessions Activity 2.1	10 teachers x 6 hours x \$20/hr	1,200		1,200

Instructional Staff Development Salaries & Wages	Substitutes for New Teacher Visitations Activity 2.1	5 sub days x \$85/day	425		425
Instructional Staff Development Salaries & Wages	Substitutes for AP World Language Workshop Activity 2.1	5 sub days x \$85/day	425		425
Fixed Charges	FICA	\$20,560 x .0765	1,573		1,573
<b>ESOL</b>					
Instructional Staff Development Salaries & Wages	High School ESOL professional development sessions Activity 2.1	30 teachers x 4 sessions x 1.5 hours x \$20/hr	3,600		3,600
Instructional Staff Development Salaries & Wages	Middle School ESOL professional development sessions Activity 2.1	20 teachers x 4 sessions x 1.5 hours x \$20/hr	2,400		2,400
Instructional Staff Development Salaries & Wages	ESOL Leadership Team professional development sessions Activity 2.1	10 teachers x 4 sessions x 2 hours x \$20/hr	1,600		1,600
Instructional Staff Development Salaries & Wages	New ES ESOL teachers' participation in Elementary Best Practices Activity 2.1	12 sub days (6 participants x 4 half-day sessions) x \$85/day	1,020		1,020
Instructional Staff Development Salaries & Wages	ACCESS English Language Proficiency Testing Training for ES, MS, and HS ESOL teachers Activity 2.1	80 sub days (60 ES ESOL teachers attend a half-day session <b>and</b> 50 SE ESOL teachers attend a full-day session) x \$85/day	6,800		6,800
Fixed Charges	FICA	\$15,420 x .0765	1,180		1,180
<b>Library Media</b>					
Instructional Staff Development Salaries & Wages	Substitutes for library media specialists to visit other schools and observe exemplary instruction. Activity 2.1	15 sub days x \$85/day	1,275		1,275
Instructional Staff Development Salaries & Wages	Substitutes for four elementary library media specialists to discuss and plan initiatives for the school library media program. Activity 2.1	8 sub days x \$85/day	680		680
Instructional Staff	Substitutes for media	5 subs days x	425		425



Development Salaries & Wages	specialists to create summer reading lists for students in grades K-12 as part of the A+ Partnership with Howard County.	\$85/day			
Instructional Staff Development Salaries & Wages	Substitutes for media specialists to attend the MD Association of School Librarians conference (MASL) and the MD Society of Educational Technology conference (MSET). Activity 2.1	40 sub days x \$85/day	3,400		3,400
Fixed Charges	FICA	\$5,780 x .0765	442		442
<b>BCMS/Tech Education</b>					
Instructional Staff Development Salaries & Wages	Provide substitutes for BCMS and Technology Education teachers (both new and experienced) to visit other schools and observe exemplary instruction. Activity 2.1	6 sub days x \$85/day	510		510
Fixed Charges	FICA	\$510 x .0765	39		39
<b>Family and Consumer Sciences</b>					
Instructional Staff Development Salaries & Wages	Provide substitutes for teachers to attend PD on ServSafe. Activity 2.1	40 sub days x \$85/day	3,400		3,400
Instructional Staff Development Salaries & Wages	Provide substitutes for Teacher Academy teachers to attend professional development with Howard Community College. Activity 2.1	13 sub days x \$85/day	1,105		1,105
Fixed Charges	FICA	\$4,505 x .0765	345		345
<b>Teacher Development</b>					
Instructional Staff Development Salaries & Wages	Teacher Mentoring and Induction – temporary wages Activity 2.1	2,000 hours x \$25/hr	50,000		50,000
Fixed Charges	FICA	\$50,000 x .0765	3,825		3,825
Instructional Staff Development	Teacher Development	50 sub days x \$85/day	4,250		4,250

Salaries & Wages	Liaisons - Substitutes for TDLs to collaboratively plan school-based mentoring for relevant stakeholders Activity 2.1				
Fixed Charges	FICA	\$4,250 x .0765	325		325
Instructional Staff Development Contract Services	Teacher Mentoring - For MSDE-endorsed consultants to collaboratively plan and facilitate training in teacher mentoring and induction Activity 2.1	5 consultants x \$3,000 each	15,000		15,000
Instructional Staff Development Contract Services	eSchool Solutions – Electronic Register Online for PD tracking Activity 2.1	\$24,000 annual contract	24,000		24,000
<b>Cultural Proficiency</b>					
Instructional Staff Development Contract Services	Consultants Brenda and Franklin CampbellJones provide system wide Cultural Proficiency PD Activity 2.1	20 sessions x 2 consultants x \$2,500/consultant	100,000		100,000
Instructional Staff Development Salaries and Wages	Workshop wages to support development of facilitation cadre and other resource development Activity 2.1	520 hours x \$25/hour	13,000		13,000
Fixed Charges	FICA	\$13,000 x .0765	995		995
Instructional Staff Development Other Charges	Conference room rentals Activity 2.1	60 sessions x \$250/per room rental	15,000		15,000
<b>Paraprofessional Development</b>					
Instructional Staff Development Salaries & Wages	Paraeducator Training - Support site-based and systemic paraeducator training that ensures exemplary teaching for student learning. Activity 2.1	640 hours x \$12.50/hr	8,000		8,000
Fixed Charges	FICA	\$8,000 x .0765	612		612
<b>Differentiated Professional Development for Schools</b>					
Instructional Staff	Workshop wages for	1,315 hours x	32,875		32,875

Development Salaries and Wages	teachers for PD for differentiated support Activity 2.1	\$25/hr			
Fixed Charges	FICA	\$32,875 x .0765	2,515		2,515
Instructional Staff Development Salaries and Wages	Substitutes for teachers for PD for differentiated support Activity 2.1	225 sub days x \$85/day	19,125		19,125
Fixed Charges	FICA	\$19,125 x .0765	1,463		1,463
Instructional Staff Development Supplies & Materials	Resources and instructional materials for PD for differentiated support activities Activity 2.1	Estimated costs for PD resources	3,352		3,352
<b>Nonpublic Schools</b>					
Instructional Staff Development Transfers	Individual school PD initiatives, graduate coursework and conference registrations for teachers and administrators Activity 2.1	3,463 students x \$17.39 per student	59,319		59,319
<b>Total Activity 2.1</b>			<b>570,641</b>		<b>570,641</b>
<b>Leadership Development</b>					
Instructional Staff Development Salaries & Wages	LD Facilitator - to support systemic and site-based trainings and initiatives including instructional leadership, coaching, and adult learning theory Activity 2.3	Annual salary	125,000		125,000
Fixed Charges	FICA	\$125,000 x .0765	9,562		9,562
Fixed Charges	Estimated Benefits: Retirement and Health Insurance Activity 2.3	Retirement \$19,312; Health Insurance \$8,626	27,938		27,938
Instructional Staff Development Salaries & Wages	Instructional Team Leader Training – Substitutes for training for content that includes instructional strategies and planning, assessment, data use, teacher mentoring and facilitation. Activity 2.3	60 sub days x \$85/day	5,100		5,100

Fixed Charges	FICA	\$5,100 x .0765	390		390
Instructional Staff Development Salaries & Wages	Instructional Team Leader Training – Workshop wages for training for content that includes instructional strategies and planning, assessment, data use, teacher mentoring and facilitation. Activity 2.3	200 hours x \$25/hr	5,000		5,000
Fixed Charges	FICA	\$5,000 x .0765	382		382
Instructional Staff Development Salaries & Wages	Leadership Development Programs - temporary help to support training and facilitation of teacher leaders around the topics of teacher mentoring and instructional leadership. Activity 2.3	615.35 hours x \$20/hr	12,307		12,307
Fixed Charges	FICA	\$12,307 x .0765	941		941
Instructional Staff Development Contract Services	Classroom Focused Improvement Process – Consultants will provide two-day school improvement training for 16 new school teams; follow-up site-based differentiated mentoring and coaching for 21 participating school teams in the CFIP Cohort; and overview training experiences targeted for APs and resource teachers. Activity 2.3	2 consultants x \$24,000 each	48,000		48,000
Instructional Staff Development Contract Services	Coaching for Results – fees for professional consultants to provide coaching support to new and aspiring system leaders Activity 2.3	500 sessions x \$100/session	50,000		50,000
Instructional Staff	Supplies for systemic	20 trainings x	5,000		5,000


Development Supplies and Materials	and site-based trainings and initiatives supporting instructional leadership, coaching, and adult learning theory (books, software, etc.) Activity 2.3	\$250 per training for supplies and materials			
Instructional Staff Development Other Charges	Room rentals for leadership professional learning activities Activity 2.3	20 sessions x \$500/session	10,000		10,000
<b>Total Activity 2.3</b>			<b>299,620</b>		<b>299,620</b>
<b>Instructional Technology</b>					
Instructional Staff Development Salaries & Wages	Substitutes for Elementary tech teachers to observe exemplary instruction Activity 3.2	54 sub days x \$85/day	4,590		4,590
Instructional Staff Development Salaries & Wages	Workshop wages for after-school workshops for new technology teachers Activity 3.2	8 teachers x 12 hours x \$20/hr	1,920		1,920
Instructional Staff Development Salaries & Wages	Stipends for teachers to present at the Summer Technology Conference Activity 3.2	65 teachers x \$130 each	8,450		8,450
Instructional Staff Development Salaries & Wages	Workshop wages for after school technology workshops Activity 3.2	176 teachers x 2 hours x \$20/hr	7,040		7,040
Instructional Staff Development Salaries & Wages	Substitutes for technology teachers to attend MSET conference Activity 3.2	54 sub days x \$85/day	4,590		4,590
Instructional Staff Development Salaries & Wages	Substitutes for pilot schools programs (STEM, ePortfolio, digital text, co-teaching) Activity 3.2	41 sub days x \$85/day	3,485		3,485
Instructional Staff Development Salaries & Wages	Workshop wages for after-school collaboration meetings for pilot programs Activity 3.2	\$20/hr x 20 hours x 25 teachers	10,000		10,000
Fixed Charges	FICA	\$40,075 x .0765	3,066		3,066

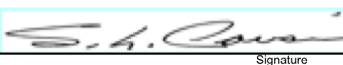
<b>Total Activity 3.2</b>			<b>43,141</b>		<b>43,141</b>
Administration Business Support Services/Transfers	Indirect Costs	1.77% x direct costs	<b>16,768</b>		<b>16,768</b>
<b>Grand Total</b>			<b>954,907</b>		<b>954,907</b>

ORIGINAL GRANT BUDGET	954,907 (Revised)	AMENDED BUDGET #		REQUEST DATE	08/15/11
GRANT NAME	Title II-A, Improving Teacher Quality	GRANT RECIPIENT NAME	Howard County Public School System		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	MSDE	RECIPIENT AGENCY NAME	Howard County Public School System		
FUND SOURCE CODE		GRANT PERIOD	07/01/11	06/30/13	

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	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						16,768.00	16,768.00
Prog. 23 Centralized Support	7,884.00		250.00	16,000.00			24,134.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
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						59,319.00	59,319.00
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
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.	516,297.00	237,000.00	8,352.00	25,000.00			786,649.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				68,037.00			68,037.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	524,181.00	237,000.00	8,602.00	109,037.00	0.00	76,087.00	954,907.00

Finance Official Approval Terry Brukiewa  11/7/11 410-313-1546  
Name Signature Date Telephone #

Supt./Agency Head Approval Sydney L. Cousin  11/7/11 410-313-6677  
Name Signature Date Telephone #

MSDE Grant Manager Approval \_\_\_\_\_  
Name Signature Date Telephone #

**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:

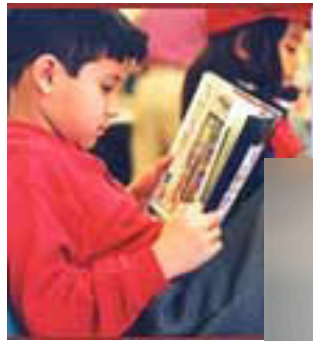
Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration



# Attachment 10



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

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

<b>Local School System:</b> <u>Howard County Public Schools</u>	<b>Fiscal Year 2012</b>
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*SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.*

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

<b>1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115 (c)(1)]</b>			
<b>Authorized Activities</b>	<b>Descriptions</b> a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers)	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
1.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].	8 ESOL instructional leaders with duties to include providing school-based support on effective instructional strategies and program initiatives before and after school during the 2011-12 school year Supports the strategy to deliver professional development on best practices to implement when instructing ELLs provided to school-based teams, schools, and the Instructional Intervention Teams	21,530	
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)].	4 developers to update and improve curricular program documents during the 2011-12 school year Supports the strategy to increase professional development and collaboration with content offices in order to further connect language objectives with language Arts, mathematics, science, and social studies objectives at all instructional levels	2,153	
1.3 Providing intensified instruction for ELL children [section 3115(d)(3)(B)].	60 substitute days to allow ESOL and classroom teachers the opportunity to collaboratively attend professional development and plan in order to integrate content and language instruction in order to support the joint ownership and academic achievement of ELLs during the 2011-12 school year Supports the strategy to provide co-taught classrooms instructed by ESOL Program and content teachers  Materials and training for use of the Sheltered Instruction Observation Protocol (SIOP)	10,100	

	Supports the strategy to increase alignment of classroom instruction, ESOL Program instruction, and other intervention services		
1.4 Improving the English proficiency and academic achievement of ELL children [section 3115(d)(5)].	4.0 ESOL teachers to provide additional support for English language learners in extended-day/year settings during the school year and summer of 2011-12 Supports the strategy to increase alignment of classroom instruction, ESOL Program instruction, and other intervention services	10,765	

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

<b>Local School System:</b> <u>Howard County Public Schools</u>	<b>Fiscal Year 2012</b>
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**A. REQUIRED ACTIVITIES [Section 3115(c)] continued**

<b>2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)]</b>			
<b>Authorized Activities</b>	<b>Descriptions</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<p><b>Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. Also, high quality professional development shall apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [section 3115(c)(2)(D)].</b></p>	<p><b>a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers)</b></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>Professional development opportunity to provide collaborative planning time beyond the school day to teachers who are co-teaching throughout the 2011-12 school year Supports the strategy to provide co-taught classrooms instructed by ESOL Program staff and content teachers</p> <p>60 substitute days to provide professional develop on culturally proficient instruction for ELLs for a selected group of ES, MS, and HS ESOL teachers in a high school feeder system during the 2011-12 school year Supports the strategy to increase professional development and focus on vertical articulation so that all ESOL teachers understand the language and content skills needed in order to ensure that English language learners are prepared college and careers throughout the 2011-12 school year</p>	7,253	
<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>1.0 ESOL Resource Teacher to implement additional professional development services and to support ESOL and classroom instruction throughout the 2011-12 school year Supports the strategies to provide increased articulation practices, alignment of ESOL instruction to both the <i>Maryland English Language Proficiency State Curriculum</i> and content standards, professional development on best practices to use when instructing ELLs</p>	100,329	

	provided to schools and school system leadership, professional development on oral language skill development by extending strategies to ESOL and content teachers, emphasis on best practices in building academic vocabulary and comprehension for ESOL and content teachers, additional co-teaching professional development and support for ESOL and content teachers through workshops and through participation in Designing Quality Inclusive Education and the Middle School Cohort		
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)].	Professional development opportunities to build ESOL and classroom teachers' ability to integrate technology and data-driven instruction and to develop listening, speaking, reading, writing, vocabulary, and oral language skills when teaching English language learners throughout the 2011-12 school year Supports the strategy to increase alignment of classroom instruction, ESOL Program instruction, and other intervention services	2,153	

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

<b>Local School System:</b> <u>Howard County Public Schools</u>	<b>Fiscal Year 2012</b>
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*SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.*

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

<b>3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]</b>			
<b>Authorized Activities</b>	<b>Descriptions</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
	<b>a) brief description of the services</b> <b>b) timelines or target dates</b> <b>c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan</b> <b>d) services to non public schools</b> <b>e) any revision to the plan as part of this annual update (including page numbers)</b>		
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].	4 schools to conduct outreach programs such as PACE, Parent and Child ESOL, during the 2011-12 school year Supports the strategy to increase alignment of classroom instruction, ESOL Program instruction, and other intervention services	6,459	
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)].	2.0 Hispanic Achievement Liaisons and 2.0 Bilingual Achievement Liaisons to provide interpreting services and educational seminars for English language learners and their families and to monitor the academic progress of English language learners throughout the 2011-12 school year Supports the strategy to increase alignment of classroom instruction, ESOL Program instruction, and other intervention services	222,474	
<b>4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(2)(3)]</b>			
4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d)(3)(A)].			
4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].			
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)].	Contracted services (i.e., bus services for additional fieldtrips, Violets tools and resources, etc.) for access to educational programs and materials for English language learners at the elementary and secondary levels during the 2011-12 school year Supports the strategy to increase alignment of classroom instruction, ESOL Program instruction, and other intervention services	4,740	
<b>5. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>No Child Left Behind</i>. (Specify and describe below.) [section 3115(d)(8)]:</b>				
5.1	Carrying out other activities that are consistent with the purposed of this section [section 3115(d)(8)].		<b>Public School Costs</b>	<b>Nonpublic Costs</b>

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

<b>6. Administrative Expenses</b>		<b>Public School Costs</b>	<b>Nonpublic Costs</b>
6.1	Each eligible entity receiving funds under section 3114 (a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs not more than 2% 6,991	
<b>TOTAL ELL TITLE III-A (FUNDING) AMOUNT</b>		394,947	

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

<b>Local School System:</b> <u>Howard County Public Schools</u>	<b>Fiscal Year 2012</b>
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*SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.*

**D. IMMIGRANT ACTIVITIES [section 3115(e)]: Activities by agencies experiencing substantial increases in immigrant children and youth.**

<b>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)]</b>			
<b>Authorized Activities</b>	<b>Descriptions</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
1.1 Providing for family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children [section 3115(e) (1) (A)].	N/A – No funds received		
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)].			
<b>2. Administrative Expenses</b>		<b>Public School Costs</b>	<b>Nonpublic Costs</b>
2.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs not more than 2%		
<b>TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT</b>		N/A	N/A

**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-A on page 9 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.

Please see Attachment 6A located earlier in this update.

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;  
 In December of 2010, all Howard County eligible nonpublic and publicly-funded schools (approved and church-exempt) were invited (via a certified letter) to participate in the HCPSS Federal Education Program Annual Consultation meeting. At this meeting, HCPSS federal program managers explained the ESEA program that they manage, presented options and opportunities, answered questions, and invited nonpublic schools to collaborate and participate. At the conclusion of this meeting, nonpublic schools were asked to take the complete packet that was distributed, study and review the materials, and consider their school's needs and programs for 2011-12 school year. They were asked to develop a basic needs assessment of their school in relation to professional development, curriculum development, instructional and innovative programs, technology, student safety, etc. Those schools that did not attend the December consultation meeting were mailed an information packet that included similar instructions and participation forms.

Documentation copies and sign-in sheets for nonpublic school consultation meetings are available in hard copy at the Howard County Department of Education Building, 10910 Route 108, Ellicott City, MD.

- b) The basis for determining the needs of private school children and teachers; Based on their own needs assessment, nonpublic schools are asked to confirm their “Intent to Participate” in the federal programs that might address their school plans in the areas of professional development, curriculum development, instructional and innovative practices, technology, student safety, etc. After confirming the intent of the nonpublic schools with regards to the federal programs in which they will participate for the 2011-12 school year, the HCPSS federal program managers receive a list of the nonpublic schools that desire to participate in their specific programs. The nonpublic school representatives also receive the phone numbers and email addresses for each HCPSS federal program manager. Further communication ensues pertaining to individual programs between HCPSS federal program managers and nonpublic school representatives.

## Nonpublic Schools Participation in Federal Programs for FY2012 School Year

School	Contact Person	Title I-A, Helping Disadvantaged Children	Title II-A, Improving Teacher Quality	Title II-D: MD Tech Proficiency Project	Title III-A, English Language Acquisition	Title IV-B, 21st Century Grants	Competitive Grants
Bet Yeladim	Ellen Rappaport		X				
Bethel Christian Academy	Alice Green		X				
Bright Stars Learning Academy	Lethia S. Jackson	X	X				X
Glenelg Country School	Jhan Tangires		X				
Glenwood Country Day School	Cheryl Stradling			X		X	X
Linwood Center, Inc.	Karen Spence		X	X	X		
Our Lady of Perpetual Help	Rose Goeres		X	X	X		X
Resurrection-St. Paul School	Karen Murphy		X	X	X	X	X
St. Augustine School	Patricia Schratz		X	X	X	X	X
St. John's Parish Day School	Tiffany Rath		X	X	X	X	X
St. Louis School	Terry Weiss		X	X	X	X	
Trinity School	Sr. Catherine Phelps		X	X	X		X

- c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and  
The HCPSS federal program manager contacted the person from the nonpublic and publicly-funded schools. The contact person at the nonpublic and publicly-funded schools shared information regarding the student population and needs and the program manager reviewed services offered through Title III. Based upon the conversation between the contact and program manager, consultative services were determined to be appropriate to address the need.
- 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.)  
N/A - No differences will occur.

3. ATTACH WRITTEN AFFIRMATION (meeting dates, agenda, sign-in sheets, letters/ forms,) for the school year 2011-2012 signed by officials at each participating nonpublic school and/or their designee that **consultation regarding Title III services has occurred**. DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10.

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

**Local School System:** Howard County Public Schools

**Fiscal Year 2012**

**F. BUDGET INFORMATION AND NARRATIVE**

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

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

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Attachment 7: Affirmation of Consultation (with nonpublic schools) documentation

CATEGORY / OBJECT	LINE ITEM	CALCULATION	AMOUNT	IN-KIND	TOTAL
Special Programs Salaries & Wages	ESOL Instructional Leaders <b>Activity 1.1</b>	8 ESOL Teachers x \$2500	\$20,000		\$20,000
Fixed Charges	FICA <b>Activity 1.1</b>	\$20,000 x 0.0765	\$1,530		\$1,530
<b>Total Activity 1.1</b>			<b>\$21,530</b>		<b>\$21,530</b>
Special Programs Salaries & Wages	Curriculum writers <b>Activity 1.2</b>	4 reviewers x \$500	\$2,000		\$2,000
Fixed Charges	FICA <b>Activity 1.2</b>	\$2000 x 0.0765	\$153		\$153
<b>Total Activity 1.2</b>			<b>\$2,153</b>		<b>\$2,153</b>
Special Programs Salaries & Wages	Substitutes for co-teaching <b>Activity 1.3</b>	60 days of substitutes	\$5,100		\$5,100
Supplies & Materials	SIOP Materials <b>Activity 1.3</b>	Estimated acquisition cost	\$5,000		\$5,000
<b>Total Activity 1.3</b>			<b>\$10,100</b>		<b>\$10,100</b>
Special Programs Salaries & Wages	Extended-day/year ESOL teachers <b>Activity 1.4</b>	4.0 teachers x \$2,500/teacher	\$10,000		\$10,000
Fixed Charges	FICA <b>Activity 1.4</b>	\$10,000 x 0.0765	\$765		\$765
<b>Total Activity 1.4</b>			<b>\$10,765</b>		<b>\$10,765</b>
Special Programs Salaries & Wages	Collaborative planning professional development <b>Activity 2.1</b>	100 hours of planning x \$20/hour	\$2,000		\$2,000
Fixed Charges	FICA <b>Activity 2.1</b>	\$2,000 x 0.0765	\$153		\$153
Special Programs Salaries & Wages	Substitutes for Cultural Proficiency <b>Activity 2.1</b>	60 days of substitutes	\$5,100		\$5,100
<b>Total Activity 2.1</b>			<b>\$7,253</b>		<b>\$7,253</b>
Special Programs Salaries & Wages	1.0 resource teacher <b>Activity 2.2</b>	1.0 resource teacher	\$64,813		\$64,813
Fixed Charges	FICA Retirement Employee Insurances <b>Activity 2.2</b>	\$64,813x 0.0765 \$64,813x 0.1545 \$20,544	\$4,958 \$10,014 \$20,544		\$4,958 \$10,014 \$20,544
<b>Total Activity 2.2</b>			<b>\$100,329</b>		<b>\$100,329</b>
Special Programs Salaries & Wages	Professional development sessions <b>Activity 2.3</b>	25 participants x 2 events x \$40/participant	\$2,000		\$2,000
Fixed Charges	FICA <b>Activity 2.3</b>	\$2,000 x 0.0765	\$153		\$153
<b>Total Activity 2.3</b>			<b>\$2,153</b>		<b>\$2,153</b>
Special Programs Salaries & Wages	Outreach Programs <b>Activity 3.1</b>	4 schools x \$1,500	\$6,000		\$6,000
Fixed Charges	FICA <b>Activity 3.1</b>	\$6,000 x 0.0765	\$459		\$459
<b>Total Activity 3.1</b>			<b>\$6,459</b>		<b>\$6,459</b>
Community Services	4.0 liaisons <b>Activity 3.2</b>	2.0 Hispanic Achievement Liaisons 2.0 Bilingual Achievement Liaisons	\$65,196 \$75,217		\$65,196 \$75,217
Fixed Charges	FICA Retirement Employee Insurances <b>Activity 3.2</b>	\$140,413 x 0.0765 \$140,413 x 0.1545 \$47,298	\$10,742 \$21,694 \$49,625		\$10,742 \$21,694 \$49,625
<b>Total Activity 3.2</b>			<b>\$222,474</b>		<b>\$222,474</b>


Special Programs Contracted Services	Contract fees for special programming <b>Activity 4.5</b>	Estimated contract fees	\$4,740		\$4,740
<b>Total Activity 4.5</b>			<b>\$4,740</b>		<b>\$4,740</b>
Administration Business Support Services/Transfers	Indirect Costs <b>Activity 5.1</b>	1.77% x direct costs	\$6,991		\$6,991
<b>Total Activity 5.1</b>			<b>\$6,991</b>		<b>\$6,991</b>
<b>GRAND TOTAL</b>			<b>\$394,947</b>		<b>\$394,947</b>


**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET C-1-25**

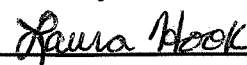
ORIGINAL GRANT BUDGET	\$394,947	AMENDED BUDGET #		REQUEST DATE	08/30/11
GRANT NAME	ESEA, Title III English Language Acquisition	GRANT RECIPIENT NAME	Howard County Public School System		
MSDE GRANT #	124293-01	RECIPIENT GRANT #	12429301		
REVENUE SOURCE	English Language Acquisition (LEP Portion)	RECIPIENT AGENCY NAME	Howard County Public School System		
FUND SOURCE CODE	6242	GRANT PERIOD	1-Jul-11	30-Sep-13	

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	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						6,991.00	6,991.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	117,013.00	4,740.00	5,000.00				126,753.00
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
<b>206 Special Education</b>							
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
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				120,790			120,790.00
<b>214 Community Services</b>	140,413						140,413.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	<b>257,426.00</b>	<b>4,740.00</b>	<b>5,000.00</b>	<b>120,790.00</b>	<b>0.00</b>	<b>6,991.00</b>	<b>394,947.00</b>

Finance Official Approval Terry Brukiea  10-31-11 410-313-1546  
Name Signature Date Telephone #

Supt./Agency Head Approval Sydney Cousin  11-1-11 410-313-6677  
Name Signature Date Telephone #

MSDE Grant Manager Approval Laura Hook  10/31/11 410-313-6669  
Name Signature Date Telephone #

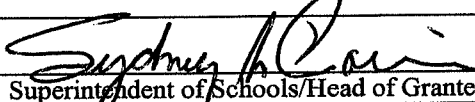


ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.
2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

 Superintendent of Schools/Head of Grantee Agency	8-30-11 Date
---	-----------------

November 5, 2010

ADMINISTRATIVE HEAD  
Atholton Adventist School  
6520 Martin Road  
Columbia, MD 21044

Dear ADMINISTRATIVE HEAD:

You are invited to attend a meeting to discuss your school's eligibility for funding authorized by the Elementary and Secondary Education Act (ESEA), and reauthorized by the No Child Left Behind Act of 2001 (NCLB). The Howard County Public School System (HCPSS) will hold its Annual Consultation session for Nonpublic Schools to engage in meaningful discussion about federal title grant programs for the 2011-2012 school year. At this meeting, HCPSS federal program managers will describe their federal grant programs. You will have an opportunity to talk about your school's needs for FY2012 and to ask specific questions about the federal grant programs as they relate to your school.

If you wish to participate in federal grant programs during the 2011-2012 school year, please plan to attend this meeting or send a representative from your school. All participation forms will be distributed at the meeting. A representative from your school is **NOT** required to attend the meeting in order to participate in the federal grants program for the 2011-2012 school year.

**Date:** Friday, December 10, 2010

**Time:** 1:30 – 3:00 p.m.

**Place:** The Howard County Department of Education Building  
Board Room B  
10910 Route 108  
Ellicott City, MD

The HCPSS federal program managers are looking forward to meeting with you. Please contact me at 410-313-6648 if you have any questions. In order to plan for the meeting, please return the enclosed response form on or before **Wednesday, December 1, 2010**. You can mail or fax to 410-313-6795.

Sincerely,

Tricia Murphy  
Nonpublic Schools Contact

Enclosure

c: HCPSS Federal Program Managers

ADMINISTRATIVE HEAD  
ATHOLTON ADVENTIST SCHOOL  
6520 MARTIN RD  
COLUMBIA MD 21044

Ellen Rappoport  
BET YELADIM  
8910 Route 108  
Columbia, MD 21045

ALICE GREEN  
BETHEL CHRISTIAN ACADEMY  
P O BOX 406  
SAVAGE MD 20763-0416

LETHIA S. JACKOSN  
BRIGHT STARS LEARNING  
ACADEMY  
5890 CEDAR LN  
COLUMBIA MD 21044-3161

ADMINISTRATIVE HEAD  
BROOKFIELD CHRISTIAN SCHOOL  
6347 TEN OAKS RD  
COLUMBIA MD 21029

ADMINISTRATIVE HEAD  
BRYANT WOODS MONT CHILDRENS  
HOUSE  
10449 GREEN MOUNTAIN CIR  
COLUMBIA MD 21044

ERRIEL D. ROBERSON  
CELEBRATION CHRISTIAN  
ACADEMY  
6080 FORELAND GARTH  
COLUMBIA MD 21045

ADMINISTRATIVE HEAD  
CHAPELGATE CHRISTIAN  
ACADEMY  
2600 MARRIOTTSVILLE RD  
MARRIOTTSVILLE MD 21104-1628

ADMINISTRATIVE HEAD  
CHESAPEAKE SPEECH INC  
6135 OLD WASHINGTON RD RM  
105/106  
ELKRIDGE MD 21075

ADMINISTRATIVE HEAD  
CHILDREN S MANOR MONTESSORI  
SCHOOL  
4465 MONTGOMERY RD  
ELLCOTT CITY MD 21043-6007

ADMINISTRATIVE HEAD  
COLUMBIA ACADEMY  
10350 OLD COLUMBIA RD  
COLUMBIA MD 21046

ADMINISTRATIVE HEAD  
COLUMBIA MONTESSORI SCHOOL  
10508 MARBLE FAUN CT  
COLUMBIA MD 21044

MARTHA ZEHER  
CORNERSTONE ACADEMY OF  
GLENWOOD  
3060 WASHINGTON ROAD ROUTE 97  
GLENWOOD MD 21738

ADMINISTRATIVE HEAD  
CROSSROADS ADVENTIST SCHOOL  
3291 N ST JOHNS LN  
ELLCOTT CITY MD 21043

ADMINISTRATIVE HEAD  
GLENELG COUNTRY SCHOOL  
12793 FOLLY QUARTER ROAD  
ELLCOTT CITY MD 21042

ADMINISTRATIVE HEAD  
GLENWOOD COUNTRY DAY SCHOOL  
14785 BUSHY PARK ROAD  
WOODBINE, MD 21097

CHERYL STRADLING  
GLENWOOD COUNTRY DAY SCHOOL  
2480 ROXBURY MILLS RD STES 10/11  
GLENWOOD MD 21738

Sheeba Mathew  
The Goddard School  
2200 Brighton Run Court  
Marriottsville, MD 21104

ADMINISTRATIVE HEAD  
THE GODDARD SCHOOL  
8866 COLUMBIA 100 PARKWAY  
COLUMBIA MD 21045

ADMINISTRATIVE HEAD  
HIGH ROAD ACADEMY  
9705 WASHINGTON BLVD  
LAUREL MD 20723

ADMINISTRATIVE HEAD  
JOY IN LEARNING COLUMBIA  
8991 LAMBSKIN LN  
COLUMBIA MD 21045

ADMINISTRATIVE HEAD  
CHILDREN'S MANOR MONTESSORI  
SCHOOL AND DAY CARE  
9008 RED BRANCH ROAD  
COLUMBIA, MD 21045

Martha Zeher  
CORNERSTONE ACADEMY  
17455 Old Frederick Road  
Mount Airy, MD 21771

ADMINISTRATIVE HEAD  
LINWOOD CENTER INC  
3421 MARTHA BUSH DR  
ELLCOTT CITY MD 21043-4426

Lainie Santos  
Love of Learning Montessori School  
9151 Rumsey Road  
Columbia, MD 21045

ADMINISTRATIVE HEAD  
MOUNT AIRY CHRISTIAN ACADEMY  
16700 OLD FREDERICK RD  
MT AIRY MD 21771-

ADMINISTRATIVE HEAD  
GLOBAL CHILDREN MONTESSORI  
SCHOOL  
8995 LAMBSKIN LANE  
COLUMBIA, MD 21045

Sharon DellaRose  
THE NORBEL SCHOOL  
6135 Old Washington Road  
Elkridge, MD 21075

NANCY MALLOY  
OUR LADY OF PERPETUAL HELP  
SCHOOL  
4801 ILCHESTER RD  
ELLCOTT CITY MD 21043

ADMINISTRATIVE HEAD  
PHILLIPS SCHOOL LAUREL  
8920 WHISKEY BOTTOM ROAD  
LAUREL MD 20723

Karen Murphy  
Resurrection-St. Paul School  
3155 Paulskirk Drive  
Ellicott City, MD 21043

PATRICIA SCHRATZ  
ST AUGUSTINE SCHOOL  
5990 OLD WASHINGTON RD  
ELKRIDGE MD 21075

TIFFANY RATH  
ST JOHN'S PARISH DAY SCHOOL  
9130 FREDERICK RD  
ELLCOTT CITY MD 21042

Terry Weiss  
St. Louis School  
12500 Clarksville Pike  
Clarksville, MD 21029

SISTER CATHERINE PHELPS  
TRINITY SCHOOL  
4985 ILCHESTER ROAD  
ELLCOTT CITY MD 21041

Lois Kelly  
Woodmont Academy  
2000 Woodmont Drive  
Cooksville, MD 21723

ADMINISTRATIVE HEAD  
THE JULIA BROWN MONTESSORI  
SCHOOL  
9760 OWEN BROWN ROAD  
COLUMBIA, MD 21045

ADMINISTRATIVE HEAD  
YOUNG SCHOOL EARLY  
EDUCATION PROGRAM  
8310 GUILFORD ROAD  
COLUMBIA MD 21046

ADMINISTRATIVE HEAD  
Chesapeake Speech School  
6135 Old Washington Road  
Elkridge, MD 21075

ADMINISTRATIVE HEAD  
KINDERCARE LEARNING CENTER  
10820 LITTLE PATUXENT PKWY.  
COLUMBIA, MD 21044

ADMINISTRATIVE HEAD  
GAN ISRAEL DAY SCHOOL  
770 HOWES LANE  
COLUMBIA, MD 21044

ADMINISTRATIVE HEAD  
High Road Academy  
9705 Washington Blvd.  
Laurel, MD 20723

ADMINISTRATIVE HEAD  
Linwood Center, Inc.  
421 Martha Bush Drive  
Ellicott City, MD 21043

ADMINISTRATIVE HEAD  
Norbel School  
6135 Old Washington Blvd.  
Elkridge, MD 21075

ADMINISTRATIVE HEAD  
Phillips School-Laurel  
8920 Whiskey Bottom Road  
Laurel, MD 20723

**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information.

Name of School: \_\_\_\_\_  
**(must be nonprofit)**  
Address: \_\_\_\_\_  
\_\_\_\_\_

Contact Person: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Fax Number \_\_\_\_\_

Email Address: \_\_\_\_\_

School Web Address: \_\_\_\_\_

Check (  ) the appropriate line.

\_\_\_\_\_ Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**

\_\_\_\_\_ I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.

\_\_\_\_\_ I decline participation in all federal programs during the 2011/12 school year.

**Please return this form by **Wednesday, December 1, 2010.****

\_\_\_\_\_  
Administrator's Name  
(Printed or typed)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:  
**Tricia Murphy  
Nonpublic Schools Contact  
Howard County Public Schools  
10910 Route 108  
Ellicott City, MD 21042  
Fax to: 410-313-6795**

**Annual Nonpublic Consultation Meeting  
Howard County Public School System  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Grant Programs  
December 10, 2010 (1:30 p.m.)**

***AGENDA***

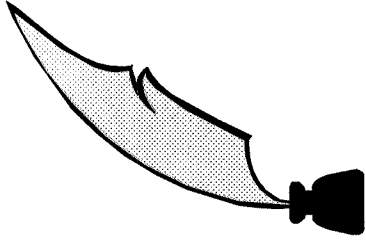
Welcome and Introductions

Program Presentations by HCPSS Program Managers

General Discussion -Federal Opportunities

Questions/Answers

Next Steps



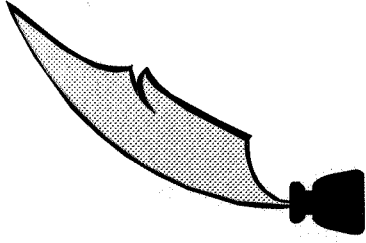
Annual Nonpublic Consultation Meeting  
 Federal Education Grant Programs  
 Friday, December 10, 2010  
 1:30 p.m. - Board Room B

Sign-In for Nonpublic Representatives

School	Name of Rep	Title	Phone	Email
Bright Stars Learning Academy	Pam Johnson	Director	410-730-5234	Pandyj@verizon.net
Celebration Christian School Academy	Monica Williams	PRINCIPAL	410 997-2384	mwilliams@wininlife.com.
Crossroads Adventist School	KAROHN YOUNG TOM TUCKER	PRINCIPAL CAPITAL COMMITTEE	866-715-7752 301-395-2620	CAS PRINCIPAL @ VANORCOM
Glenwood Country Day School	Gaye Gaye Brown	parent	410 484 6759	
Nurturing Nest Montessori				
Resurrection-St. Paul School	Sue Manion	teacher	410-461-9111	Smanion@resstpaul.org
Trinity School	Dr. Barbara Bullock	Principal	410-744-1524	CYNELLS@TRINITY SCHOOLMD.ORG
Woodmont Academy	Susan Chase	Asst. Principal	301-305-9199	Chase@woodmont Academy.org







**Annual Nonpublic Consultation Meeting**  
**Federal Education Grant Programs**  
**Friday, December 10, 2010**  
**1:30 p.m. - Board Room B**

**Sign-In for HCPSS Representatives**

HCPSS Office	Name of Staff	Title	Phone	Email
AI/FI/CI	Caroline Warkner	Co-ord. rator	6761	
Bridges	Marby Cifrese	Manager		
OIT	Julie Wray	Coordinator	7476	
OIT	Robert Cole	Inst. Facilitator	5334	
ESOL	Laura Hook	ESOL Coordinator	X.6669	
OIT	Sara Katz	Grant Mgr - College and Career Readiness		



December 29, 2010

On December 10, 2010, we held the Annual Nonpublic Consultation meeting with representatives from nonpublic schools in Howard County. Enclosed is the packet that was distributed at this meeting.

If you are interested in participating in any of the federal programs for the 2011-2012 school year, please complete the forms on the left side of this packet and return to my office.

If you have any questions, please contact us.

Sincerely,

Tricia Murphy  
Nonpublic School Contact  
410-313-6648  
Email: [tricia\\_murphy@hcpss.org](mailto:tricia_murphy@hcpss.org)

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
Telephone (410) 313-6648 Email: tmurphy@hcpss.org

## Intent to Participate in Federal Grant Programs for 2011-2012 School Year

\_\_\_\_\_  
Name of Nonpublic School (please print)

\_\_\_\_\_  
Administrator's Name (please print)

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Email address

\_\_\_\_\_  
Date

\_\_\_\_\_  
Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

\_\_\_\_\_ **Title I, Part A:** Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.**

\_\_\_\_\_ **Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals

\_\_\_\_\_ **Title II, Part D:** Maryland Technology Proficiency Project

\_\_\_\_\_ **Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement

\_\_\_\_\_ **Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers

\_\_\_\_\_ **Competitive Grants**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

**Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010**

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of \_\_\_\_\_ School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
  - Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
  - Title II, Part D:** Maryland Technology Proficiency Project
  - Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
  - Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

**The topics discussed at today's meeting relating to Title I services included:**

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

\_\_\_\_\_  
Name of Nonpublic School (please print)

\_\_\_\_\_  
Name of Administrator/Designee (please print)

\_\_\_\_\_  
Administrator's/Designee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Email address

\_\_\_\_\_  
Telephone number

Complete this form only if your school plans to participate in the Title I program for the 2011-2012 school year.

**Documentation of Low-income Nonpublic School Students  
Residing in the attendance area of participating Title I Schools  
2010-2011 School Year**

The Title I Office needs only the number of eligible low-income students at each grade level attending your school who reside in participating Title I school attendance areas. Your school is responsible for keeping the documentation for each low-income student with the parent’s original signature to verify that the student does indeed qualify for the federal free and reduced price meal program or its equivalent. If an auditor requests the documentation, the Title I Office will refer that official to you. You must maintain these records for three years. Federal regulations prohibit the Title I office from having this information. In the Howard County Public School System, the office of food services maintains all required confidential information and data.

If low-income students reside in Title I participating schools in districts outside of Howard County, you must request Title I funding directly from that district. Each school system provides its own per-student allocation. Nonpublic school student allocations are based on public school attendance area per-student allocations.

To verify that an eligible low-income student attending your school lives in the attendance area of one of the ten participating Title I schools listed below, you may call the Public Information Office at (410) 313-6682. If you have any questions regarding the Title I program, you may call the Title I Office at (410) 313-6762.

**Title I Schools for 2010-2011**

Elementary Schools	PreK	K	1	2	3	4	5
Bryant Woods ES							
Deep Run ES							
Guilford ES							
Laurel Woods ES							
Longfellow ES							
Phelps Luck ES							
Running Brook ES							
Stevens Forest ES							
Swansfield ES							
Talbott Springs ES							

Total number of low-income students: \_\_\_\_\_

\_\_\_\_\_  
Name of Nonpublic School (please print)

\_\_\_\_\_  
Name of Administrator (please print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator’s Signature

**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information.

Name of School: Atholton Adventist Academy  
(must be nonprofit)  
Address: 6520 Martin Rd.

Columbia, MD 21044

Contact Person: Marilynn Peeke

Telephone Number: 410-740-2425 Fax Number 410-740-2545

Email Address: office@atholton.us

School Web Address: atholton.org/aas

Check (✓) the appropriate line.

Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**

I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information. *Will try to be present if at all possible*

I decline participation in all federal programs during the 2011/12 school year.

**Please return this form by Wednesday, December 1, 2010.**

Marilynn Peeke  
Administrator's Name

(Printed or typed)

11-12-10  
Date

Marilynn Peeke  
Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:  
**Tricia Murphy  
Nonpublic Schools Contact  
Howard County Public Schools  
10910 Route 108  
Ellicott City, MD 21042  
Fax to: 410-313-6795**

**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information

Name of School:  
(must be nonprofit)  
Address:

Bet Yehadim Preschool  
8910 Route 108  
Columbia, MD 21045

Contact Person:

Ellen Rappoport

Telephone Number:

410-997-7378

Fax Number

410-997-0577

Email Address:

ehrappoport@verizon.net

School Web Address:

betyehadim.org

Check (✓) the appropriate line.

Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**

I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.

I decline participation in all federal programs during the 2011/12 school year.

**Please return this form by Wednesday, December 1, 2010.**

Ellen Rappoport  
Administrator's Name  
(Printed or typed)

11/14/10  
Date

Ellen Rappoport  
Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:

**Tricia Murphy  
Nonpublic Schools Contact  
Howard County Public Schools  
10910 Route 108  
Ellicott City, MD 21042  
Fax to: 410-313-6795**

**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information.

Name of School: The Goddard School

(must be nonprofit)  
Address: 8806 Columbia 100 Parkway

Columbia MD 21045

Contact Person: Heather Andrews

Telephone Number: 4107301500 Fax Number 4107309729

Email Address: ~~he~~ heather@goddardcolumbia.com

School Web Address: goddardschools.com

Check (✓) the appropriate line.

Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**

I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.

I decline participation in all federal programs during the 2011/12 school year.

**Please return this form by Wednesday, December 1, 2010.**

Heather Andrews

Administrator's Name  
(Printed or typed)

Nov 12, 2010

Date

Heather Andrews

Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:  
**Tricia Murphy  
Nonpublic Schools Contact  
Howard County Public Schools  
10910 Route 108  
Ellicott City, MD 21042  
Fax to: 410-313-6795**



Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year

Please type or print all information.

Name of School: Celebration Christian Academy  
(must be nonprofit)  
Address: 8080 Foreland Garth

Columbia, MD 21045

Contact Person: Monica Williams

Telephone Number: 410-997-2384 Fax Number 410-997-1954

Email Address: mwilliams@wininlife.com

School Web Address: www.wininlife.com

Check (✓) the appropriate line.

Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**

I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.

I decline participation in all federal programs during the 2011/12 school year.

**Please return this form by Wednesday, December 1, 2010.**

Monica Williams  
Administrator's Name

11/15/2010  
Date

(Printed or typed)  
Monica Williams  
Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:  
**Tricia Murphy**  
**Nonpublic Schools Contact**  
**Howard County Public Schools**  
**10910 Route 108**  
**Ellicott City, MD 21042**  
**Fax to: 410-313-6795**

**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information.

Name of School: CROSSROADS ADVENTIST SCHOOL  
(must be nonprofit)  
Address: \_\_\_\_\_  
\_\_\_\_\_

Contact Person: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Fax Number 410.465-4627

Email Address: \_\_\_\_\_

School Web Address: WWW.CROSSROADSADVENTIST.ORG

Check (✓) the appropriate line.

Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**

I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.

I decline participation in all federal programs during the 2011/12 school year.

**Please return this form by Wednesday, December 1, 2010.**

K. YOUNG  
Administrator's Name  
(Printed or typed)

Nov. 12, 2010  
Date

[Signature]  
Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:  
**Tricia Murphy  
Nonpublic Schools Contact  
Howard County Public Schools  
10910 Route 108  
Ellicott City, MD 21042  
Fax to: 410-313-6795**

**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information.

Name of School: Glenwood Country Day School  
 (must be nonprofit)  
 Address: 16151 B Old Frederick Rd.  
W. Mt. Airy, MD. 21771  
 Contact Person: Cheryl Stradling <sup>6959</sup>  
 Telephone Number: 410-489-6959 Fax Number 410-489-~~6959~~  
 Email Address: administration@glenwoodcountryday.school.com  
 School Web Address: www.glenwoodcountrydayschool.com

Check (✓) the appropriate line.

- Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**
- I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.
- I decline participation in all federal programs during the 2011/12 school year.

**Please return this form by Wednesday, December 1, 2010.**

Cheryl Stradling 11-14-10  
 Administrator's Name Date  
 (Printed or typed)  
Cheryl Stradling  
 Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:  
**Tricia Murphy**  
**Nonpublic Schools Contact**  
**Howard County Public Schools**  
**10910 Route 108**  
**Ellicott City, MD 21042**  
**Fax to: 410-313-6795**

**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information.

Name of School: Nurturing Nest Montessori  
 (must be nonprofit)  
 Address: 5885 Robert Oliver Place  
Columbia, Md 21045

Contact Person: Sabrina Fioretto

Telephone Number: 410-772-6378 Fax Number \_\_\_\_\_

Email Address: nurturingnestmontessori@gmail.com

School Web Address: \_\_\_\_\_

Check (✓) the appropriate line.

- Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**
- I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.
- I decline participation in all federal programs during the 2011/12 school year.

**Please return this form by Wednesday, December 1, 2010.**

Sabrina Fioretto  
 Administrator's Name  
 (Printed or typed)

Sabrina Fioretto  
 Administrator's Signature

11/17/10  
Date

Return this form by mail or FAX (410) 313-6795 to:  
**Tricia Murphy**  
**Nonpublic Schools Contact**  
**Howard County Public Schools**  
**10910 Route 108**  
**Ellicott City, MD 21042**  
**Fax to: 410-313-6795**

Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year

Please type or print all information.

Name of School:  
(must be nonprofit)  
Address:

Resurrection St. Paul School

3155 Paulskirk Dr.

Ellicott City, Md. 21042

Contact Person:

Karen Murphy / Sue Manson will be attending

Telephone Number:

410.461.9111 X243 Fax Number

Email Address:

Kmurphy@resstpaul.org

School Web Address:

www.resstpaul.org

Check (✓) the appropriate line.

Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**

I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.

I decline participation in all federal programs during the 2011/12 school year.

Please return this form by **Wednesday, December 1, 2010.**

Karen A. Murphy

Administrator's Name  
(Printed or typed)

Date

NOV. 28, 2010

Karen A. Murphy

Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:

Tricia Murphy  
Nonpublic Schools Contact  
Howard County Public Schools  
10910 Route 108  
Ellicott City, MD 21042  
Fax to: 410-313-6795

**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information.

Name of School: St. Augustine School

(must be nonprofit)  
Address: 5990 Old Washington Rd.

Elkridge, Md. 21075

Contact Person: Patricia Schratz

Telephone Number: 410-796-3040 Fax Number 410-579-1165

Email Address: pschratz@staug-md.org

School Web Address: www.staug-md.org

Check (✓) the appropriate line.

Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**

I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.

I decline participation in all federal programs during the 2011/12 school year.

Please return this form by **Wednesday, December 1, 2010.**

Patricia Schratz  
Administrator's Name

(Printed or typed)

12/10/10  
Date

*Patricia Schratz*  
Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:  
**Tricia Murphy  
Nonpublic Schools Contact  
Howard County Public Schools  
10910 Route 108  
Ellicott City, MD 21042  
Fax to: 410-313-6795**

**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information.

Name of School: Woodmont Academy  
(must be nonprofit)  
Address: 2000 Woodmont Ave.

Cooksville, MD 21723

Contact Person: Susan Chase, Assistant Principal

Telephone Number: 443-574-8100 Fax Number 410-465-9162

Email Address: schase@woodmontacademy.org

School Web Address: woodmont.org

Check (✓) the appropriate line.

Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**

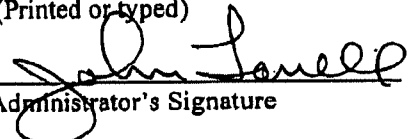
I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.

I decline participation in all federal programs during the 2011/12 school year.

**Please return this form by Wednesday, December 1, 2010.**

John Farrell  
Administrator's Name  
(Printed or typed)

Nov. 22, 2010  
Date


  
Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:  
**Tricia Murphy  
Nonpublic Schools Contact  
Howard County Public Schools  
10910 Route 108  
Ellicott City, MD 21042  
Fax to: 410-313-6795**

**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information.

Name of School: \_\_\_\_\_  
**(must be nonprofit)**  
 Address: \_\_\_\_\_



**COLUMBIA  
MONTESSORI  
SCHOOL**

10508 Marble Faun Court  
 Columbia, Maryland 21044  
 410-772-8353  
 www.columbiamontessori.com

Contact Person: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

School Web Address: \_\_\_\_\_

Check (  ) the appropriate line.

- Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**
- I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.
- I decline participation in all federal programs during the 2011/12 school year.

**Please return this form by Wednesday, December 1, 2010.**

Maria Garcia  
 Administrator's Name  
 (Printed or typed)

Nov 13, 2010  
 Date

Maria Garcia  
 Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:  
**Tricia Murphy**  
**Nonpublic Schools Contact**  
**Howard County Public Schools**  
**10910 Route 108**  
**Ellicott City, MD 21042**  
**Fax to: 410-313-6795**



**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information.

Name of School: Bethel Christian Preschool

(must be nonprofit)  
Address: 4261 Montgomery Road

Ellicott City, MD 21043

Contact Person: Michelle Abernathy

Telephone Number: 410-465-1192 Fax Number 410-465-6101

Email Address: bethelpreschool@gmail.com

School Web Address: bcpreschool.com

Check (✓) the appropriate line.

Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**

I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.

I decline participation in all federal programs during the 2011/12 school year.

**Please return this form by Wednesday, December 1, 2010.**

Michelle Abernathy  
Administrator's Name  
(Printed or typed)

12/1/10  
Date

Michelle Abernathy  
Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:

**Tricia Murphy  
Nonpublic Schools Contact  
Howard County Public Schools  
10910 Route 108  
Ellicott City, MD 21042  
Fax to: 410-313-6795**

410-313-6795

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
Telephone (410) 313-6648 Email: [tmurphy@hcpss.org](mailto:tmurphy@hcpss.org)

### Intent to Participate in Federal Grant Programs for 2011-2012 School Year

Bethel Christian Academy  
Name of Nonpublic School (please print)

Alice Green  
Administrator's Name (please print)

Alice Green  
Administrator's Signature

Alice.green@teambethel.org  
Email address

2.3.11  
Date

301-725-4673  
Telephone Number

**Directions:** Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

**Title I, Part A:** Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.**

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

**Title II, Part D:** Maryland Technology Proficiency Project

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

**Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers

**Competitive Grants**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
Telephone (410) 313-6648 Email: tmurphy@hcpss.org

### Intent to Participate in Federal Grant Programs for 2011-2012 School Year

Bet Yeladim Preschool  
Name of Nonpublic School (please print)

Ellen Rappoport  
Administrator's Name (please print)

Ellen Rappoport  
Administrator's Signature

ehrappoport@verizon.net  
Email address

1/3/11  
Date

410-997-7378  
Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

**Title I, Part A:** Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.**

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

**Title II, Part D:** Maryland Technology Proficiency Project

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

**Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers

**Competitive Grants**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

**Intent to Participate in Federal Grant Programs for 2011-2012 School Year**

Bright Stars Learning Academy  
 Name of Nonpublic School (please print)

Dr. Lethia Jackson  
 Administrator's Name (please print)

x Dr. Lethia Jackson  
 Administrator's Signature

lethia.jackson@hotmail.com  
 Email address

12-13-10  
 Date

410-730-5234  
 Telephone Number

**Directions:** Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.**
- Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D:** Maryland Technology Proficiency Project
- Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
Telephone (410) 313-6648 Email: tmurphy@hcpss.org

## Intent to Participate in Federal Grant Programs for 2011-2012 School Year

GLENELG COUNTRY SCHOOL

Name of Nonpublic School (please print)

JHAN S TANGIRES

Administrator's Name (please print)

  
Administrator's Signature

TANGIRES@GLENELG.ORG

Email address

02/04/2011

Date

410-531-7321

Telephone Number

**Directions:** Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

\_\_\_\_\_ **Title I, Part A:** Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.**

**XXX** \_\_\_\_\_ **Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals

\_\_\_\_\_ **Title II, Part D:** Maryland Technology Proficiency Project

\_\_\_\_\_ **Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement

\_\_\_\_\_ **Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers

\_\_\_\_\_ **Competitive Grants**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

Please complete and return this form on or before January 28, 2011 to: Tria Murphy,  
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042  
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

**Intent to Participate in Federal Grant Programs for 2011-2012 School Year**

Glenwood Country Day School

Name of Nonpublic School (please print)

Cheryl Stradling

Administrator's Signature

2/3/11

Date

Cheryl Stradling

Administrator's Name (please print)

administration@glenwoodcountrydayschool.com

Email address

410-489-6959

Telephone Number

**Directions:** Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

           Title I, Part A: Helping Disadvantaged Children Meet High Standards -- (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students) **You must complete and return the attached Documentation of Low-income Nonpublic School Students form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.**

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

Title II, Part D: Maryland Technology Proficiency Project

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

Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers

Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before January 28, 2011 is declining any further participation in these grant programs for the 2011-2012 school year.

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
Telephone (410) 313-6648 Email: tmurphy@hcpss.org

**Intent to Participate in Federal Grant Programs for 2011-2012 School Year**

LINWOOD CENTER, INC.

Name of Nonpublic School (please print)

Karen Spence

Administrator's Signature

6/21/11

Date

KAREN SPENCE

Administrator's Name (please print)

Kspence@linwoodcenter.org

Email address

410-465-1352

Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

Title I, Part A: Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.**

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

Title II, Part D: Maryland Technology Proficiency Project

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

Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers

Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
Telephone (410) 313-6648 Email: tmurphy@hcpss.org

### Intent to Participate in Federal Grant Programs for 2011-2012 School Year

Our Lady of Perpetual Help  
Name of Nonpublic School (please print)

Nancy F. Malloy  
Administrator's Signature

December 14, 2010  
Date

Nancy F. Malloy, Principal  
Administrator's Name (please print)

nfmalloy@olphschool.org  
Email address

410-744-4251 x 201  
Telephone Number

**Directions:** Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

**Title I, Part A:** Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.**

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

**Title II, Part D:** Maryland Technology Proficiency Project

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

**Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers

**Competitive Grants**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.



Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

**Intent to Participate in Federal Grant Programs for 2011-2012 School Year**

Resurrection St. Paul School  
 Name of Nonpublic School (please print)  
Kaw O'Neil  
 Administrator's Signature  
Jan 1, 2011  
 Date

Karen Murphy  
 Administrator's Name (please print)  
kmurphy@resstpaul.org  
 Email address  
410-461-9111 ext. 243  
 Telephone Number

**Directions:** Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
Telephone (410) 313-6648 Email: tmurphy@hcpss.org

### Intent to Participate in Federal Grant Programs for 2011-2012 School Year

St. Augustine School  
Name of Nonpublic School (please print)

Patricia Schratz  
Administrator's Name (please print)

Patricia Schratz  
Administrator's Signature

pschratz@staug-md.org  
Email address

2/4/11  
Date

410-796-3040  
Telephone Number

**Directions:** Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

**Title I, Part A:** Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.

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

**Title II, Part D:** Maryland Technology Proficiency Project

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

**Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers

**Competitive Grants**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
Telephone (410) 313-6648 Email: tmurphy@hcpss.org

### Intent to Participate in Federal Grant Programs for 2011-2012 School Year

St John's Parish Day School  
Name of Nonpublic School (please print)

[Signature]  
Administrator's Signature

1/10/11  
Date

Tiffany Rath  
Administrator's Name (please print)

rath.tiffany@stjohnsps.org  
Email address

410-465-7644  
Telephone Number

**Directions:** Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.**
- Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D:** Maryland Technology Proficiency Project
- Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
Telephone (410) 313-6648 Email: tmurphy@hcpss.org

### Intent to Participate in Federal Grant Programs for 2011-2012 School Year

ST. LOUIS SCHOOL  
Name of Nonpublic School (please print)  
Terry Weiss  
Administrator's Signature  
1/13/2011  
Date

TERRY WEISS  
Administrator's Name (please print)  
TWEISS@STLOUISPARISH.ORG  
Email address  
410-531-6664  
Telephone Number

**Directions:** Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.**
- Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D:** Maryland Technology Proficiency Project
- Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

**Intent to Participate in Federal Grant Programs for 2011-2012 School Year**

TRINITY SCHOOL  
 Name of Nonpublic School (please print)

SR CATHERINE PHELPS  
 Administrator's Name (please print)

[Signature]  
 Administrator's Signature

CPHELPS@TRINITYSCHOOLMD.ORG  
 Email address

12-13-10  
 Date

410-744-1524  
 Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

**Title I, Part A:** Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.**

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

**Title II, Part D:** Maryland Technology Proficiency Project

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

**Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers

**Competitive Grants**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

**Intent to Participate in Federal Grant Programs for 2011-2012 School Year**

Woodmont Academy  
 Name of Nonpublic School (please print)

John Farvell  
 Administrator's Name (please print)

John Farvell  
 Administrator's Signature

farvell@woodmontacademy  
 Email address

1/3/11  
 Date

443-574-8100  
 Telephone Number

**Directions:** Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop and submit reports as mandated by the programs in which it will participate. As a condition of participation, all materials purchased through these grants belong to the Howard County Public School System.

*School is closing*

- Children Meet High Standards** – (A supplemental program for students in schools with high concentrations of low-income students and return the attached Documentation of Low-Income Students form in order to participate in the Title program. School is ineligible to receive any Title I services.)
- High-Quality Teachers and Principals**
- Project**
- Language Enhancement, and Academic Achievement**
- Learning Centers**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

**Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010**

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of Bet Veladim Pre - School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
  - Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
  - Title II, Part D:** Maryland Technology Proficiency Project
  - Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
  - Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

**The topics discussed at today's meeting relating to Title I services included:**

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

Bet Veladim Preschool  
Name of Nonpublic School (please print)

Ellen Rappaport  
Administrator's/Designee's Signature

ehrappaport@verizon.net  
Email address

Ellen Rappaport  
Name of Administrator/Designee (please print)

1/3/11  
Date

410-997-7378  
Telephone number

**Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010**

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of Bethel Christian Academy School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
- Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D:** Maryland Technology Proficiency Project
- Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

**The topics discussed at today's meeting relating to Title I services included:**

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

Bethel Christian Academy  
Name of Nonpublic School (please print)

Aliee Green  
Administrator's/Designee's Signature

aliee.green@teambethel.org  
Email address

Aliee Green  
Name of Administrator/Designee (please print)

12-3-11  
Date

301-725-4673  
Telephone number



**Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010**

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of Bright Stars Learning Academy School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
- Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D:** Maryland Technology Proficiency Project
- Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

**The topics discussed at today's meeting relating to Title I services included:**

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

Bright Stars Learning Academy  
Name of Nonpublic School (please print)

x Dr. Lethia Jackson  
Administrator's/Designee's Signature

lethia.jackson@hotmail.com  
Email address

Dr. Lethia Jackson  
Name of Administrator/Designee (please print)

12-12-10  
Date

410-730-5234  
Telephone number

**Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010**

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of GLENELG COUNTRY School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
  - Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
  - Title II, Part D:** Maryland Technology Proficiency Project
  - Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
  - Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

**The topics discussed at today's meeting relating to Title I services included:**

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

GLENELG COUNTRY SCHOOL  
Name of Nonpublic School (please print)

  
\_\_\_\_\_  
Administrator's/Designee's Signature

TANGIRES@GLENELG.ORG  
Email address

JHAN S TANGIRES  
Name of Administrator/Designee (please print)

02/04/2011  
Date

410-531-7321  
Telephone number

HCPSS/GSS/Nonpublic Affirmation/tm/12/10

Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of Linwood Center Inc. School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
  - Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
  - Title II, Part D:** Maryland Technology Proficiency Project
  - Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
  - Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

The topics discussed at today's meeting relating to Title I services included:

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

Linwood Center Inc.  
Name of Nonpublic School (please print)

Kim Manning  
Administrator's/Designee's Signature

Kmanning@linwoodcenter.org  
Email address

Kim Manning  
Name of Administrator/Designee (please print)

6/21/11  
Date

410-465-1352  
Telephone number

**Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010**

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of OLPH School School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
  - Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
  - Title II, Part D:** Maryland Technology Proficiency Project
  - Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
  - Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

**The topics discussed at today's meeting relating to Title I services included:**

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

OLPH School  
Name of Nonpublic School (please print)

Zulma Whiteford  
Administrator's/Designee's Signature

zwhiteford@olphschool.org  
Email address

Zulma Whiteford  
Name of Administrator/Designee (please print)

12/10/10  
Date

(410) 744-4251  
Telephone number

Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of Resurrection-St. Paul School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

**Title I, Part A:** Helping Disadvantaged Children Meet High Standards

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

**Title II, Part D:** Maryland Technology Proficiency Project

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

**Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers

**Competitive Grants**

**The topics discussed at today's meeting relating to Title I services included:**

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

Resurrection-St. Paul School  
Name of Nonpublic School (please print)

Sue Manion  
Administrator's/Designee's Signature

smanion@resstpaul.org  
Email address

Sue Manion  
Name of Administrator/Designee (please print)

12-10-10  
Date

410-461-9111 ext. 241  
Telephone number

**Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010**

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of St. Augustine School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
- Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D:** Maryland Technology Proficiency Project
- Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

The topics discussed at today's meeting relating to Title I services included:

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

St. Augustine School  
Name of Nonpublic School (please print)

Kathleen Scrimger  
Name of Administrator/Designee (please print)

Kathleen Scrimger  
Administrator's/Designee's Signature

February 7, 2011  
Date

kscrimger@staug-md.org  
Email address

410-796-3040  
Telephone number

**Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010**

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of St. John's Parish Day School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
  - Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
  - Title II, Part D:** Maryland Technology Proficiency Project
  - Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
  - Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

**The topics discussed at today's meeting relating to Title I services included:**

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

St. John's Parish Day School  
Name of Nonpublic School (please print)

TJR  
Administrator's/Designee's Signature

trathe@stjohnspds.org  
Email address

Tiffany Rath  
Name of Administrator/Designee (please print)

1/10/11  
Date

410.465.7044  
Telephone number

**Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010**

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of ST. LOUIS School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
- Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D:** Maryland Technology Proficiency Project
- Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

**The topics discussed at today's meeting relating to Title I services included:**

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

ST. LOUIS SCHOOL  
Name of Nonpublic School (please print)

Maureen Osborne  
Administrator's/Designee's Signature

MOSBORNE@STLOUISPARISH.ORG  
Email address

MAUREEN OSBORNE  
Name of Administrator/Designee (please print)

12/10/10  
Date

410-531-6664  
Telephone number



**Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010**

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of Trinity School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
- Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D:** Maryland Technology Proficiency Project
- Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

**The topics discussed at today's meeting relating to Title I services included:**

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

TRINITY SCHOOL  
Name of Nonpublic School (please print)

SR. CATHERINE PHELPS  
Name of Administrator/Designee (please print)

[Signature]  
Administrator's/Designee's Signature

12-10-10  
Date

CPHELPS@TRINITYSCHOOLMD.ORG  
Email address

410-284-1524  
Telephone number

# Attachment 13



# Fine Arts

The Howard County Public School System Fine Arts program was administered through the district's Office of Fine Arts. Program areas include Music, Visual Arts, Dance, and Theatre Arts.

- 1. Describe the progress that was made in 2010-11 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 2010-2011 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.**

## **MUSIC**

### **Question #1**

**Describe the progress that was made in 2010-11 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.**

The goals articulated in the BTE Master Plan address several areas within the Music Program, including curriculum, staffing, and resources. Specific goals were:

1. Increasing the use of technology by all music staff;
2. Increasing participation and diversity in high school music offerings;
3. Increasing participation and diversity in after-school gifted and talented music programs; and,
4. Building leadership capacity within the music staff.

BTE Goal 1 of the Music Program is to increase and support the use of technology in the classroom – as an administrative tool, as an instructional tool, and as a means for recording student progress / achievement.

To address the administrative needs of the staff, the school system provided each teacher with a laptop/desktop computer configured with the same operating system and software during the 2010-11 school year. Music teachers have been included in the allocation of these computers and any training necessary to support them.

To support the instructional needs of the program, the Office of Fine Arts has proposed a Fine Arts Technology plan that will provide computers and needed peripherals to adequately address the specific needs of the Music Technology course. With support from the Technology Office and other departments, plans were initiated to install a 20-station Music Technology Lab in each of the twelve high schools during the 2011-12 school year.

During the 2010-11 school year countywide Professional Development Days in September and March and the Collaborative Study Group sessions, high school music teachers were provided opportunities to participate in training on technology and software designed to support the new G/T music course offerings. Also, high school teachers were given updates on the changes to the 'eGuides', the electronic version of the HCPSS music curriculum. Middle school vocal / general music teachers received training on the music technology strand of their curriculum. This training also included a copy of the latest text, co-written by one of our music teachers. In addition, approximately fifty music teachers at all levels participated in a session on website creation that was facilitated by one of our staff.

Finally, all staff have incorporated technology goals and objectives while developing and implementing curriculum / assessment for all levels of instruction.

BTE Goal 2 of the Music Program is to provide students at each instructional level the opportunity to engage in music making. With the addition of new courses at the high school level three years ago, such as Guitar I-IV, Piano I-IV, Music Technology, and Music Theory I and II AP G/T, students have many more opportunities to participate in music courses. Enrollment data reveal that student registrations in these courses increased sixty-seven percent from 2004-05 (875) through 2010-11 (1,457).

Another related goal, BTE Goal 3, focuses on increasing the participation of all students in advanced level programs. During 2010-11, the G/T level courses in high school performing ensembles – Wind Ensemble G/T, String Orchestra G/T, and Chamber Choir G/T –were piloted in all twelve high schools. Students who expressed interest and qualified for the G/T credit participated with their peers in the performance ensemble. In addition, they prepared and performed advanced level solo literature, retaining critiques, reflections and recordings of their work in an ePortfolio. The data confirm that 285 students participated during the pilot year.

The Music Program offers several G/T and after-school enrichment performance groups in which students may participate. Elementary school students may audition for the Children's Chorus, the Festival Chorus, the Elementary Enrichment Orchestra, the G/T Orchestra, and the Elementary G/T Band. Middle school students may audition for the G/T Band, the Honors Band, the G/T Chorus, the Enrichment Orchestra, and the G/T Orchestra. High school students may audition for the G/T Orchestra. These groups continue to perform at the highest levels as evidenced by the December 2010 performance of the High School G/T Orchestra at the prestigious Midwest Clinic, an international band and orchestra conference held annually in Chicago.

One additional ensemble was introduced in the 2010-11 school year – the Elementary Honors Band. Comprised of at least one student from each of the county’s elementary schools, the purpose of this ensemble is to reach out to students who may not have the opportunity to participate in other advanced-level programs. Sixty-two students participated in the inaugural year and feedback from students, parents and teachers indicated that this was a success.

Enrollment data reveal that a large number of students are auditioning and participating in these enrichment groups- 844 for 2010-11 – an increase of over 9% from the previous year.

BTE Goal #4 for the Music Program focuses on developing leadership capacity within the music staff. Music Program leadership continues to provide opportunities for members of a Music Leadership Team to serve in leadership roles. The Music Leadership Team, consisting of teachers representing the different levels (elementary, middle, high) and specialty areas (band, strings, vocal/general), assist in the planning and facilitation of professional development workshops. They also assist in planning, hosting and / or facilitating the Collaborative Study Group offerings, scheduled biannually, to provide additional opportunities for leadership growth. Attendance at the sessions continues to be quite high. The goal of seventy percent attendance of music teachers has been reached. Feedback from staff indicates overall satisfaction with the sessions.

### **Question #2**

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

To continue to support music technology initiatives, the Music Office used Fine Arts Grant funding to purchase video digital recorders for our middle school teachers. Teachers will receive additional professional development training on their instructional use in the 2011-12 school year.

During the scheduled Collaborative Study Group sessions, Music Office personnel met with all elementary band teachers to work through the details the new Elementary Honors Band offering. Topics discussed included selection of students, selection criteria, rehearsal dates and times, and other details. These meetings provided opportunities for teachers to share ideas and consider a variety of viewpoints – teachers were able to become involved in the process and the feedback was quite positive.

Music Program leadership continued to support the goal of building leadership capacity by providing opportunities for the Music Leadership Team and other staff to facilitate and lead workshop sessions.

### **Question #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.**

One challenge concerning the use of technology and the ability to offer students a variety of courses at the high school level is providing ongoing professional development opportunities. It is difficult to remain ‘ahead of the curve’ when technology improves at an exponential rate. Many teachers are highly competent with hardware / software that was introduced a few years ago; however, additional, ongoing professional development is needed in order to keep pace with the latest resources. Another challenge for all high school music programs is to continue to increase participation of underrepresented student groups.

There are challenges in the area of developing leadership capacity involving keeping lines of communication open between Music Program leadership and the Music Leadership Team (MLT). Having regular meetings and using email communication have been helpful thus far. An additional challenge is that one quarter of the MLT rotates every year, making it difficult to maintain a cohesive unit.

#### **Question #4**

**Describe the goals, objectives, and strategies that will be implemented during 2011-12 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.**

During the 2011-2012 school year, the Music Office leadership will continue to collaborate with school-based administration and staff to provide resources to support the high school Music Technology Lab. Additional plans for supporting technology include:

- Purchasing digital audio recorders and video recorders for music teachers at all levels, and providing training for their use in the classroom setting and in performance venues;
- Continuing to incorporate technology into all music curriculum;
- Providing hardware/software to support the curriculum; and,
- Providing professional development on the latest hardware and software.

Strategies for increasing student participation and diversity in high school music courses in 2011-12 include:

- Having teachers identify and invite students to participate in the various courses;
- Utilizing available technology for creating and preserving student compositions;
- Highlighting exemplary professional musicians from various backgrounds and genres; and
- Utilizing the latest technology to create student portfolios.

Future strategies for increasing participation and diversity in high school music courses include:

- Assisting local school-based administrators and staff with meeting identified goals;
- Collaborating with central office leadership to ensure that appropriate staffing and resources are in place; and,
- Continuing to explore the creation of an advanced-level music technology course at the high school level.

During the 2011-12 school year, high school and middle school music staff will continue to use the *High School Program Map* or the *Middle School Program Map* to assess needs, set goals, and advocate for resources.

During the 2011-12 school year, Music Office leadership will continue to monitor student participation in after-school and G/T program offerings. Future directions include:

- Continuing to incorporate a variety of literature in concert programs (including World Music); and,
- Exploring the addition of a countywide high school chorus and band to address the advanced-level skills of those students.

Future plans for continuing to build leadership capacity in the music staff include:

- Encouraging Music Leadership Team members to pursue advanced certification, especially in Administration and Supervision; and,
- Continuing to utilize grant funding to support the Music Leadership Team members to attend state and national music conferences.

## **VISUAL ARTS**

### **Question #1**

**Describe the progress that was made in 2010-2011 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.**

The Visual Arts Program in Howard County has continued to develop the Elementary, Middle, and High School Visual Arts Program Curriculum Guides. The focus of work centered on completing the High School Program eGuides. The High School Program eGuides provide a sample yearly sequence for each of the high school courses offered in HCPSS. Based on a quarterly model, the eGuide can be navigated by selecting a particular art strategy that takes the viewer to a series of similar strategies that satisfy the curricular objective. In addition to the strategies, there are resource links built into each strategy, along with assessments for midterm and the final. Course sequences are differentiated for Regular, Honors, and GT/AP.

Work was started on the Elementary Visual Arts Program eGuide during summer 2011 curriculum writing. The team completed a sequence map for each of the levels in the Elementary Program Guide. This sequence map will be vetted with the elementary teachers during the 2011-12 school year, with suggestions incorporated during the school year. Sample strategies will be collected from all of the teachers, so these can be incorporated into the eGuide in future curriculum sessions.

Technology at the high school level continues to be an area of focus. Progress has been made on establishing digital labs for each high school program. Working in partnership with the Technology Office, Building Services, and high school principals, a plan has been established to roll out art and music labs in each high school by the summer of 2012. Funding has been provided in the Technology Office's operating budget.

The Online Portfolio for high school visual arts has been explored in several forms. Most recently, Flickr (Visual Art) and Digication (Music) were the platforms that were being used, but due to limitations in those tools, other options have been explored. Working in partnership with the Office of Educational Technology, a new tool has been identified that will serve as the platform for all Fine Arts online portfolios. Mahara is the platform that has been approved by the school system, and during the summer of 2011, templates have been developed for teachers to pilot during the upcoming school year of 2011-12.

## **Question #2**

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

### **Visual Arts Curriculum eGuides**

During the summer of 2011, six teachers worked for five days to develop eGuides for Art III Honors/Art III AP/GT, Art IV Honors/Art IV GT/AP, Photography II/Photography II GT, and Photography III Honors/Photography III AP/GT. This interactive, web-based resource provides a yearly sequence with rationale, student samples, required skills, and an interfacing of both the midterm exam and the final exam. This tool establishes a high level of rigor, so that all students will be prepared to move to the next level of studio art or photography. The Art Office will work closely with teachers during the upcoming school year to assess the effectiveness of this tool, and make changes based upon feedback from art staff.

In addition to the work on the High School Visual Art eGuides, a group of elementary teachers began to develop a sample sequence map for grades Pre K – 5. This sequence map will be vetted during the school year 2011-12 so that suggestions can be built into the tools.

Funds for the curriculum development came from the Fine Arts Grant.

### **Digital Portfolio Workshop**

The rationale behind using digital portfolios is for teachers to develop the capacity to manage student portfolios electronically, which can be used for benchmarking, assessment, and sharing of school websites, art department websites, and with other Howard County art staff. By having access to high quality work from across the county, teachers can reflect on their program and make improvements to “raise the bar” for all students. This initiative was funded primarily by the operating budget.

### **Resource Teacher for the Visual Arts**

This is the 10<sup>th</sup> year for the Resource Teacher in the Visual Arts position. In previous years, this position has been funded partially by the Fine Arts Grant. The position was funded fully by the operating budget during 2010 – 11.

## **Question #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.**



All of the goals identified for visual art for 2010 – 11 have been attained.

#### **Question #4**

**Describe the goals, objectives, and strategies that will be implemented during 2011-2012 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.**

One goal for 2011-12 is to continue to provide professional development for high school teachers on integrating technology in the both photography and the studio classroom. Additional training will continue on the use of digital portfolios using Mahara. All high schools will be equipped with digital labs either during the 2011-12 school year, or during the summer of 2012. As these labs are installed, professional development will be provided for teachers in the use of the online portfolio tool, Mahara, and in the use of Adobe Creative Suite.

A prioritized plan of implementation has been developed to rollout the digital labs. Four of the 12 high schools will have digital labs in place in September 2011, with an additional four put in place later in the school year 2011-12.

Eight high school art teachers have been identified to participate in the pilot of Mahara, the online portfolio tool. Professional development has been planned for these teachers during the upcoming school year 2011-12. During the summer of 2012, these teachers will work to perfect the online portfolio tool. All high school staff will receive professional development on the use of Mahara in August of 2012.

Professional development focusing on the middle level will take place during the 2011-12 school year. This professional development will focus on quality programs and quality student work. Teachers will be exposed to the Mahara online portfolio tool so that a template for Middle school art can be designed. Direct professional development on the use of Mahara will take place during the 2012-13 school year.

At the elementary level, teachers will work with approving a sample sequence for Pre K – 5, and additional resources will be shared. These additional resources will then be built into the Elementary Program eGuide. The elementary teachers will be exposed to the Mahara online portfolio tool so that an elementary template can be developed for the 2012-13 school year.

## **DANCE**

#### **Question #1**

**Describe the progress that was made in 2010-2011 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system’s Bridge to Excellence (BTE) Master Plan.**

During the 2010-11 school year, Dance remained on the Theatre Arts budget page in the HCPSS 2012 Operating Budget. This funding enables the Dance program to align itself more closely

with the other fine arts disciplines. It also enabled teachers to utilize technology in the form of Flip video camera's and MacBooks, which include programs that are vital to the enhancement of the Dance program.

The Dance program in Howard County maintains its focus on utilizing written and performance assessments for five levels of dance instruction, to enhance student achievement, increase participation of males and special needs students, support Arts Integration initiatives at the elementary level, collaborate with the Gifted and Talented Program to provide and increase internship experiences, enhance the Howard County Dance Festival, and continue professional development for dance educators.

### **Question #2**

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

#### **Curriculum/eGuide Development**

Unique features of Howard County's online high school dance curriculum eGuides include cognitive and performance assessments for three dance courses in each dance discipline: classical ballet, modern, and jazz dance. Teachers use tap dance and performance/production assessments to evaluate student achievement. Many students choose to pursue dance at the post-graduate level in some capacity. The electronic curriculum and assessment guide is aligned with the National Standards, Maryland State Standards, and the Maryland State Voluntary State Curriculum.

During the 2011 summer curriculum workshops, a team of dance teachers worked on developing a new sequence for the program of study that includes GT level courses for those students who have been selected to perform in the Junior and Dance Company. Both audition-only courses meet the definition of giftedness and would increase student's capacity for college preparedness, align with the other Fine Arts programs, and increase participation and diversity. Additionally, for students who are college bound, a new Dance IV course has been proposed. This will allow dance students to take more than one credit of Dance in their senior year, as they work towards building their portfolio.

During the summer of 2011, both Dance and Theatre worked towards aligning their course structure so that there is a clearly defined four-year sequence. Each course has been differentiated so that there is a clear scope and sequence that builds on skills, techniques, thinking, and performance.

The Fine Arts Grant funded this initiative.

#### **Student Participation**

Dance, an elective, offers an excellent option for high school students to earn a fine arts credit to fulfill a graduation requirement. All Howard County high school dance programs are functioning full time with increased enrollment of males and special needs students. Approximately 1,100 students were enrolled in dance courses during the 2011-12 school year in the twelve high schools.

### **Collaboration with the Gifted and Talented Program**

Dance educators in several high schools collaborated with the G/T resource teachers to provide internship opportunities for advance dance students. Student interns work with a mentor for an entire school year to design a research investigation and/or creative production (including choreography and curriculum design). The partnership between the G/T and dance program continues to evolve and provide more students with extended opportunities to further their dance training.

### **Howard County Dance Festival**

The Howard County Dance Festival celebrated its 17th year in 2011. Since 1994, Howard County dance educators have collaborated and produced a highly successful concert that showcases each high school dance program. This adjudicated performance supports and enhances the goals and objectives of the Dance curriculum. Each year, the festival is hosted by a different high school to share the workload, highlight the facilities, and engage the local community. The 2011 Howard County Dance Festival was held at Oakland Mills High School for a sold out audience.

### **Professional Development**

The Office of Advanced Programs and Fine Arts and the dance lead teacher provide ample and excellent in-service meetings that incorporate dance components for dance teachers.

Funding from the Operating budget allowed all Howard County dance educators to collaborate in pursuing professional development activities. An informative session on new strategies, working with high school dancers, was led by noted dance educator Wendy Salkind.

Teachers who take students on field trips often benefit from workshop opportunities provided by Walt Disney World Dancers, Cirque du Soleil, Broadway's Hairspray workshop, Alvin Ailey American Dance Theatre, the MAPHERD conference, Morgan State University, and the Maryland State Dance Showcase.

### **Question #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.**

In 2010-11, funds from the Fine Arts Initiative grant, along with proceeds from the Howard County Dance Festival continued to provide funding to achieve Bridge to Excellence goals. Many dance programs must augment funding by way of school-based fundraising efforts and booster organizations.

The Fine Arts Initiative Grant has provided the dance educators with substitute money in order to take students on valuable field trips and for the lead dance teacher to attend briefings at the Maryland State Department of Education. In addition, it permits a limited number of teachers to attend professional development activities. Office of Advanced Programs and Fine Arts is

committed to providing opportunities for professional growth and development for Fine Arts staff.

#### **Question #4**

**Describe the goals, objectives, and strategies that will be implemented during 2011-2012 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.**

While the high school dance program has been exceedingly successful, challenges remain. Dance is currently embedded into the K-8 physical education program. Studies prove that the arts support and enhance student learning across disciplines. The implementation of arts integration is a primary step towards increasing student exposure to fine arts dance at the elementary and middle school levels, beyond the physical education class. Increased offerings in elementary and middle schools will serve to prepare students for the fine arts assessments being constructed by the Maryland State Department of Education.

The advancement of video technology can positively impact dance instruction. Flip video cameras coupled with the program iMovie can serve as a valuable instructional tool. Students can receive feedback and engage in peer review of choreography and performances. In 2011-12, professional development will focus on integrating new technology and exposure to new contemporary techniques in choreography. Electronic portfolio assessments, including video and digital images will enhance student learning.

As the Dance Program moves forward with a new four-year course sequence, and GT status for Dance IV, Junior Company and Dance Company, curriculum and resources will continue to be refined.

Students who will be taking GT level courses during the 2012-13 school year will be required to maintain an online professional portfolio. To meet the needs of using this tool, professional development on the use of this technology will have to be a part of the 2011-12 school year.

## **THEATRE ARTS**

#### **Question #1**

**Describe the progress that was made in 2010-2011 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.**

During the 2010-2011 school year, the Theatre Arts Program focused on professional development and stage/auditorium management (completing the installation of new sound systems in all high schools). Funds from the Fine Arts Initiative grant have supported the updating of theatre arts curriculum, the creation of electronic curriculum guides, and the continuation of three countywide Theatre Arts initiatives for students (The Howard County Student Theatre Festival, The All County Improvisational Acting Troupe, and The Student Theatre Association of Reviewers).

## **Question #2**

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

The Theatre Arts Program utilized its HCPSS FY11 Operating budget for the implementation and facilitation of the aforementioned focus areas (such as auditorium lighting system upgrades). The HCPSS Theatre Arts operating budget page provides a clear delineation and allocation of funds for budget categories and line items. For 2011, theatre arts and dance continue to operate on the same budget page. The Theatre Arts/Dance budget will provide funding for both programs in the 2010-2011 school year.

Theatre Arts teachers worked to develop a four-year scope and sequence during the summer of 2011, so that Theatre Arts would be consistent with all of the other arts disciplines. Working with the National Standards for Theatre, The Maryland State Curriculum, and other curricular models, a team of teachers wrote this sequence to include a GT level course for Theatre Arts IV. This curriculum development was funded from the Fine Arts grant.

Funding from the Fine Arts grant provided support for the theatre arts lead teacher to assist with professional development for the high school drama program. The lead teacher organized and facilitated professional development opportunities, the online calendar of events, and the Howard County Student Theatre Arts Festival. Funds were also used to provide stipends for all twelve Theatre Arts teachers to create and launch The Student Theatre Association of Reviewers and to organize The Howard County Student Theatre Festival.

The Howard County Drama Festival was held in January 2011 at Howard Community College (HCC). Students and teachers from each high school converged on the community college and attended hands-on workshops on acting, make-up, portfolio development, auditioning for professional jobs, career options, staging, and improvisational comedy. The HCC Repertory Stage Company and several practicing professional actors provided expertise so that more than 380 drama students from all 12 high schools could benefit from this full day of theatre arts enrichment and instruction. Funding for the festival was provided, in part, by the Fine Arts grant, the HCPSS operating budget, and individual school drama program budgets.

In the 2010-2011 school year, the twelve high school Theatre Arts departments continued in year three of a countywide initiative with the Howard County Student Improvisational Acting Troupe (ACI). A group of 24 students representing the 12 high schools studied improvisational acting with a teaching artist, performed at the Theatre Arts Festival at HCC, held two successful public performances, and one school day performance for middle school students.

In the 2010-2011 school year, the twelve high school Theatre Arts teachers collaborated to create the second annual *Student Theatre Association of Reviewers* (STARS). This is a countywide initiative in which student journalists are trained to write reviews of high school productions. These students attend the high school productions and write reviews under deadline. These reviews are professionally edited and posted on the on-line community hocomojo.com. The STARS year culminated in a well-attended countywide celebration and performance in May. The evening involved over 600 high school performers.

By way of a partnership agreement, the Olney Theatre Center hosted and provided workshops and hands-on activities at one countywide professional development day during the 2010-2011 school year. Partnership agreements with the Olney Theatre Center and Howard Community College group were updated and continue to benefit all partnership stakeholders. Two new partnerships for the 2010-2011 school year are with HoCoMoJo.com and The HCPSS Cable program Arts A La Carte, both of whom published student reviews for the STARS program.

### **Question #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.**

The greatest challenge for the Theatre Arts Program at this time is the development of consistent and complete programming opportunities in all high schools. Each Theatre Arts teacher strives to manage his/her time in a way that enables him/her to implement the Theatre Arts curricula (Theatre Arts, Musical Theatre, Stagecraft) and also manage and direct the co-curricular productions taking place after school. Theatre Arts staff must remain up to date and knowledgeable about new instructional techniques for stage acting and ways to incorporate theatre technology and stagecraft skills. Another challenge continues, that of securing a full time position dedicated for theatre arts in each high school. At this time, Theatre Arts teachers in six of twelve high schools are assigned to teach other subjects (such as English and Yearbook). A continued focus for 2011-2012 will be to collaborate with administrators to dialogue and implement a marketing plan to increase student enrollment in theatre arts courses. Increased demand for theatre courses will provide data to document the need for full-time theatre positions in schools that currently do not have them.

### **Question #4**

**Describe the goals, objectives, and strategies that will be implemented during 2011-2012 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.**

In order to address challenges, the Office of Fine Arts is utilizing funds from the HCPSS operating budget and from the Fine Arts grant to support curriculum development opportunities for theatre arts teachers to receive training from the curriculum writing team in how to utilize and access the intranet and electronic curriculum eGuides. The designated lead teacher for the Theatre Arts Program will continue to provide support by organizing and facilitating workshops on topics related to time management, business/account management, increasing student enrollment, and management of theatrical productions. Because the level of grant funding has not increased, these activities will continue on a limited basis during the 2011-12 school year.

After a comprehensive review of theatre facilities during the 2010-2011 school year, a prioritized action plan was developed to upgrade facilities with a “standard” across the county. The current focus is on lighting, with auditoriums receiving upgrades to lighting and light boards. Having

standardized equipment throughout the district will allow for professional development opportunities on specific equipment, for both teachers and student techs.

With the addition of GT designation for Theatre Arts IV, teachers will need to have professional development on the online portfolio tool, Mahara. During the 2011-12 school year, teachers will be exposed to this tool, and during the summer/early fall, all theatre teachers will receive training on this tool.

**Fine Arts Budget Narrative (July '11 - June '12) - HCPSS**

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
<b>Salaries and Wages</b>					
Stipends, Substitutes, and Workshop Wages	Stipend for All County Improv Director	22 hours x \$25/hr	550		550
	Stipend for Dance/Theatre Teacher Festival Coordinator	2 teachers x \$1,200 each	2,400		2,400
	Stipends for All County STARS Celebration Staff consisting of: Producer, Host, Technical Director, Assistant Technical Director, Music Director, and Assistant Music Directors	7 people x \$650 each	4,550		4,550
	Stipend for Performing Arts Technical Lead Teacher	1 teacher x \$3,000 each	3,000		3,000
	Workshop wages for professional development for music teachers	185 teachers x 1.5 hours x \$20/hr	5,550		5,550
	Sub day for Theatre teachers for festival planning, STARS planning and Theatre Festival Participation.	22 teachers x \$85/day	1,870		1,870
	Sub day for Middle School art teachers for professional development	20 teachers x \$85/day	1,700		1,700
		<b>Subtotal</b>	<b>19,620</b>		<b>19,620</b>
<b>Other Charges</b>					
Fixed Charges	FICA for stipends, subs, and workshop wages	\$19,620 x .0765	1,501		1,501
<b>OTHER- Conferences and Meetings</b>					
	To provide funds for Fine arts staff to attend conferences and meetings	2 staff x \$1,042 each for airfare, meals, registration, conference materials	2,084		2,084
<b>Contract Labor</b>					
	To fund the cost of professional technical theatre consultants	2 consultants x \$500 each	1,000		1,000
	To fund consultants for STARS celebration music	2 consultants x \$132 each	264		264



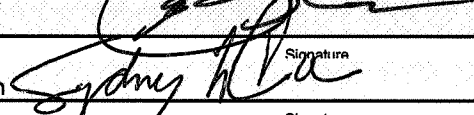
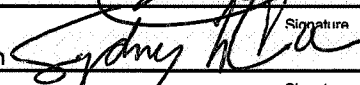
		<b>Subtotal</b>	<b>1,264</b>		<b>1,264</b>
<b>Transfers</b>					
Indirect costs	1.77% indirect rate		<b>433</b>		<b>433</b>
<b>Grand Total</b>			<b>24,902</b>		

ORIGINAL GRANT REQUEST GRANT NAME	\$24,902
MSDE GRANT #	Fine Arts Grant
REVENUE SOURCE	MSDE
FUND SOURCE CODE	

GRANT RECIPIENT NAME	HOWARD COUNTY PUBLIC SCHOOL SYSTEM	REQUEST DATE	8/15/11
RECIPIENT GRANT #			
RECIPIENT AGENCY NAME			
GRANT PERIOD	7/1/11	6/30/12	

FROM TO

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03 SUPPLIES & MATERIALS	04 - OTHER CHARGE	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						433.00	433.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	19,620.00	1,264.00		2,084.00			22,968.00
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
<b>206 Special Education</b>							
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
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges (FICA)</b>				1,501.00			1,501.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	19,620.00	1,264.00	0.00	3,585.00	0.00	433.00	24,902.00

Finance Official Approval	Terry Brukiewa		8/15/11	410-313-1546
Supt./Agency Head Approval	Sydney L. Cousin		8/15/11	410-313-6677
MSDE Grant Manager Approval				

## Victims of Violent Criminal Offenses in Schools (VVCO) SY 2010-11

Local School System: Howard County

Local Point of Contact: Craig Cummings

Telephone: 410-313-7334 E-mail: ccummings@hcpss.org

Violent Criminal Offenses	Number of VVCOs (Note 1)	Number of Victims Requesting Transfers (Note 2)	Transfers Granted Prior to Final Case Disposition (Note 3)
Abduction & attempted abduction	0	0	0
Arson & attempted arson in the first degree	0	0	0
Kidnapping & attempted kidnapping	0	0	0
Manslaughter & attempted manslaughter, except involuntary manslaughter	0	0	0
Mayhem & attempted mayhem	0	0	0
Murder & attempted murder	0	0	0
Rape & attempted rape	0	0	0
Robbery & attempted robbery	0	0	0
Carjacking & attempted carjacking	0	0	0
Armed carjacking & attempted armed carjacking	0	0	0
Sexual offense & attempted sexual offense in the first degree	0	0	0
Sexual offense & attempted sexual offense in the second degree	0	0	0
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	0	0	0
Assault in the first degree	0	0	0
Assault with intent to murder	0	0	0
Assault with intent to rape	0	0	0
Assault with intent to rob	0	0	0
Assault with intent to commit a sexual offense in the first degree	0	0	0
Assault with intent to commit a sexual offense in the second degree	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>

**NOTE:** See attached guidance for completing the VVCO Report.

## Guidance for Completion of the SY 2010-11 Victims of Violent Criminal Offenses in Schools (VVCO) Report

### AUTHORITY:

- **Section 9532 (Unsafe School Choice Option) of the No Child Left Behind Act of 2001; and**
- **Code of Maryland Regulations 13A.08.01.18-.20 (Unsafe School Transfer Policy).**
  - A. Each local school system shall allow a student attending a public elementary or secondary school to attend a safe public elementary or secondary school within the school system if the student:
    - (1) Attends a persistently dangerous public elementary or secondary school; or
    - (2) Is a victim of a violent criminal offense as defined in Criminal Law Article, §14-101, Annotated Code of Maryland:
      - (a) During the regular school day; or
      - (b) While attending a school sponsored event in or on the grounds of a public elementary or secondary school that the student attends.*
  - B. The local school system shall effectuate a transfer pursuant to §A of this regulation in a timely manner following either the:
    - (1) Designation of a school as persistently dangerous; or
    - (2) Conviction of or adjudication of delinquency of the perpetrator of a violent criminal offense.*
  - C. To the extent possible, the local school system shall allow a student to transfer to a school that is making adequate yearly progress and has not been identified as being in school improvement, corrective action, or restructuring.*

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

**NOTE 2:** Show the total number of transfers that were requested by victims after the “conviction or adjudication” of a perpetrator.

**NOTE 3:** Indicate the number of transfers that were made by the local school system prior to “conviction or adjudication” of a perpetrator and/or without being requested by a victim (i.e. in the interest of safety and/or good order and discipline).

## State Fiscal Stabilization Fund Program Requirements – Phase II Achieving Equity in Teacher Distribution

### Summary

To enable State officials, parents, the Department of Education, local educators and other key stakeholders to measure States' progress towards improving teacher effectiveness and achieving equity in the distribution of teachers and principals, States will need to collect, publish, and analyze basic information about how districts evaluate teacher and principal effectiveness and distribute their highly qualified and effective teachers among schools. The objective is to highlight inequities that result in low-income and minority students being taught by inexperienced, unqualified, out-of-field or ineffective teachers at higher rates than other students. Similarly, because principals play a critical role in teaching and learning, it is important to highlight inequities that result in low-income and minority students being taught in schools overseen by ineffective principals at higher rates than other students.

### **General Instructions:**

Please update the school system web site to report required information. **For this reporting year, use 2010-2011 data to update system web site.**

### **PART I: Teacher and Principal Evaluation Systems**

#### **Directions:**

Include the following information **for descriptors (a)(1), (a)(2), and indicators (a)(4), (a)(5), (a)(7)** on the local school system's designated website.

<b>Citation</b>	<b>Description</b>	<b>Rationale</b>
<b>Descriptor (a)(1)</b>	Describe, for each local education agency (LEA) in the State, the systems used to <b>evaluate the performance of teachers</b> and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.	Teacher evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective teachers.
<b>Descriptor (a)(2)</b>	Describe, for each LEA in the State, the systems used to <b>evaluate the performance of principals</b> and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.	Principal evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective principals.
<b>Indicator (a)(4)</b>	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage <b>(including numerator and denominator) of teachers rated at each performance rating or level.</b>	Ratings from teacher evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective teachers across districts.

Citation	Description	Rationale
<b>Indicator (a)(5)</b>	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of <b>teachers rated</b> at each performance rating or level are publicly <b>reported for each school</b> in the LEA.	To the extent information on the distribution of teacher performance ratings is readily accessible by school, State officials, parents and other key stakeholders can identify and address inequities in the distribution of effective teachers on an ongoing basis.
<b>Indicator (a)(7)</b>	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage <b>(including numerator and denominator) of principals rated at each performance rating or level.</b>	Ratings from principal evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective principals across districts.

Please provide the link on the line below:

URL: \_\_\_\_\_ <http://www.hcpss.org/schools/>

**PART II: Achievement Outcomes and Evaluation Systems**

**Directions:** Check the appropriate response for questions 1 and 2 to report information for indicators **(a)(3)** and **(a)(6)**.

Citation	Description	Rationale
<b>Indicator (a)(3)</b>	Indicate, for each LEA in the State, whether the systems used to evaluate the <b>performance of teachers include student achievement outcomes</b> or student growth as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

1. Do your evaluation systems include student achievement outcomes or student growth? (Mark "Yes" or "No")
  - a. \_\_\_\_\_ Yes, the systems used to evaluate the performance of **teachers** include student achievement outcomes or student growth as an evaluation criterion.
  - b. If Yes, please respond (check one):
    - \_\_\_\_\_ Student achievement outcomes are included as an evaluation criterion.
    - \_\_\_\_\_ Student growth is included as an evaluation criterion.

- c.  No, the systems used to evaluate the performance of teachers do not include student achievement outcomes or student growth as an evaluation criterion.

Citation	Description	Rationale
<b>Indicator (a)(6)</b>	Indicate, for each LEA in the State, whether the systems used to evaluate the <b>performance of principals include student achievement outcomes</b> or student growth data as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

2. Do the systems used to evaluate the performance of **principals** include student achievement outcomes or student growth as an evaluation criterion? (Mark "Yes" or "No")
- a.  Yes, the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion.
- b. If Yes, please respond (check one):
- Student achievement outcomes are included as an evaluation criterion.
- Student growth is included as an evaluation criterion.
- c.  No, the systems used to evaluate the performance of principals do not include student achievement outcomes or student growth as an evaluation criterion.

## Facilities to Support Master Plan Strategies and Early Childhood Programs

*The purpose of this section is to a.) Identify any major changes to the school system’s overall plan for facilities in support of Bridge to Excellence Master Plan strategies and b.) Monitor the implementation of prekindergarten programs as required by COMAR 13.06.02.*

### **A. Overall Facilities Plan:**

**1. Provide a list of board of education goals, objectives, and implementation strategies that significantly impact facility needs, such as class size reduction plans and required prekindergarten programs.**

The following Howard County Board of Education Goals, objectives, and implementation strategies:

1. Class Size Targets – Class size targets have remained the same for a number of years at HCPSS and are evaluated annually by the Board of Education.
2. Renovation specifications – HCPSS has adopted renovation specifications to ensure new configurations serve class size targets effectively.
3. Staffing targets- Staffing targets attempt to reflect class size targets, programmatic goals, and unique needs of schools, all within the constraints of operating budgets.
4. Educational specifications by level – The most recently updated educational specification was for the elementary level, adopted in 2010.
5. Rated capacities – In 2009 existing high school capacities were adjusted from a single number for all facilities to unique ratings that reflected class size targets and educational specifications at the state and local level.

HCPSS administration evaluates class size targets with the Howard County Board of Education annually. HCPSS class size targets differ from MSDE targets in some ways:

	HCPSS	MSDE
Pre K	1:20	1:20
Kindergarten	1:22	1:22
Grades 1-2	1:19	1:23
Grades 3-5	1:25	1:23
Middle	1:20.5	1:25
High	1:27	1:25

These targets are only slightly different, the overall impact on capacity differs by about 3-4 classrooms system wide. More important to this particular analysis PreK and K targets are the same. Both HCPSS and the State of Maryland have recognized the importance of early childhood facility investment to meeting BTE goals. The substantial capital outlay to build capacity for full day kindergarten is now being followed by additions and or renovations to accommodate swelling pre-k enrollments.



**2. Provide a brief description of any major changes to these goals, objectives, and implementation strategies since the last update.**

Recent changes in the past five years have been indicated in the answer to number one however, no changes have been made since the last update.

**3. 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. Detailed capital improvement project descriptions and schedules are not required.**

Staff is not aware of any major facility needs, processes, participants, and/or timelines identified in the last update that have changed due to changes in state or local capital budget allocations. When faced with shortfalls, HCPSS will cut from the capital budget projects that are not typically supported by the state, like renovation of central office work areas. HCPSS remains committed to facilities construction and renovation that is supportive to BTE. HCPSS has followed a system-wide facility analysis with a broad commitment to systemic renovation. BOE and state specifications for renovation and new construction are supportive of BTE and these specifications guide capital projects. While tight budgets are being forecast for the years ahead we have been able to secure a strong local and state commitment to capital investment. If new BTE goals are set in the future that require a different capital outlay, then careful capital planning will be necessary.

**B. Full or Half-Day Prekindergarten Programs:**

*Please address the statements below related to mandatory early childhood programs. Submission of the table of school names and program locations required in prior year updates is not required.*

**1. Provide a brief narrative description of any continuing issues related to providing facilities for prekindergarten programs as mandated by COMAR 13.A.06.02.**

Capital projects have been adjusted to accommodate Pre-k programming where possible. These changes have been done in consultation with state regulators during the design process and the funding requests were made according to state criteria for eligibility. The challenge will always be when additional Pre-k space is needed at a facility that is not eligible for renovation funding do to a recent renovation prior to the Pre-k mandate. In these cases, portable classrooms may be added for higher grades so rooms in the building may be converted to Pre-K. It is not a simple switch of room assignments because bathrooms may need to be added or reconfigured. Sometimes we are forced to move pre-k programs to lower enrollment schools. This impacts pupil transportation costs and prevents pre-k students from attending their home school. We have continued to study and adapt our feeder system to most wisely make use of our resources in a regional manner.

**2. Provide a list of schools by name where new prekindergarten programs will be added for school year 2011-2012. Please identify if the new programs will be full-day or half-day.**

Cradlerock ES will add two half-day sessions for a total of four sessions this year. This increase takes advantage of a new, shared space agreement with Head Start at this campus. Fulton ES will now have one half day session where there was none last year. Hollifield Station ES will now have one half day session where there was none last year.

3. Provide a list of schools by name where existing prekindergarten programs will be eliminated for school year 2011-2012. Please identify if the eliminated programs are full-day or half-day.

Talbott Springs is having one half-day session eliminated and keeping two to accommodate growth in K-5 enrollment. Overflow has been moved to Cradlerock ES.

### Prekindergarten Programs 2011-2012

School w/ Pre-K	Also Serving	# of Proposed Half-Day Sessions	# of Sessions in 2010-11
Atholton	Clemens Crossing	1 (PM)	1 (PM)
Bellows Spring	n/a	1 (PM) + overflow to other RECC class	1 (PM) + overflow to other RECC class
Bollman Bridge	Hammond	2 (AM and PM)	2 (PM)
Bryant Woods	Thunder Hill	2 (AM and PM)	2 (AM and PM)
Bushy Park	Lisbon, West Friendship	1 (PM)	1 (PM)
Cradlerock	Jeffers Hill, Stevens Forest	4 (1 AM and 3 PM)	2 (AM and PM)
Dayton Oaks	Clarksville, Triadelphia Ridge	1 (PM)	1 (PM)
Deep Run	n/a	2 (AM and PM)	2 (AM and PM)
Fulton	Forest Ridge	1 (AM)	0
Gorman Crossing	n/a	1 (PM)	1 (PM)
Guilford	May help with overflow	2 (AM and PM)	2 (AM and PM)
Hollifield Station	n/a	1 (PM)	0
Ilchester	Worthington	1 (PM)	1 (PM)
Laurel Woods	n/a	2 (AM and PM)	2 (AM and PM)
Longfellow	n/a	1 (PM)	1 (PM)
Phelps Luck	n/a	2 (AM and PM)	2 (AM and PM)
Pointers Run	May help with overflow	1 (PM)	1 (PM)
Rockburn	Elkridge	2 (AM and PM)	2 (AM and PM)
Running Brook	n/a	2 (AM and PM)	2 (AM and PM)
Swansfield	May help with overflow	2 (AM and PM)	2 (AM and PM)
Talbott Springs	n/a	2 (AM and PM)	3 (2 AM and 1 PM)
Veterans	n/a	2 (PM)	2 (PM)
Waterloo	n/a	1 (PM)	1 (PM)
Waverly	Centennial Lane, Manor Woods, Northfield, St. John's Lane	1 (PM)	1 (PM)

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

Local School System: Howard County

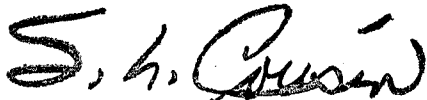
Point of Contact: Craig Cummings

Address: 10920 Route 108  
Edlicott City, MD 21042

Telephone: 410-313-7334 FAX: 410-313-7339

Email: ccummings@hcpss.org

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



7-21-11

Signature - Local Superintendent of Schools/Chief Executive Officer

Date

Please complete certification statement and submit as part of your 2011 Master Plan Annual update. If you have questions, please contact:

John McGinnis  
Pupil Personnel and School Social Worker Specialist  
Maryland State Department of Education  
200 West Baltimore Street, 4<sup>th</sup> Floor  
Baltimore, Maryland 21201

Phone: (410) 767-0295

Fax: (410) 333-8148

Email: [jmcginnis@msde.state.md.us](mailto:jmcginnis@msde.state.md.us)

**STUDENT RECORDS REVIEW AND UPDATE VERIFICATION  
Certification Statement**

Local School System: Howard County Public Schools

Point of Contact: Pamela Blackwell

Address: 10910 Rt 108

Ellicott City MD 21042

Telephone: 410 313 6662 FAX: 410-313-6780

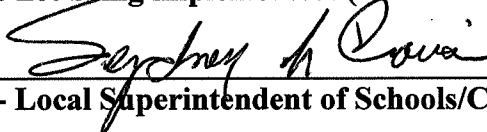
Email: pamela-blackwell@hcpss.org

I certify that the local school system is implementing the requirements for the Student Records regulation outlined in COMAR 13A.08.02.07 Review and Updating:

Are being implemented by evidence of local school and school system procedures that addresses the ongoing maintenance and accuracy of student records. These procedures include, but are not limited to:

- Professional Development
- Ongoing review of student records
- Policies and Procedures addressing the maintenance of student records

Are not being implemented. (Please attach an explanation.)

 7/14/11  
Signature - Local Superintendent of Schools/Chief Executive Officer Date

Please complete certification statement and submit as part of your 2011 Master Plan Annual update. If you have questions, please contact:

John McGinnis  
Pupil Personnel and School Social Worker Specialist  
Maryland State Department of Education  
200 West Baltimore Street, 4<sup>th</sup> Floor  
Baltimore, Maryland 21201

Phone: (410) 767-0295

Fax: (410) 333-8148

Email: [jmcginnis@msde.state.md.us](mailto:jmcginnis@msde.state.md.us)

November 5, 2010

ADMINISTRATIVE HEAD  
Atholton Adventist School  
6520 Martin Road  
Columbia, MD 21044

Dear ADMINISTRATIVE HEAD:

You are invited to attend a meeting to discuss your school's eligibility for funding authorized by the Elementary and Secondary Education Act (ESEA), and reauthorized by the No Child Left Behind Act of 2001 (NCLB). The Howard County Public School System (HCPSS) will hold its Annual Consultation session for Nonpublic Schools to engage in meaningful discussion about federal title grant programs for the 2011-2012 school year. At this meeting, HCPSS federal program managers will describe their federal grant programs. You will have an opportunity to talk about your school's needs for FY2012 and to ask specific questions about the federal grant programs as they relate to your school.

If you wish to participate in federal grant programs during the 2011-2012 school year, please plan to attend this meeting or send a representative from your school. All participation forms will be distributed at the meeting. A representative from your school is **NOT** required to attend the meeting in order to participate in the federal grants program for the 2011-2012 school year.

**Date:** Friday, December 10, 2010  
**Time:** 1:30 – 3:00 p.m.  
**Place:** The Howard County Department of Education Building  
Board Room B  
10910 Route 108  
Ellicott City, MD

The HCPSS federal program managers are looking forward to meeting with you. Please contact me at 410-313-6648 if you have any questions. In order to plan for the meeting, please return the enclosed response form on or before **Wednesday, December 1, 2010**. You can mail or fax to 410-313-6795.

Sincerely,

Tricia Murphy  
Nonpublic Schools Contact

Enclosure  
c: HCPSS Federal Program Managers

ADMINISTRATIVE HEAD  
ATHOLTON ADVENTIST SCHOOL  
6520 MARTIN RD  
COLUMBIA MD 21044

Ellen Rappoport  
BET YELADIM  
8910 Route 108  
Columbia, MD 21045

ALICE GREEN  
BETHEL CHRISTIAN ACADEMY  
P O BOX 406  
SAVAGE MD 20763-0416

LETHIA S. JACKOSN  
BRIGHT STARS LEARNING  
ACADEMY  
5890 CEDAR LN  
COLUMBIA MD 21044-3161

ADMINISTRATIVE HEAD  
BROOKFIELD CHRISTIAN SCHOOL  
6347 TEN OAKS RD  
COLUMBIA MD 21029

ADMINISTRATIVE HEAD  
BRYANT WOODS MONT CHILDRENS  
HOUSE  
10449 GREEN MOUNTAIN CIR  
COLUMBIA MD 21044

ERRIEL D. ROBERSON  
CELEBRATION CHRISTIAN  
ACADEMY  
6080 FORELAND GARTH  
COLUMBIA MD 21045

ADMINISTRATIVE HEAD  
CHAPELGATE CHRISTIAN  
ACADEMY  
2600 MARRIOTTSVILLE RD  
MARRIOTTSVILLE MD 21104-1628

ADMINISTRATIVE HEAD  
CHESAPEAKE SPEECH INC  
6135 OLD WASHINGTON RD RM  
105/106  
ELKRIDGE MD 21075

ADMINISTRATIVE HEAD  
CHILDREN S MANOR MONTESSORI  
SCHOOL  
4465 MONTGOMERY RD  
ELLCOTT CITY MD 21043-6007

ADMINISTRATIVE HEAD  
COLUMBIA ACADEMY  
10350 OLD COLUMBIA RD  
COLUMBIA MD 21046

ADMINISTRATIVE HEAD  
COLUMBIA MONTESSORI SCHOOL  
10508 MARBLE FAUN CT  
COLUMBIA MD 21044

MARTHA ZEHER  
CORNERSTONE ACADEMY OF  
GLENWOOD  
3060 WASHINGTON ROAD ROUTE 97  
GLENWOOD MD 21738

ADMINISTRATIVE HEAD  
CROSSROADS ADVENTIST SCHOOL  
3291 N ST JOHNS LN  
ELLCOTT CITY MD 21043

ADMINISTRATIVE HEAD  
GLENELG COUNTRY SCHOOL  
12793 FOLLY QUARTER ROAD  
ELLCOTT CITY MD 21042

ADMINISTRATIVE HEAD  
GLENWOOD COUNTRY DAY SCHOOL  
14785 BUSHY PARK ROAD  
WOODBINE, MD 21097

CHERYL STRADLING  
GLENWOOD COUNTRY DAY SCHOOL  
2480 ROXBURY MILLS RD STES 10/11  
GLENWOOD MD 21738

Sheeba Mathew  
The Goddard School  
2200 Brighton Run Court  
Marriottsville, MD 21104

ADMINISTRATIVE HEAD  
THE GODDARD SCHOOL  
8866 COLUMBIA 100 PARKWAY  
COLUMBIA MD 21045

ADMINISTRATIVE HEAD  
HIGH ROAD ACADEMY  
9705 WASHINGTON BLVD  
LAUREL MD 20723

ADMINISTRATIVE HEAD  
JOY IN LEARNING COLUMBIA  
8991 LAMBSKIN LN  
COLUMBIA MD 21045

ADMINISTRATIVE HEAD  
CHILDREN'S MANOR MONTESSORI  
SCHOOL AND DAY CARE  
9008 RED BRANCH ROAD  
COLUMBIA, MD 21045

Martha Zeher  
CORNERSTONE ACADEMY  
17455 Old Frederick Road  
Mount Airy, MD 21771

ADMINISTRATIVE HEAD  
LINWOOD CENTER INC  
3421 MARTHA BUSH DR  
ELLCOTT CITY MD 21043-4426

Lainie Santos  
Love of Learning Montessori School  
9151 Rumsey Road  
Columbia, MD 21045

ADMINISTRATIVE HEAD  
MOUNT AIRY CHRISTIAN ACADEMY  
16700 OLD FREDERICK RD  
MT AIRY MD 21771-

ADMINISTRATIVE HEAD  
GLOBAL CHILDREN MONTESSORI  
SCHOOL  
8995 LAMBSKIN LANE  
COLUMBIA, MD 21045

Sharon DellaRose  
THE NORBEL SCHOOL  
6135 Old Washington Road  
Elkridge, MD 21075

NANCY MALLOY  
OUR LADY OF PERPETUAL HELP  
SCHOOL  
4801 ILCHESTER RD  
ELLCOTT CITY MD 21043

ADMINISTRATIVE HEAD  
PHILLIPS SCHOOL LAUREL  
8920 WHISKEY BOTTOM ROAD  
LAUREL MD 20723

Karen Murphy  
Resurrection-St. Paul School  
3155 Paulskirk Drive  
Ellicott City, MD 21043

PATRICIA SCHRATZ  
ST AUGUSTINE SCHOOL  
5990 OLD WASHINGTON RD  
ELKRIDGE MD 21075

TIFFANY RATH  
ST JOHN'S PARISH DAY SCHOOL  
9130 FREDERICK RD  
ELLCOTT CITY MD 21042

Terry Weiss  
St. Louis School  
12500 Clarksville Pike  
Clarksville, MD 21029

SISTER CATHERINE PHELPS  
TRINITY SCHOOL  
4985 ILCHESTER ROAD  
ELLCOTT CITY MD 21041

Lois Kelly  
Woodmont Academy  
2000 Woodmont Drive  
Cooksville, MD 21723

ADMINISTRATIVE HEAD  
THE JULIA BROWN MONTESSORI  
SCHOOL  
9760 OWEN BROWN ROAD  
COLUMBIA, MD 21045

ADMINISTRATIVE HEAD  
YOUNG SCHOOL EARLY  
EDUCATION PROGRAM  
8310 GUILFORD ROAD  
COLUMBIA MD 21046

ADMINISTRATIVE HEAD  
Chesapeake Speech School  
6135 Old Washington Road  
Elkridge, MD 21075

ADMINISTRATIVE HEAD  
KINDERCARE LEARNING CENTER  
10820 LITTLE PATUXENT PKWY.  
COLUMBIA, MD 21044

ADMINISTRATIVE HEAD  
GAN ISRAEL DAY SCHOOL  
770 HOWES LANE  
COLUMBIA, MD 21044

ADMINISTRATIVE HEAD  
High Road Academy  
9705 Washington Blvd.  
Laurel, MD 20723

ADMINISTRATIVE HEAD  
Linwood Center, Inc.  
421 Martha Bush Drive  
Ellicott City, MD 21043

ADMINISTRATIVE HEAD  
Norbel School  
6135 Old Washington Blvd.  
Elkridge, MD 21075

ADMINISTRATIVE HEAD  
Phillips School-Laurel  
8920 Whiskey Bottom Road  
Laurel, MD 20723

**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information.

Name of School: \_\_\_\_\_

**(must be nonprofit)**

Address: \_\_\_\_\_

\_\_\_\_\_

Contact Person: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Fax Number \_\_\_\_\_

Email Address: \_\_\_\_\_

School Web Address: \_\_\_\_\_

Check (  ) the appropriate line.

\_\_\_\_\_ Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**

\_\_\_\_\_ I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.

\_\_\_\_\_ I decline participation in all federal programs during the 2011/12 school year.

**Please return this form by **Wednesday, December 1, 2010.****

\_\_\_\_\_  
Administrator's Name  
(Printed or typed)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:

**Tricia Murphy  
Nonpublic Schools Contact  
Howard County Public Schools  
10910 Route 108  
Ellicott City, MD 21042  
Fax to: 410-313-6795**



**Annual Nonpublic Consultation Meeting  
Howard County Public School System  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Grant Programs  
December 10, 2010 (1:30 p.m.)**

***AGENDA***

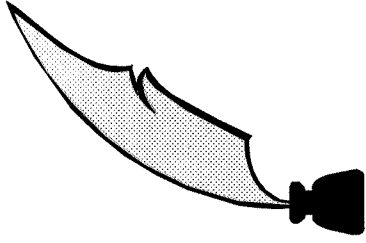
Welcome and Introductions

Program Presentations by HCPSS Program Managers

General Discussion -Federal Opportunities

Questions/Answers

Next Steps

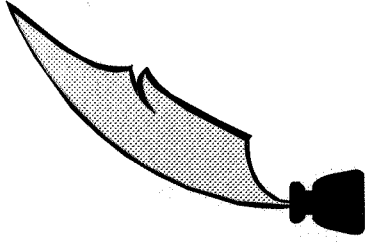


Annual Nonpublic Consultation Meeting  
 Federal Education Grant Programs  
 Friday, December 10, 2010  
 1:30 p.m. - Board Room B

Sign-In for Nonpublic Representatives

School	Name of Rep	Title	Phone	Email
Bright Stars Learning Academy	Pam Johnson	Director	410-730-5234	Pandyj@verizon.net
Celebration Christian School Academy	Monica Williams	PRINCIPAL	410 997-2384	mwilliams@wininlife.com.
Crossroads Adventist School	KARONN YOUNG TOM TUCKER	PRINCIPAL CAPITAL COMMITTEE	866-715-7752 301-395-2620	CAS PRINCIPAL @ VANORCOM
Glenwood Country Day School	Gaye Gaye Brown	parent	410 484 6759	
Nurturing Nest Montessori				
Resurrection-St. Paul School	Sue Manion	teacher	410-461-9111	Smanion@resstpaul.org
Trinity School	Dr. Barbara Bullock	Principal	410-744-1524	CYNELLS@TRINITY SCHOOLMD.ORG
Woodmont Academy	Susan Chase	Asst. Principal	301-305-9199	Chase@woodmont Academy.org





**Annual Nonpublic Consultation Meeting**  
**Federal Education Grant Programs**  
**Friday, December 10, 2010**  
**1:30 p.m. - Board Room B**

**Sign-In for HCPSS Representatives**

HCPSS Office	Name of Staff	Title	Phone	Email
AI/FI/CI	Caroline Warkner	Co-ord. nator	6761	
Bridges	Marby Cifrese	Manager		
OIT	Julie Wray	Coordinator	7476	
OIT	Robert Cole	Inst. Facilitator	5334	
ESOL	Laura Hook	ESOL Coordinator	X.6669	
OIT	Sara Katz	Grant Mgr - College and Career Readiness		



December 29, 2010

On December 10, 2010, we held the Annual Nonpublic Consultation meeting with representatives from nonpublic schools in Howard County. Enclosed is the packet that was distributed at this meeting.

If you are interested in participating in any of the federal programs for the 2011-2012 school year, please complete the forms on the left side of this packet and return to my office.

If you have any questions, please contact us.

Sincerely,

Tricia Murphy  
Nonpublic School Contact  
410-313-6648  
Email: [tricia\\_murphy@hcpss.org](mailto:tricia_murphy@hcpss.org)

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

## Intent to Participate in Federal Grant Programs for 2011-2012 School Year

\_\_\_\_\_  
 Name of Nonpublic School (please print)

\_\_\_\_\_  
 Administrator's Name (please print)

\_\_\_\_\_  
 Administrator's Signature

\_\_\_\_\_  
 Email address

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

\_\_\_\_\_ **Title I, Part A:** Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.**

\_\_\_\_\_ **Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals

\_\_\_\_\_ **Title II, Part D:** Maryland Technology Proficiency Project

\_\_\_\_\_ **Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement

\_\_\_\_\_ **Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers

\_\_\_\_\_ **Competitive Grants**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

**Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010**

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of \_\_\_\_\_ School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
  - Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
  - Title II, Part D:** Maryland Technology Proficiency Project
  - Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
  - Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

**The topics discussed at today's meeting relating to Title I services included:**

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

\_\_\_\_\_  
Name of Nonpublic School (please print)

\_\_\_\_\_  
Name of Administrator/Designee (please print)

\_\_\_\_\_  
Administrator's/Designee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Email address

\_\_\_\_\_  
Telephone number

Complete this form only if your school plans to participate in the Title I program for the 2011-2012 school year.

**Documentation of Low-income Nonpublic School Students  
Residing in the attendance area of participating Title I Schools  
2010-2011 School Year**

The Title I Office needs only the number of eligible low-income students at each grade level attending your school who reside in participating Title I school attendance areas. Your school is responsible for keeping the documentation for each low-income student with the parent’s original signature to verify that the student does indeed qualify for the federal free and reduced price meal program or its equivalent. If an auditor requests the documentation, the Title I Office will refer that official to you. You must maintain these records for three years. Federal regulations prohibit the Title I office from having this information. In the Howard County Public School System, the office of food services maintains all required confidential information and data.

If low-income students reside in Title I participating schools in districts outside of Howard County, you must request Title I funding directly from that district. Each school system provides its own per-student allocation. Nonpublic school student allocations are based on public school attendance area per-student allocations.

To verify that an eligible low-income student attending your school lives in the attendance area of one of the ten participating Title I schools listed below, you may call the Public Information Office at (410) 313-6682. If you have any questions regarding the Title I program, you may call the Title I Office at (410) 313-6762.

**Title I Schools for 2010-2011**

<b>Elementary Schools</b>	<b>PreK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Bryant Woods ES							
Deep Run ES							
Guilford ES							
Laurel Woods ES							
Longfellow ES							
Phelps Luck ES							
Running Brook ES							
Stevens Forest ES							
Swansfield ES							
Talbott Springs ES							

Total number of low-income students: \_\_\_\_\_

\_\_\_\_\_  
Name of Nonpublic School (please print)

\_\_\_\_\_  
Name of Administrator (please print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator’s Signature



**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information.

Name of School: Atholton Adventist Academy  
(must be nonprofit)  
Address: 6520 Martin Rd.

Columbia, MD 21044

Contact Person: Marilynn Peeke

Telephone Number: 410-740-2425 Fax Number 410-740-2545

Email Address: office@atholton.us

School Web Address: atholton.org/aas

Check (✓) the appropriate line.

Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**

I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information. *Will try to be present if at all possible*

I decline participation in all federal programs during the 2011/12 school year.

**Please return this form by Wednesday, December 1, 2010.**

Marilynn Peeke  
Administrator's Name  
(Printed or typed)

11-12-10  
Date

Marilynn Peeke  
Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:  
**Tricia Murphy  
Nonpublic Schools Contact  
Howard County Public Schools  
10910 Route 108  
Ellicott City, MD 21042  
Fax to: 410-313-6795**

**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information

Name of School:  
(must be nonprofit)  
Address:

Bet Yehadim Preschool  
8910 Route 108  
Columbia, MD 21045

Contact Person:

Ellen Rappoport

Telephone Number:

410-997-7378

Fax Number

410-997-0577

Email Address:

ehrappoport@verizon.net

School Web Address:

betyehadim.org

Check (✓) the appropriate line.

Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**

I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.

I decline participation in all federal programs during the 2011/12 school year.

Please return this form by **Wednesday, December 1, 2010.**

Ellen Rappoport  
Administrator's Name  
(Printed or typed)

11/14/10  
Date

Ellen Rappoport  
Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:

**Tricia Murphy  
Nonpublic Schools Contact  
Howard County Public Schools  
10910 Route 108  
Ellicott City, MD 21042  
Fax to: 410-313-6795**

**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information.

Name of School: The Goddard School

(must be nonprofit)  
Address: 8806 Columbia 100 Parkway

Columbia MD 21045

Contact Person: Heather Andrews

Telephone Number: 4107301500 Fax Number 4107309729

Email Address: ~~he~~ heather@goddardcolumbia.com

School Web Address: goddardschools.com

Check (✓) the appropriate line.

Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**

I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.

I decline participation in all federal programs during the 2011/12 school year.

**Please return this form by Wednesday, December 1, 2010.**

Heather Andrews

Administrator's Name  
(Printed or typed)

Nov 12, 2010  
Date

Heather Andrews  
Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:

**Tricia Murphy  
Nonpublic Schools Contact  
Howard County Public Schools  
10910 Route 108  
Ellicott City, MD 21042  
Fax to: 410-313-6795**

Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year

Please type or print all information.

Name of School: Celebration Christian Academy  
(must be nonprofit)  
Address: 8080 Foreland Garth

Columbia, MD 21045

Contact Person: Monica Williams

Telephone Number: 410-997-2384 Fax Number 410-997-1954

Email Address: mwilliams@wininlife.com

School Web Address: www.wininlife.com

Check (✓) the appropriate line.

Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**

I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.

I decline participation in all federal programs during the 2011/12 school year.

**Please return this form by Wednesday, December 1, 2010.**

Monica Williams  
Administrator's Name

11/15/2010  
Date

(Printed or typed)  
Monica Williams  
Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:  
**Tricia Murphy**  
**Nonpublic Schools Contact**  
**Howard County Public Schools**  
**10910 Route 108**  
**Ellicott City, MD 21042**  
**Fax to: 410-313-6795**

**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information.

Name of School: CROSSROADS ADVENTIST SCHOOL  
(must be nonprofit)  
Address: \_\_\_\_\_  
\_\_\_\_\_

Contact Person: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Fax Number 410.465-4627

Email Address: \_\_\_\_\_

School Web Address: WWW.CROSSROADSADVENTIST.ORG

Check (✓) the appropriate line.

Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**

I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.

I decline participation in all federal programs during the 2011/12 school year.

**Please return this form by Wednesday, December 1, 2010.**

K. YOUNG  
Administrator's Name  
(Printed or typed)

Nov. 12, 2010  
Date

[Signature]  
Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:  
**Tricia Murphy  
Nonpublic Schools Contact  
Howard County Public Schools  
10910 Route 108  
Ellicott City, MD 21042  
Fax to: 410-313-6795**

**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information.

Name of School: Glenwood Country Day School  
 (must be nonprofit)  
 Address: 16151 B Old Frederick Rd.  
W. Mt. Airy, MD. 21771  
 Contact Person: Cheryl Stradling <sup>6959</sup>  
 Telephone Number: 410-489-6959 Fax Number 410-489-~~6959~~  
 Email Address: administration@glenwoodcountryday.school.com  
 School Web Address: www.glenwoodcountrydayschool.com

Check (✓) the appropriate line.

- Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**
- I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.
- I decline participation in all federal programs during the 2011/12 school year.

**Please return this form by Wednesday, December 1, 2010.**

Cheryl Stradling 11-14-10  
 Administrator's Name Date  
 (Printed or typed)  
Cheryl Stradling  
 Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:  
**Tricia Murphy**  
**Nonpublic Schools Contact**  
**Howard County Public Schools**  
**10910 Route 108**  
**Ellicott City, MD 21042**  
**Fax to: 410-313-6795**



Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year

Please type or print all information.

Name of School:  
(must be nonprofit)  
Address:

Resurrection St. Paul School

3155 Paulskirk Dr.

Ellicott City, Md. 21042

Contact Person:

Karen Murphy / Sue Manson will be attending

Telephone Number:

410.461.9111 X243 Fax Number

Email Address:

Kmurphy@resstpaul.org

School Web Address:

www.resstpaul.org

Check (✓) the appropriate line.



Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**

I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.

I decline participation in all federal programs during the 2011/12 school year.

Please return this form by **Wednesday, December 1, 2010.**

Karen A. Murphy

Administrator's Name  
(Printed or typed)

Date

NOV. 28, 2010

Karen A. Murphy

Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:

Tricia Murphy  
Nonpublic Schools Contact  
Howard County Public Schools  
10910 Route 108  
Ellicott City, MD 21042  
Fax to: 410-313-6795



**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information.

Name of School: St. Augustine School

(must be nonprofit)  
Address: 5990 Old Washington Rd.

Elkridge, Md. 21075

Contact Person: Patricia Schratz

Telephone Number: 410-796-3040 Fax Number 410-579-1165

Email Address: pschratz@staus-md.org

School Web Address: www.staus-md.org

Check (✓) the appropriate line.

Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**

I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.

I decline participation in all federal programs during the 2011/12 school year.

Please return this form by **Wednesday, December 1, 2010.**

Patricia Schratz  
Administrator's Name

(Printed or typed)

12/10/10  
Date

*Patricia Schratz*  
Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:  
**Tricia Murphy  
Nonpublic Schools Contact  
Howard County Public Schools  
10910 Route 108  
Ellicott City, MD 21042  
Fax to: 410-313-6795**

**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information.

Name of School: Woodmont Academy  
(must be nonprofit)  
Address: 2000 Woodmont Ave.

Cooksville, MD 21723

Contact Person: Susan Chase, Assistant Principal

Telephone Number: 443-574-8100 Fax Number 410-465-9162

Email Address: schase@woodmontacademy.org

School Web Address: woodmont.org

Check (✓) the appropriate line.

Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**

I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.

I decline participation in all federal programs during the 2011/12 school year.

**Please return this form by Wednesday, December 1, 2010.**

John Farrell  
Administrator's Name  
(Printed or typed)

Nov. 22, 2010  
Date


John Farrell  
Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:  
**Tricia Murphy  
Nonpublic Schools Contact  
Howard County Public Schools  
10910 Route 108  
Ellicott City, MD 21042  
Fax to: 410-313-6795**

**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information.

Name of School: \_\_\_\_\_  
**(must be nonprofit)**  
 Address: \_\_\_\_\_



**COLUMBIA  
MONTESSORI  
SCHOOL**

10508 Marble Faun Court  
 Columbia, Maryland 21044  
 410-772-8353  
 www.columbiamontessori.com

Contact Person: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

School Web Address: \_\_\_\_\_

Check (  ) the appropriate line.

- Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.**
- I am unable to attend the Annual Consultation meeting on **Friday, December 10, 2010 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2011/12 school year and would like to receive more information.
- I decline participation in all federal programs during the 2011/12 school year.

**Please return this form by Wednesday, December 1, 2010.**

Maria Garcia  
 Administrator's Name  
 (Printed or typed)

Nov 13, 2010  
 Date

Maria Garcia  
 Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:  
**Tricia Murphy**  
**Nonpublic Schools Contact**  
**Howard County Public Schools**  
**10910 Route 108**  
**Ellicott City, MD 21042**  
**Fax to: 410-313-6795**

**Nonpublic School Participation in  
Annual Consultation for Federal Title Programs  
2011-2012 School Year**

Please type or print all information.

Name of School: Bethel Christian Preschool  
(must be nonprofit)  
Address: 4261 Montgomery Road  
Ellicott City, MD 21043  
Contact Person: Michelle Abernathy  
Telephone Number: 410-465-1192 Fax Number 410-465-6101  
Email Address: bethelpreschool@gmail.com  
School Web Address: bcpreschool.com

Check (✓) the appropriate line.

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I decline participation in all federal programs during the 2011/12 school year.

**Please return this form by Wednesday, December 1, 2010.**

Michelle Abernathy  
Administrator's Name  
(Printed or typed)

12/1/10  
Date

Michelle Abernathy  
Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:

**Tricia Murphy  
Nonpublic Schools Contact  
Howard County Public Schools  
10910 Route 108  
Ellicott City, MD 21042  
Fax to: 410-313-6795**

410-313-6795

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
Telephone (410) 313-6648 Email: [tmurphy@hcpss.org](mailto:tmurphy@hcpss.org)

### Intent to Participate in Federal Grant Programs for 2011-2012 School Year

Bethel Christian Academy  
Name of Nonpublic School (please print)

Alice Green  
Administrator's Signature

2.3.11  
Date

Alice Green  
Administrator's Name (please print)

Alice.green@teambethel.org  
Email address

301-725-4673  
Telephone Number

**Directions:** Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

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**Title II, Part D:** Maryland Technology Proficiency Project

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

**Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers

**Competitive Grants**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
Telephone (410) 313-6648 Email: tmurphy@hcpss.org

### Intent to Participate in Federal Grant Programs for 2011-2012 School Year

Bet Yeladim Preschool  
Name of Nonpublic School (please print)

Ellen Rappoport  
Administrator's Signature

1/3/11  
Date

Ellen Rappoport  
Administrator's Name (please print)

ehrappoport@verizon.net  
Email address

410-997-7378  
Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

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**Title II, Part D:** Maryland Technology Proficiency Project

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

**Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers

**Competitive Grants**

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 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

**Intent to Participate in Federal Grant Programs for 2011-2012 School Year**

<u>Bright Stars Learning Academy</u>	<u>Dr. Lethia Jackson</u>
Name of Nonpublic School (please print)	Administrator's Name (please print)
x <u>Dr. Lethia Jackson</u>	x <u>lethia.jackson@hotmail.com</u>
Administrator's Signature	Email address
<u>12-13-10</u>	<u>410-730-5234</u>
Date	Telephone Number

**Directions:** Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.**
- Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D:** Maryland Technology Proficiency Project
- Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
Telephone (410) 313-6648 Email: tmurphy@hcpss.org

## Intent to Participate in Federal Grant Programs for 2011-2012 School Year

GLENELG COUNTRY SCHOOL

Name of Nonpublic School (please print)

JHAN S TANGIRES

Administrator's Name (please print)

  
Administrator's Signature

TANGIRES@GLENELG.ORG

Email address

02/04/2011

Date

410-531-7321

Telephone Number

**Directions:** Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

\_\_\_\_\_ **Title I, Part A:** Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.**

**XXX** \_\_\_\_\_ **Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals

\_\_\_\_\_ **Title II, Part D:** Maryland Technology Proficiency Project

\_\_\_\_\_ **Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement

\_\_\_\_\_ **Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers

\_\_\_\_\_ **Competitive Grants**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.



Please complete and return this form on or before January 28, 2011 to: Tria Murphy,  
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042  
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

**Intent to Participate in Federal Grant Programs for 2011-2012 School Year**

Glenwood Country Day School  
 Name of Nonpublic School (please print)

Cheryl Stradling  
 Administrator's Name (please print)

Cheryl Stradling  
 Administrator's Signature

administration@glenwoodcountrydayschool.com  
 Email address

2/3/11  
 Date

410-489-6959  
 Telephone Number

**Directions:** Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

           Title I, Part A: Helping Disadvantaged Children Meet High Standards -- (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students) **You must complete and return the attached Documentation of Low-income Nonpublic School Students form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.**

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

Title II, Part D: Maryland Technology Proficiency Project

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

Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers

Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before January 28, 2011 is declining any further participation in these grant programs for the 2011-2012 school year.

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
Telephone (410) 313-6648 Email: tmurphy@hcpss.org

**Intent to Participate in Federal Grant Programs for 2011-2012 School Year**

LINWOOD CENTER, INC.

Name of Nonpublic School (please print)

Karen Spence

Administrator's Signature

6/21/11

Date

KAREN SPENCE

Administrator's Name (please print)

Kspence@linwoodcenter.org

Email address

410-465-1352

Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

Title I, Part A: Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.**

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

Title II, Part D: Maryland Technology Proficiency Project

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

Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers

Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
Telephone (410) 313-6648 Email: tmurphy@hcpss.org

### Intent to Participate in Federal Grant Programs for 2011-2012 School Year

Our Lady of Perpetual Help  
Name of Nonpublic School (please print)

Nancy F. Malloy  
Administrator's Signature

December 14, 2010  
Date

Nancy F. Malloy, Principal  
Administrator's Name (please print)

nfmalloy@olphschool.org  
Email address

410-744-4251 x 201  
Telephone Number

**Directions:** Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

**Title I, Part A:** Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.**

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

**Title II, Part D:** Maryland Technology Proficiency Project

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

**Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers

**Competitive Grants**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

**Intent to Participate in Federal Grant Programs for 2011-2012 School Year**

Resurrection St. Paul School  
 Name of Nonpublic School (please print)  
Kaw O'Neil  
 Administrator's Signature  
Jan 1, 2011  
 Date

Karen Murphy  
 Administrator's Name (please print)  
kmurphy@resstpaul.org  
 Email address  
410-461-9111 ext. 243  
 Telephone Number

**Directions:** Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
Telephone (410) 313-6648 Email: tmurphy@hcpss.org

### Intent to Participate in Federal Grant Programs for 2011-2012 School Year

St. Augustine School  
Name of Nonpublic School (please print)

Patricia Schratz  
Administrator's Name (please print)

Patricia Schratz  
Administrator's Signature

pschratz@staug-md.org  
Email address

2/4/11  
Date

410-796-3040  
Telephone Number

**Directions:** Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

**Title I, Part A:** Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.

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

**Title II, Part D:** Maryland Technology Proficiency Project

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

**Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers

**Competitive Grants**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
Telephone (410) 313-6648 Email: tmurphy@hcpss.org

### Intent to Participate in Federal Grant Programs for 2011-2012 School Year

St John's Parish Day School  
Name of Nonpublic School (please print)

Tiffany Rath  
Administrator's Name (please print)

[Signature]  
Administrator's Signature

rath.tiffany.trayh@stjohnspsd.org  
Email address

1/10/11  
Date

410-465-7644  
Telephone Number

**Directions:** Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.**
- Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D:** Maryland Technology Proficiency Project
- Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
Telephone (410) 313-6648 Email: tmurphy@hcpss.org

### Intent to Participate in Federal Grant Programs for 2011-2012 School Year

ST. LOUIS SCHOOL  
Name of Nonpublic School (please print)

Terry Weiss  
Administrator's Signature

1/13/2011  
Date

TERRY WEISS  
Administrator's Name (please print)

TWEISS@STLOUISPARISH.ORG  
Email address

410-531-6664  
Telephone Number

**Directions:** Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.**
- Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D:** Maryland Technology Proficiency Project
- Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

**Intent to Participate in Federal Grant Programs for 2011-2012 School Year**

TRINITY SCHOOL  
 Name of Nonpublic School (please print)

SR CATHERINE PHELPS  
 Administrator's Name (please print)

[Signature]  
 Administrator's Signature

CPHELPS@TRINITYSCHOOLMD.ORG  
 Email address

12-13-10  
 Date

410-744-1524  
 Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

**Title I, Part A:** Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without this form, your school is ineligible to receive any Title I services.**

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

**Title II, Part D:** Maryland Technology Proficiency Project

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

**Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers

**Competitive Grants**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.



Please complete and return this form on or before **January 28, 2011** to: Tricia Murphy,  
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.  
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

**Intent to Participate in Federal Grant Programs for 2011-2012 School Year**

Woodmont Academy  
 Name of Nonpublic School (please print)

John Farrell  
 Administrator's Signature

1/3/11  
 Date

John Farrell  
 Administrator's Name (please print)

farrell@woodmontacademy  
 Email address

443-574-8100  
 Telephone Number

**Directions:** Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2011-2012 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop and provide reports as mandated by the programs in which it will participate. As a condition of participation, all materials purchased through these grants belong to the Howard County Public School System.

*School is closing*

- Children Meet High Standards** – (A supplemental program for students in schools with high concentrations of low-income students and return the attached Documentation of Low-Income Students form in order to participate in the Title program. School is ineligible to receive any Title I services.)
- High-Quality Teachers and Principals**
- Project**
- Language Enhancement, and Academic Achievement**
- Learning Centers**

A nonpublic (not-for-profit) school that does not return this form on or before **January 28, 2011** is declining any further participation in these grant programs for the 2011-2012 school year.

**Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010**

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of Bet Veladim Pre - School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
  - Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
  - Title II, Part D:** Maryland Technology Proficiency Project
  - Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
  - Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

**The topics discussed at today's meeting relating to Title I services included:**

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

Bet Veladim Preschool  
Name of Nonpublic School (please print)

Ellen Rappaport  
Administrator's/Designee's Signature

ehrappaport@verizon.net  
Email address

Ellen Rappaport  
Name of Administrator/Designee (please print)

1/3/11  
Date

410-997-7378  
Telephone number

**Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010**

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of Bethel Christian Academy School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
- Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D:** Maryland Technology Proficiency Project
- Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

**The topics discussed at today's meeting relating to Title I services included:**

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

Bethel Christian Academy  
Name of Nonpublic School (please print)

Aliee Green  
Administrator's/Designee's Signature

aliee.green@teambethel.org  
Email address

Aliee Green  
Name of Administrator/Designee (please print)

12-3-11  
Date

301-725-4673  
Telephone number

**Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010**

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of Bright Stars Learning Academy School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
- Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D:** Maryland Technology Proficiency Project
- Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

**The topics discussed at today's meeting relating to Title I services included:**

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

Bright Stars Learning Academy  
Name of Nonpublic School (please print)

x Dr. Lethia Jackson  
Administrator's/Designee's Signature

lethia.jackson@hotmail.com  
Email address

Dr. Lethia Jackson  
Name of Administrator/Designee (please print)

12-12-10  
Date

410-730-5234  
Telephone number

**Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010**

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of GLENELG COUNTRY School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
  - Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
  - Title II, Part D:** Maryland Technology Proficiency Project
  - Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
  - Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

**The topics discussed at today's meeting relating to Title I services included:**

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

GLENELG COUNTRY SCHOOL  
Name of Nonpublic School (please print)

  
\_\_\_\_\_  
Administrator's/Designee's Signature

TANGIRES@GLENELG.ORG  
Email address

JHAN S TANGIRES  
Name of Administrator/Designee (please print)

02/04/2011  
Date

410-531-7321  
Telephone number

HCPSS/GSS/Nonpublic Affirmation/tm/12/10

Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of Linwood Center Inc. School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
  - Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
  - Title II, Part D:** Maryland Technology Proficiency Project
  - Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
  - Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

The topics discussed at today's meeting relating to Title I services included:

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

Linwood Center Inc.  
Name of Nonpublic School (please print)

Kim Manning  
Administrator's/Designee's Signature

kmanning@linwoodcenter.org  
Email address

Kim Manning  
Name of Administrator/Designee (please print)

6/21/11  
Date

410-465-1352  
Telephone number

Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of OLPH School School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
  - Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
  - Title II, Part D:** Maryland Technology Proficiency Project
  - Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
  - Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

The topics discussed at today's meeting relating to Title I services included:

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

OLPH School  
Name of Nonpublic School (please print)

Zulma Whiteford  
Administrator's/Designee's Signature

zwhiteford@olphschool.org  
Email address

Zulma Whiteford  
Name of Administrator/Designee (please print)

12/10/10  
Date

(410) 744-4251  
Telephone number

Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of Resurrection-St. Paul School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

**Title I, Part A:** Helping Disadvantaged Children Meet High Standards

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

**Title II, Part D:** Maryland Technology Proficiency Project

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

**Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers

**Competitive Grants**

**The topics discussed at today's meeting relating to Title I services included:**

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

Resurrection-St. Paul School  
Name of Nonpublic School (please print)

Sue Manion  
Administrator's/Designee's Signature

smanion@resstpaul.org  
Email address

Sue Manion  
Name of Administrator/Designee (please print)

12-10-10  
Date

410-461-9111 ext. 241  
Telephone number



**Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010**

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of St. Augustine School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
- Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D:** Maryland Technology Proficiency Project
- Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

The topics discussed at today's meeting relating to Title I services included:

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

St. Augustine School  
Name of Nonpublic School (please print)

Kathleen Scrimger  
Name of Administrator/Designee (please print)

Kathleen Scrimger  
Administrator's/Designee's Signature

February 7, 2011  
Date

kscrimger@staug-md.org  
Email address

410-796-3040  
Telephone number

**Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010**

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of St. John's Parish Day School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
  - Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
  - Title II, Part D:** Maryland Technology Proficiency Project
  - Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
  - Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

**The topics discussed at today's meeting relating to Title I services included:**

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

St. John's Parish Day School  
Name of Nonpublic School (please print)

TJR  
Administrator's/Designee's Signature

trathe@stjohnspds.org  
Email address

Tiffany Rath  
Name of Administrator/Designee (please print)

1/10/11  
Date

410.465.7044  
Telephone number

**Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010**

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of ST. LOUIS School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

**Title I, Part A:** Helping Disadvantaged Children Meet High Standards

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

**Title II, Part D:** Maryland Technology Proficiency Project

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

**Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers

**Competitive Grants**

**The topics discussed at today's meeting relating to Title I services included:**

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

ST. LOUIS SCHOOL  
Name of Nonpublic School (please print)

Maureen Osborne  
Administrator's/Designee's Signature

MOSBORNE@STLOUISPARISH.ORG  
Email address

MAUREEN OSBORNE  
Name of Administrator/Designee (please print)

12/10/10  
Date

410-531-6664  
Telephone number

**Howard County Public School System (HCPSS)  
and  
Howard County Nonpublic Schools  
2011-2012 Federal Education Program Grants  
Annual Consultation Meeting  
December 10, 2010**

**AFFIRMATION OF CONSULTATION**

I am an administrator/designee of Trinity School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2011-2012 school year.

- Title I, Part A:** Helping Disadvantaged Children Meet High Standards
  - Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals
  - Title II, Part D:** Maryland Technology Proficiency Project
  - Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
  - Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers
- Competitive Grants**

**The topics discussed at today's meeting relating to Title I services included:**

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

TRINITY SCHOOL  
Name of Nonpublic School (please print)

*St. Catherine Phelps*  
Administrator's/Designee's Signature

C.PHELPS@TRINITYSCHOOLMD.ORG  
Email address

St. Catherine Phelps  
Name of Administrator/Designee (please print)

12-10-10  
Date

410-284-1524  
Telephone number