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**Bridge to Excellence Master Plan
2009 Annual Update**

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

Part II: Attachments—Due: August 17, 2009

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

Address: 10910 Route 108, Ellicott City, MD 21042

Local Point of Contact:

Name: Theresa Alban

Telephone: 410-313-6685

Fax: 410-313-6890

E-Mail: theresa_alban@hcpss.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2009 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.



8/13/09

Signature (Local Superintendent of Schools)

Date



8/12/09

Signature (Local Point of Contact)

Date

**ATTACHMENT 4-A and B
SCHOOL LEVEL BUDGET SUMMARY
Fiscal Year 2010**

Local School System: Howard County Public School System

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

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: • (SW) for T-I Schoolwide Schools • (TAS) for Targeted Assistance T-I Schools • (CH) for Charter Schools	Scho ol ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinque nt and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title II-D Ed Tech Formula Grants	Title III-A English Language Acquisition	Title IV-A Safe and Drug Free Schools and Communities	Other	Other	Total ESEA Funding by School
Homewood School	0801	47.58 %									
Stevens Forest Elementary School (TAS)	0608	44.33%	\$97,625.00								
Laurel Woods Elementary School (TAS)	0618	41.53%	\$176,115.50								
Bryant Woods Elementary School (TAS)	0510	39.19%	\$102,701.50								
Running Brook Elementary School (TAS)	0515	39.15%	\$117,150.00								
Talbott Springs Elementary School (TAS)	0609	37.95%	\$137,065.50				\$21,097				

Phelps Luck Elementary School (TAS)	0612	37.48%	\$184,316.00				\$47,912				
Swansfield Elementary School (TAS)	0517	34.91%	\$139,799.00								
Cradlerock School	0600	33.70%									
Oakland Mills Middle School	0610	32.43%									
Deep Run Elementary School (TAS)	0103	30.77%	\$133,551.00								
Longfellow Elementary School (TAS)	0514	29.51%	\$92,548.50								
Guilford Elementary School (TAS)	0602	28.60%	\$103,873.00				\$21,280				
Murray Hill Middle School	0624	27.79%									
Bollman Bridge Elementary School	0620	26.84%					\$31,921				
Wilde Lake Middle School	0512	26.81%									
Harper's Choice Middle School	0518	26.77%									
Oakland Mills High	0611	25.71%									
Jeffers Hill Elementary	0613	22.34%									
Patuxent Valley Middle	0621	21.13%									

Mayfield Woods Middle	0104	20.79%									
Wilde Lake High School	0516	20.22%									
Long Reach High School	0623	19.14%									
Hammond High School	0619	19.09%									
Veterans Elementary School	0219	19.01%					\$20,497				
Waterloo Elementary School	0604	16.04%									
Atholton Elementary School	0603	15.19%									
Forest Ridge Elementary School	0622	14.53%									
Elkridge Landing Middle School	0106	14.17%									
Reservoir High School	0527	13.98%									
Elkridge Elementary School	0101	13.95%									
Hollifield Station Elementary School	0217	12.48%					\$20,496				
Dunloggin Middle School	0211	11.62%									
Gorman Crossing Elementary School	0625	10.54%									
Bellows Spring Elementary School	0218	10.33%									

Cedar Lane Special Center	0522	10.20%									
Bonnie Branch Middle School	0108	10.01%									
Mount Hebron High School	0207	9.18%									
Patapsco Middle School	0209	7.28%									
Hammond Middle School	0607	5.84%									
Howard High School	0203	5.77%									
Clemens Crossing Elementary School	0520	5.59%									
Rockburn Elementary School	0105	5.55%									
Lisbon Elementary School	0407	5.53%									
Atholton High School	0509	5.30%									
Ellicott Mills Middle School	0202	5.08%									
Thunder Hill Elementary School	0605	5.06%									
Centennial High School	0214	4.70%									
Burleigh Manor Middle School	0216	4.64%									
Manor Woods Elementary School	0305	4.60%									
Hammond Elementary School	0606	4.42%									

St. Johns Lane Elementary School	0204	4.32%									
Marriotts Ridge High School	0308	3.50%									
Centennial Lane Elementary School	0210	3.45%									
Mount View Middle School	0304	2.68%									
West Friendship Elementary School	0302	2.68%									
River Hill High School	0524	2.46%									
Fulton Elementary School	0525	2.35%									
Triadelphia Ridge Elementary School	0306	2.32%									
Folly Quarter Middle School	0307	2.17%									
Bushy Park Elementary School	0406	2.01%									
Dayton Oaks School	0528	1.98%									
Glenwood Middle School	0405	1.90%									
Glenelg High	0404	1.86%									
Ilchester Elementary	0107	1.85%									
Lime Kiln Middle	0526	1.63%									

Worthington Elementary	0213	1.59%									
Waverly Elementary	0215	1.46%									
Northfield Elementary	0208	1.27%									
Pointers Run Elementary School	0523	1.14%									
Clarksville Middle School	0521	0.97%									
Clarksville Elementary School	0505	0.36%									
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column I.)			\$1,284,745			\$163,203					
School System Administration (For Title I, Use # on Table 7-8 LINE 5)			\$310,511.50		\$22,035	\$324	\$7,750	\$1,907			
System-wide Programs and School System Support to Schools (For Title I, Use # on Table 7-8 LINE 13)			\$218,171.66		\$1,019,900	\$14,939	\$224,276	\$83,831			
Nonpublic Costs (Column J) (For Title I, Use # on Table 7-10 LINE 5)			\$1,562		\$81,863	\$1,250		\$11,480			
Private School Equitable Share			\$252.84								
TOTAL LSS Title Allocation (Should match # presented on C-1-25)			\$1,815,243		\$1,123,798	\$16,513	\$395,229	\$97,218			

**ATTACHMENT 5-A
TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]
Fiscal Year 2010**

Local School System: _____Howard County_____

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

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

Funds Available for Transfer	Total FY 2010 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-D Safe and Drug Free Schools & Communities						

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

ATTACHMENT 5-B CONSOLIDATION OF ESEA FUNDS FOR LOCAL ADMINISTRATION [Section 9203] Fiscal Year 2010	Local School System: _____ Howard County _____
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Section 9203 of ESEA allows a local school system, with approval of MSDE, to consolidate ESEA administrative funds. In consolidating administrative funds, a school system *may not* (a) designate more than the percentage established in each ESEA program, and (b) use any other funds under the program included in the consolidation for administrative purposes. A school system may use the consolidated administrative funds for the administration of the ESEA programs and for uses at the school district and school levels for such activities as –

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

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

If the school system plans to consolidate ESEA administrative funds, indicate below the ESEA programs and amounts that the school system will consolidate for local administration. Provide a detailed description of how the consolidated funds will be used.					
Title I-A (Reasonable and Necessary)	Title II-A (Reasonable and Necessary)	Title II-D (Reasonable and Necessary)	Title III-A (Limit: 2 Percent)	Title IV-A (Limit: 2 Percent)	Total ESEA Consolidation (Reasonable and Necessary)
\$	\$	\$	\$	\$	\$

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	Local School System: <u> Howard County </u>
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Enter the complete information for each **participating nonpublic school**, including mailing address. Use the optional “Comments” area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under “Comments.” **NOTE: Complete Attachment 6-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services. Use separate pages as necessary.**

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A			
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff		
Bethel Christian Academy P.O. Box 406 Savage, MD 20763	Private School			41						
	Public School									
	Neutral Site									
Bet Yeladim 5885 Robert Oliver Place Columbia, MD 21046	Private School			36						
	Public School									
	Neutral Site									
Bright Stars Learning Academy 5890 Cedar Lane Columbia, MD 21044	Private School	4	4	20	80	20				
	Public School									
	Neutral Site									

**ATTACHMENT 6-A
NONPUBLIC SCHOOL INFORMATION FOR
ESEA PROGRAMS
Fiscal Year 2010**

Local School System: Howard County

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Celebration Christian Academy 6080 Foreland Garth Columbia, MD 21045	Private School			11	100	2		
	Public School							
	Neutral Site							
The Cornerstone Academy of Glenwood 3060 Washington Rd., Rt 97 Glenwood, MD 21738	Private School							
	Public School							
	Neutral Site							
Glenelg Country School 12793 Folly Quarter Road Ellicott City, MD 21042	Private School			180	770	180		
	Public School							
	Neutral Site							
Glenwood Country Day School 2480 Roxbury Mills Road Glenwood, MD 21738	Private School							
	Public School							
	Neutral Site							

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	Local School System: _____Howard County_____
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NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Norbel School 6135 Old Washington Road Elkridge, MD 21075	Private School		Will not be participating in FY2010					
	Public School							
	Neutral Site							
Our Lady of Perpetual Help 4801 Ilchester Road Ellicott City, MD 21043	Private School			20	225	20	2	2
	Public School							
	Neutral Site							
Resurrection-St. Paul School 3155 Paulskirk Drive Ellicott City, MD 21042	Private School			25				
	Public School							
	Neutral Site							
St. Augustine School 5990 Old Washington Road Ellicott City, MD 21075	Private School			20	211	20	3	2
	Public School							
	Neutral Site							

**ATTACHMENT 6-A
NONPUBLIC SCHOOL INFORMATION FOR
ESEA PROGRAMS
Fiscal Year 2010**

Local School System: Howard County

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
St. John's Parish Day School 9130 Frederick Road Ellicott City, MD 21042	Private School			29	163	29	16	
	Public School							
	Neutral Site							
St. Louis School 12500 Clarksville Pike Clarksville, MD 21029	Private School			31				
	Public School							
	Neutral Site							
Trinity School 4985 Ilchester Road Ellicott City, MD 21041	Private School			40	305	40		
	Public School							
	Neutral Site							
Woodmont Academy 2000 Woodmont Drive Cooksville, MD 21723	Private School			26	243	26		
	Public School							
	Neutral Site							

ATTACHMENT 6-B NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	Local School System : _____ Howard County _____
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Enter the complete information for each participating nonpublic school, including mailing address. Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)		
	Title IV-A		Comments (Optional)
	Students	Staff	
Bethel Christian Academy P.O. Box 406 Savage, MD 20763			
Bet Yeladim 5885 Robert Oliver Place Columbia, MD 21046			
Bright Stars Learning Academy 5890 Cedar Lane Columbia, MD 21044	80	20	

ATTACHMENT 6-B NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	Local School System : _____ Howard County _____
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Enter the complete information for each participating nonpublic school, including mailing address. Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)		
	Title IV-A		Comments (Optional)
	Students	Staff	
Celebration Christian Academy 6080 Foreland Garth Columbia, MD 21045			
The Cornerstone Academy of Glenwood 3060 Washington Road, Rt 97 Glenwood, MD 21738			Did not respond to request for information.
Glenelg Country School 12793 Folly Quarter Road Ellicott City, MD 21042	770	180	
Glenwood Country Day School 2480 Roxbury Mills Road Glenwood, MD 21738			

ATTACHMENT 6-B NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	Local School System : _____ Howard County _____
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Enter the complete information for each participating nonpublic school, including mailing address. Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)		
	Title IV-A		Comments (Optional)
	Students	Staff	
Norbel School 6135 Old Washington Road Elkridge, MD 21075	Will not be participating in FY2010		
Our Lady of Perpetual Help 4801 Ilchester Road Ellicott City, MD 21043	225	20	
Resurrection-St. Paul School 3155 Paulskirk Drive Ellicott City, MD 21042	508	25	
St. Augustine School 5990 Old Washington Road Ellicott City, MD 21075	246	20	

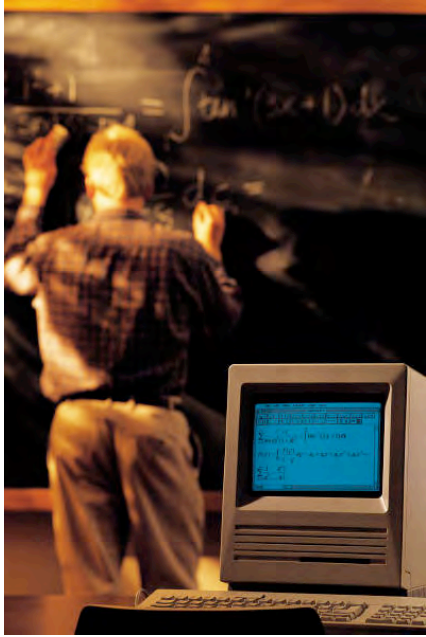
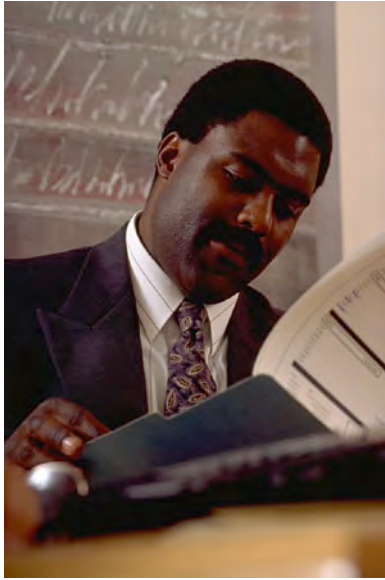
ATTACHMENT 6-B NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	Local School System : _____ Howard County _____
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Enter the complete information for each participating nonpublic school, including mailing address. Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)		
	Title IV-A		Comments (Optional)
	Students	Staff	
St. John's Parish Day School 9130 Frederick Road Ellicott City, MD 21042	163	29	
St. Louis School 12500 Clarksville Pike Clarksville, MD 21029	473	31	
Trinity School 4985 Ilchester Road Ellicott City, MD 21041	305	40	
Woodmont Academy 2000 Woodmont Drive Cooksville, MD 21723			

Attachment 7
(TO BE SUBMITTED SEPARATELY)

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>Local School System: _____ Howard County _____ Fiscal Year 2010</p> <p>Title II-A Coordinator: _____ Juliann Dibble _____</p> <p>Telephone: ___ 410-313-7337 _____ E-mail: ___ jdibble@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.

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

	Local School System: <u>Howard County</u>		Fiscal Year 2010
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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.

1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
1.1 Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].			X
1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)]. *Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].	Recruitment and Retention (see following descriptions)	70,000	
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: _____ Howard County _____ Fiscal Year 2010
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B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
<p>2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p><i>(a) Content knowledge.</i> Providing training in one or more of the core academic subjects that the teachers teach;</p> <p><i>(b) Classroom practices.</i> Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [section 2123(a)(3)(A)].</p>	<p>Professional development activities that improve the knowledge of teachers and principals at public and nonpublic schools from July 2009 – June 2010 (see following descriptions)</p>	773,965	81,863
<p>2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –</p> <ul style="list-style-type: none"> • Involve collaborative groups of teachers and administrators; • Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency; • Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs; • Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and • Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)]. 			

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

	Local School System: <u>Howard County</u>	Fiscal Year 2010
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B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
2.3 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)	136,266	
3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals			
3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a)(4)].			X
3.2 Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs. [section 2123(a)(5)].	Professional development to improve the quality of the teaching force in the area of technology literacy (see following descriptions)	39,669	
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)].			
Indirect Costs (2%)		<u>22,035</u>	
TOTAL TITLE II-A FUNDING AMOUNTS		<u>1,123,798</u>	81,863

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
Program Name: Recruitment and Retention		Allowable Activity: 1.2	
.5 staff in Human Resources for recruitment/retention	July 2009 – June 2010	Improve recruitment of highly qualified staff in critical need areas	100% of teachers and paraeducators will be highly qualified
Paraeducator Scholarship	Aug 2009 – Aug 2011	By December 2010, 25 paraeducators will be identified to receive \$1,000 scholarships (from FY09 and FY2010 funds)	Recruit and hire current paraeducators for critical need areas
One-on-one Tutoring	Aug 2009 – Aug 2011	By August 2011, tutors will be paid for Praxis test support when needed	Tutors will assist conditional teachers to pass Praxis tests.
Support for recruitment and hiring of critical need areas	Aug 2009 – Aug 2011	By August 2011, teachers will be paid for recruitment and hiring in critical need areas as identified by the Office of Human Resources	Teachers will assist in the hiring and recruitment of teachers in Critical Need Areas.
Praxis Reimbursement	Aug 2009 – Aug 2011	By August 2011, current conditional teachers will be reimbursed for Praxis tests	Conditional teachers will be reimbursed for Praxis tests to achieve full certification
Study Guide Library	Aug 2009 – Aug 2011	From August 2009 to August 2011, new study guides and replacement study guides will be purchased to support conditional teachers	Study guides and e-guides will be purchased to aid conditional teachers to pass Praxis tests.
Program Name: Elementary Mathematics		Allowable Activity: 2.1	
Best Practices - Provide two half-day inservices for new teachers on best practices and strategies for teaching mathematics	10/1/09, 2/18/10	PD will be adjusted to meet the needs and expectations of teachers, as measured by feedback forms collected at each session; data from MSA will show improvement in schools that are making AYP through the confidence interval and safe harbor	Increased student achievement on mathematics MSA by specific student groups
Elementary Mathematics Institute - Provide EMI at selected elementary schools	9/29/09, 10/6/09, 10/27/09, 11/17/09, 12/08/09, 1/12/10, 2/16/10, 3/2/10, 4/13/10, 5/11/10	Ongoing analysis of local assessments taken by students in specific student groups to determine if interventions are needed to increase the number of students scoring at the proficient or advanced levels on MSA Mathematics	Improved student scores on MSA
Assessment Writing for the Integrated Approach – Develop pre and post assessments to support integrated approach to student achievement	TBD	Data from the Pre- and Post Assessments and performance on Howard County local assessments	Improvement on MSA scores for all student groups
Program Name: Elementary Language Arts		Allowable Activity: 2.1	
Best Practices for new	9/17/09, 1/21/10	Feedback forms, required	Provide better understanding to

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
teachers - two days of inservices - half day each, primary and intermediate emphasizing HCPSS Essential Curriculum		observations, assessment results	new teachers of HCPSS curriculum and how best to teach and enrich our students on all levels
Benchmark Assessment Training - teachers will be trained on a new system for assessing below grade level students in reading	Ongoing throughout the year	Feedback forms, local assessments	Increased student achievement on MSA for specific student groups
Writers' Institute - continuation of training of teacher leaders of writing	Monthly sessions after school	Improved writing fluency in all subject areas	Increased student achievement on MSA for specific student groups; improved alignment of writing program across K-12
Words Their Way - ongoing workshops supporting teachers implementing phonics, spelling, and vocabulary intervention	After school workshops for all participating schools	Fluency improved in reading, better results in spelling and vocabulary use	Increased student achievement on MSA for specific student groups; improved alignment of writing program across K-12
Program Name: Elementary Science		Allowable Activity: 2.1	
Train 40 Gr 5 teachers to implement the program, procure transportation, and follow safety procedures	February 2010	75% of all students will receive a grade of C or better in science for each quarter; teacher feedback	All student groups will achieve proficient or advanced on the 2010 Gr 5 Science MSA; 4+ average rating from teacher feedback
Train 20 Gr 4 teachers to prepare students for the field experience, make content connections, procure transportation, and follow safety procedures	April 2010	75% of all students will receive a grade of C or better in science for each quarter; teacher feedback	All student groups will achieve proficient or advanced on the 2010 Gr 5 Science MSA; 4+ average rating from teacher feedback
One teacher from Gr 3 (am) and Gr 1 (pm) in 30 schools selected according to performance data from the 2009 G5 Science MSA to participate in half-day PD focused on content integration, technology resources, and strategies for increasing achievement of students receiving FARMS	October 2009	75% of all students will receive a grade of C or better in science for each quarter; teacher feedback	All student groups will achieve proficient or advanced on the 2010 Gr 5 Science MSA; 4+ average rating from teacher feedback
Two teachers from Gr 2	November 2009	75% of all students will receive	All student groups will achieve

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
in 30 schools selected according to performance data from the 2009 G5 Science MSA to participate in half-day (am and pm) PD focused on content integration, technology resources, and strategies for increasing achievement of students receiving FARMS		a grade of C or better in science for each quarter; teacher feedback	proficient or advanced on the 2010 Gr 5 Science MSA; 4+ average rating from teacher feedback
100 teachers to attend workshops for Gr 1 – 5 to learn best practices for teaching science for Quarters 1 and 2	September 2009	75% of all students will receive a grade of C or better in science for each quarter; teacher feedback	All student groups will achieve proficient or advanced on the 2010 Gr 5 Science MSA; 4+ average rating from teacher feedback
100 teachers to attend workshops for Gr 1 – 5 to learn best practices for teaching science for Quarters 3 and 4	January 2010	75% of all students will receive a grade of C or better in science for each quarter; teacher feedback	All student groups will achieve proficient or advanced on the 2010 Gr 5 Science MSA; 4+ average rating from teacher feedback
25 teachers to attend six 3-hour environmental workshops to develop content background for teaching earth/life and environmental science in Grades 1-5	November 2009 – March 2010	75% of all students will receive a grade of C or better in science for each quarter; teacher feedback	All student groups will achieve proficient or advanced on the 2010 Gr 5 Science MSA; 4+ average rating from teacher feedback
Program Name: Elementary Social Studies		Allowable Activity: 2.1	
Simulated Congressional Hearing Rep Training	Sept 2009, March & April 2010	Teacher feedback and mentoring groups	Successful implementation of SCH and expansion of the program to 35 schools
Grade 1 Social Studies Training	September 2009, January 2010	Teacher feedback and data collection	Implementation of engaging instructional strategies and revised curriculum
Social Studies Content Training	October 2009 & January 2010	Teacher feedback and data collection	Implementation of engaging instructional strategies and appropriate delivery of content
Social Studies Instructional Strategy and Integration Training	October 2009 & January 2010	Teacher feedback and data collection	Implementation of engaging instructional strategies and integration of language arts and social studies
Program Name: Secondary Mathematics		Allowable Activity: 2.1	
Examining Exemplary Instruction	August 2009- June 2010	Teachers participating in informal classroom observations will submit observation reports and a reflection log detailing key components of exemplary mathematics instruction	Participants (math ITLs) 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
Supporting Special	August 2009- June	Participants will deepen their	Participants (special educators

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
Education Students through Exemplary Mathematics Instruction	2010	understanding of alternative teaching strategies that build conceptual knowledge while addressing multiple learning styles. Participants will submit reflection logs detailing data discussions and lesson activities differentiated for special needs students	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 increase student performance on local and state assessments
Mathematics Leadership Retreat	April 2010	Participants will 1) examine school improvement plans, 2) develop strategies for meeting school improvement goals, and 3) identify departmental needs and develop sustained professional development to meet those needs	Participants will submit a plan for school-based professional development designed to increase student performance on local and state assessments
Mathematics Leadership Cohort	August 2009- June 2010	Participants will learn about instructional leadership through the examination of exemplary math instruction, specifically alternative mathematics teaching strategies that support the learning of students receiving FARMS. Participants will submit a professional-growth planning sheet	Participants (identified 3+ year tenured teachers) 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 increase performance of students receiving FARMS on local and state assessments - this program is designed to build leadership capacity by involving early career teachers in a professional learning community
Hammond HS Exemplary Instruction Institute	August 2009- June 2010	Participants will develop initial strategies that will increase participation of underserved student groups in AP classes	Participants will submit a 3-year plan detailing near- and long-term strategies for increasing student performance on local and state assessments while increasing participation of underserved student groups in AP classes
New Mathematics Teacher Workshop	August 2009- June 2010	Participants will submit a reflection log detailing their understanding of expectations for exemplary instruction in the mathematics classroom; sessions topics include exemplary lesson planning, knowing the learner through data discussions (data protocol, Inroads/Sandbox), building relationships with families and stakeholders, and the	Participants (new and non-tenured teachers) 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 increase performance of students receiving FARMS on local and state assessments - this program is designed to

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
		establishment of grading expectations to monitor student progress	build teacher capacity by involving early career teachers in a professional learning community
Program Name: Secondary Language Arts/Reading		Allowable Activity: 2.1	
Training for MS Reading Specialists - for Grades 6, 7, 8 reading specialists	6 meetings, Sept 2009 –April 2010	Evaluations for each meeting	Reduction in number of below level students in reading; improved knowledge of classroom practices
New teacher training for MS and HS reading teachers	3 meetings	Evaluations for meeting	Improved reading growth for students; improved knowledge of classroom practices
LETRS training for two teachers provided by MSDE teachers	12 meetings	Evaluations for meetings	Improved reading teacher/specialist knowledge of foundations of reading instruction; students benefit from enhanced instruction
Challenge Reading curriculum writing to revise curriculum	25 hours Sept 2009-April 2010	MSA scores, DRP scores	Curriculum provides support for teachers in instruction of above level reading students
Challenge Reading curriculum writing meetings to plan curriculum in preparation for and while writing	Sept 2009-April 2010	Check in with teachers for progress through the year	More students scoring at Advanced on MSA
Training for teachers of SpellRead’s Text Connections (one day of training)	Fall 2009	Workshop Evaluation	More students scoring at Proficient on MSA
Training for SpellRead instructors	Fall 2009 and Spring 2010	Workshop Evaluation	More students scoring at Proficient on MSA
Training for teachers of Academic Literacy Grade 10	Summer 2009	Workshop Evaluation	Increased number of students will pass HSA-English, American Government, Biology
Training for Reading, ESL, Special Ed teachers: MSA assessment limits	Sept 2009	Workshop Evaluation	Increased number of students scoring at Proficient or Advanced on MSA
Training for HSA teachers	Fall 2009	Local Assessment Data, Quarter Grades, HSA	Provide English 10 HSA knowledge to new English 10 teachers
Training for Hammond HS English teachers Cross-Curricular/Culturally Responsive Teaching Institute	Fall 2009-Spring 2010	Local Assessment Data, Quarter Grades, HSA	100 % of English 10 students will pass the HSA
Training for Secondary English teachers	Fall 2009- Spring 2010	Reading local assessment data, middle and high school English local assessment data	Increased number of students scoring Proficient or Advanced on MSA, and passing the HSA,

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
			increased understanding of the MSA assessment limits
Consultant for Reading Apprenticeship Program	Fall 2009 – Spring 2010	Reading local assessment data, middle and high school English local assessment data	MSA and HSA scores will improve
Program Name: Secondary Science		Allowable Activity: 2.1	
New teacher workshops - teachers will receive training related to using the data protocol, knowing their learners, and implementing culturally responsive teaching strategies	Fall 2009	Teacher feedback; formal observations of teachers	Reduce degree of attrition during period of non-tenured instruction.
Introduction to Ecological Systems Institute - teachers of new courses will meet to share exemplary practices	Fall 2009	Teacher feedback, quarterly assessments, HSA results	Teachers will better prepare struggling learners for passing the Biology HSA in May 2010
Biology Mastery Teacher Institute - train biology mastery teachers on preparing students for a re-take of the Biology HSA & assisting students in Mastery classes with Bridge Plan Projects	Fall 2009	Teacher feedback, completed Bridge Plan projects	Fewer students will need Bridge Plan projects; 100% of students who submit Bridge Plan projects will receive acceptable scores.
Science Research Institute - work with teachers to better prepare G/T students for science fair competitions and to implement judging events	Fall, Winter 2009	Teacher feedback; increase in participation in science fair	More students will participate in research related activities; increase in overall quality of projects that are submitted
Core Lab Anchor Items - teachers will work towards identifying anchor items for each science course	Fall 2009 - Spring 2010	Teacher feedback	Articulation will be enhanced so that levels between courses are more transparent
Safety Cohort - teachers will meet five times to create more comprehensive safety protocols for science teachers and students	Quarterly 2009-2010	Teacher feedback; completion of safety guidelines	Additional safety guidelines will be created in 2009-10 to be implemented in 2010-11 to improve overall safety standards and reduce number of laboratory related accidents; safety initiative participants will serve as leaders of implementation effort
Professional	Fall 2009	Teacher feedback; inservice	Activities for the Spring 2010

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
Development Cohort - aspiring teacher leaders will meet to plan Spring 2010 inservice related to improving the performance of FARMS students		activities formulated	inservice will help teachers improve the performance of FARMS students
ITL Retreat - MS and HS ITLs will be trained on the data protocol and on developing the capacity of their teams to assist students receiving FARMS	Fall 2009	Teacher feedback; continuous support for MS and HS ITLs throughout the year	School Improvement Plans submitted by each school to assist FARMS students
Hammond HS Culturally Responsive Teaching Institute - work with the Hammond HS administration and teachers on implementation of culturally responsive teaching strategies	Monthly 2009-2010	Teacher feedback; continuous support for HaHS administration and staff throughout the year	Provide professional development to HaHS staff and administration re: practices that will engage students and increase achievement; follow-up related to implementation will be conducted by the HaHS administration
Bioeyes training and inquiry activities with Johns Hopkins and Thomas Jefferson University	Fall 2009 – Spring 2010	Teacher and student feedback re. BioEyes activities	Teachers will continue to indicate strong support for the BioEyes activities; students who participate in activities will perform better than their peers who receive traditional instruction
Program Name: Secondary Social Studies		Allowable Activity: 2.1	
Interschool Visitations - to provide inter-school visitation opportunities as indicated on administrative action plans; this currently involves 3 teachers whose action plan indicates such professional development activity	Ongoing throughout the school year	Formal observations of teachers over the course of the school year	Improved student achievement on state and local assessments
Hammond High School Culturally Responsive Teaching Institute - to provide professional development to American Government teachers in order to promote the	October 19, 2009; November 9, 2009; November 23, 2009; December 14, 2009; February 8/11, 2010; March 8, 2010; April 12, 2010; May 10,	Mid-year evaluation of professional development sessions, quarterly local assessment scores, and HSA results	Improved student achievement on state and local assessments

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
achievement of students in danger of failing the high school assessments; the focus will be on culturally responsive teaching practices and differentiation of instruction for underachieving learners	2010		
Middle School Team Leader Retreat - to provide PD for the academic achievement of FARMS students on the MSA reading assessment; the focus will be on the integration of informational text assessment limits in social studies lessons	October 2009	Evaluation of professional development, quarterly assessment scores, and MSA results	Improved student achievement on state and local assessments
TCI Summer Institute – to provide PD for teachers across content areas on the culturally responsive teaching strategies promoted via the TCI approach; the focus will be on recruiting teachers from schools with a high percentage of FARMS students	June 2010	Evaluation of professional development, follow up training with teachers throughout the school year	Improved achievement on state and local assessments
Professional Conferences - to provide opportunities for teacher to attend professional conferences related to Advanced Placement courses, with a focus on the vertical articulation process; this focus will promote greater involvement of underrepresented groups in advanced placement courses in social studies	Ongoing throughout the school year	Evaluation of professional development, follow up training with teachers throughout the school year	Improved achievement on state and local assessments
History Day and Black Saga Training - to provide training to	October 2009	Evaluation of professional development, follow up training with teachers	Success of schools and students in each program

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
teachers and support staff to promote the History Day and Black Saga program in underrepresented schools; the focus will be placed on promoting these programs which are academically demanding in those schools with high minority, ELL, and FARMS populations		throughout the school year	
Program Name: World Languages		Allowable Activity: 2.1	
12 World Language ITLs - Dig deeper into the utilization of “Sandbox” to gather data about struggling students, including those who receive FARMS; identify additional sources of information in order to know who our learners are; make connections between data and instructional practice	Full day workshop September 2009	Workshop evaluation and data collection	World Language ITLs to report comfort with Inroads and with making connections between data and instructional practice
8 World Language middle school teacher leaders - 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 PD sessions for middle school world language teachers	Full day workshop September 2009; Five two-hour monthly sessions during 2009 – 10 school year	Workshop evaluation and data collection	World Language middle school teacher leaders to report increased input into decisions of relevance to middle school instruction and professional development
World Language middle school teachers - Explore further the utilization of “Sandbox” to gather data about struggling students, including those who receive FARMS; identify additional sources of information in order to	Full day workshop in September 2009 Six two-hour monthly sessions during 2009 – 10 school year	Workshop evaluation and data collection	World Language middle school teachers to report increased comfort with Inroads, with making connections between data and instructional practice, and with differentiating instruction based on data collected

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
know who our learners are; make connections between data and instructional practice; dig deeper into differentiation strategies for the world language classroom			
Participants attend a series of seven two-hour sessions – Acquire skills in technologies that will assist in: Developing language skills (listening, reading, writing, speaking); differentiating instruction for all students; knowing who our learners are and monitoring their progress	Seven two-hour sessions in Fall 2009 and seven two-hour sessions in Spring 2010	Teacher feedback and data collection	Participants to report increased proficiency in technologies that develop language skills, differentiate instruction, and assist in collecting data and monitoring student progress
Participants attend a series of seven two-hour sessions - Examine the topics of motivation and engagement; explore strategies for engaging students in learning; participate in simulations of engaging strategies; reflect on their practice	Seven two-hour sessions in Fall 2009 and seven two-hour sessions in Spring 2010	Teacher feedback and data collection	Participants to report increased proficiency in technologies that develop language skills, differentiate instruction, and assist in collecting data and monitoring student progress
New World Language teachers conduct classroom visitations of master teachers - Explore how experienced teachers get to know the data about their students; examine classroom practices that engage all students; acquire strategies for implementing MSA reading indicators into world language instruction	2009 – 10 school year	Formal observations of new WL teachers over the course of the school year	Participants to report increased understanding of best practices
World Language teachers new to AP	2009 – 10 school year	Seminar feedback	Participants to report increased comfort with demands of AP

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
course instruction attend College Board seminars - 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 Language exams			course
Program Name: ESOL		Allowable Activity: 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	10 sessions from Sept 2009 through May 2010	Teacher feedback and data collection	ELLs at the high school level will exhibit an increase in English proficiency as measured by the LAS Links assessment in Spring 2010; at least 80% of the ELLs will increase their English proficiency level by 15 scale score points
Full day workshop and 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	Oct. 27, 2009 and 5 sessions from Sept through May	Teacher feedback and data collection	ELLs at the middle school level will exhibit an increase in English proficiency as measured by the LAS Links assessment in Spring 2010; at least 80% of the ELLs will increase their English proficiency level by 15 scale score points
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	Oct 13, 2009 and 5 meetings from Oct through April	Preparation and submission of a reflection regarding the instructional impact of the decisions made during the leadership meeting and share additional ideas 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 the LAS Links assessment in Spring 2010; ESOL teachers will increase their involvement in making programmatic decisions
Provide professional development sessions to increase knowledge and skills in utilizing technology to support data collection and analysis	2 sessions (Fall 2009 and Spring 2010)	Teacher feedback and data collection	Increased knowledge of how local and state assessments inform instruction and classroom practices; improved English proficiency for ELLs as measured by the LAS Links assessment in Spring 2010
Collaborate with the Department of Student and Family Services to provide outreach events	2 half-day sessions (Fall 2009 and Spring 2010)	Teacher feedback and data collection	Collaboration within individual schools to provide at least one outreach event to the community to support school-

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
to better meet the needs of students receiving FARMS as well as other student groups			wide initiatives and school improvement plans
Program Name: Media and Educational Technology		Allowable Activity: 2.1	
Library media specialists to collaborate and develop summer reading lists for students in Gr K-12 as part of the A+ Partnership with Howard County Library	1/10 – 5/10	Summer Reading Lists for all grade levels will be distributed to students in May 2010; specialists feedback on process	Summer Reading Lists will be used to encourage students at all levels to read during the summer; improvement on local and state assessments
Library media specialists and technology teachers to visit other schools and observe exemplary instruction	10/09 – 4/10	Selected library media specialists and technology teachers will spend one day with an experienced teacher	Library media specialists and technology teachers will have the support and resources they need to implement exemplary instruction
Four elementary library media specialists to attend meetings to discuss and plan initiatives for school library media program	10/09 – 4/10	Four elementary library media specialists will attend four half-day 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 and library media paraprofessionals and secretaries)
After-school workshops for new technology teachers and library media specialists	9/09 – 5/10	All new library media specialists and their mentors will attend after school support meetings	New library media specialists and technology teachers will have the support and resources they need to be successful in their first year
Library media specialists to collaborate and develop "Best of the Year Lists" that include the newest library media materials that support the HCPSS Curriculum	1/10 – 5/10	Best of the Year Lists will be distributed to library media specialists in 7/10; specialists feedback on process	Best of the Year lists will be used to make purchases to support the curriculum
Library media specialist to work with the Central Inventory Database to ensure that information is entered accurately; this inventory is used to distribute equity funds to schools that need additional equipment	5/10-6/10	Standardized audiovisual equipment inventories will be available in 7/10	Standardized audiovisual equipment inventories will be used to make purchases that support the curriculum
Three library media	9/09-2/10	Library media specialists	Up-to-date equipment that

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
specialists to serve on a focus group that examines audiovisual equipment for use in the schools; this equipment allows teachers to effectively integrate technology into instruction		attend meeting and provide feedback about new audiovisual equipment that will best meet instructional needs	meets the needs of all learners is available through the HCPSS Audiovisual Bid List
Program Name: Teacher Development		Allowable Activity: 2.1	
Teacher Development PDSP Facilitator to facilitate primary functions of the HCPSS Professional Development Schools Program (PDSP) including systemic professional development aligned with system initiatives and school improvement plans; evaluation design and analysis; creation and dissemination of PDSP publications; review of and collaboration on memoranda of understanding; and collaborative development and management of allocated budget	July 09- June 2010	Data from systemic program evaluation, systemic satisfaction surveys, mid-term and final evaluation utilizing Standards for Central Office Leaders	Enhanced supervision of all facets of the Professional Development Schools Program (PDSP) such as: evaluation, publications, memoranda of understanding and budget; ensure the alignment of systemwide, site-based, and partnership specific PD initiatives in schools through the lens of the BTE Master Plan
Workshop wages for teachers for PD aligned with the Frameworks for Excellence in Teaching and Learning	September 09 – August 2010	Data from systemic program evaluation, systemic satisfaction surveys; teacher feedback evaluations	Improved content knowledge and instructional practices
Program Name: Cultural Proficiency		Allowable Activity: 2.1	
Consultants to provide PD for administrators, teacher leaders, teachers, support staff, and members of central office operations as related to the systemwide cultural proficiency initiative	July 09- June 2010	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 Goal 2
Cultural Proficiency Program Specialist	July 09- June 2010	Data from systemic program evaluation, systemic satisfaction surveys, mid-term	Effective employment of differentiated support model for cultural proficiency to support

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
		and final evaluation utilizing Standards for Central Office Leaders	progress toward Goal 2
Cultural Proficiency systemic workshop sessions	September 2009 – June 2010	Data from systemic program evaluation, systemic satisfaction surveys	Effective employment of differentiated support model for cultural proficiency to support progress toward Goal 2
Program Name: Paraprofessional Development		Allowable Activity: 2.1	
Paraprofessional Development Facilitator to support system paraeducators in instructional knowledge and practices	July 09- June 2010	Data from systemic program evaluation, systemic satisfaction surveys, mid-term and final evaluations utilizing the Standards for Central Office Leaders	Research-based systemic plan, aligned with the cross-functional strategies articulated in the BTE Master Plan, developed and implemented for paraprofessionals
Program Name: Differentiated Professional Development (incl. Integrated Approach)		Allowable Activity: 2.1	
Support schools and teachers in delivery of differentiated instruction (i.e., Integrated Approach) to meet needs of all learners with focus on FARMS	August 2009 – June 2010	Teacher observations, quarterly assessment scores, MSA and HSA results	Increased student achievement on MSA for all student groups, and specifically for FARMS student group
Program Name: NonPublic Schools		Allowable Activity: 2.1	
Graduate course completion, schoolwide PD workshops, conferences to support instructional practices	July 2009 – May 2010	Graduate course completion; teacher workshop feedback, conference evaluation feedback	Improvement in content knowledge and pedagogy
Program Name: Leadership Development		Allowable Activity: 2.3	
Leadership development to build system capacity – includes Leadership Fellows, Administrative Coaching, Facilitative Leadership, System Leadership I and II, annual Summer Institute for school improvement, Instructional Team Leaders	8/09-6/10	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
Program Name: Elementary and Secondary Curricular Programs Leadership Development		Allowable Activity: 2.3	
Teams of central curriculum content staff and school-based reading and mathematics support	July 2009 – June 2010	Reflection papers and conference feedback; annual evaluations	Improve knowledge of central curriculum staff and school-based reading and mathematics support teachers toward NCLB Proficiency goal in 2014 and

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
teachers focus on academic needs at national conferences: NCTM, IRA, MICCA, ASCD, NECC, NCSS			HCPSS Goal 1
Program Name: Media and Educational Technology		Allowable Activity: 3.2	
Provide substitutes to follow-up with participants in Summer Technology Conference on how to differentiate instruction through the use of technology	9/09 – 4/10	Twelve teachers will attend two full-day sessions to learn additional differentiation strategies and to share best practices; teacher feedback	After attending the sessions, participants will share what they have learned with other teachers in their schools. This can be done through faculty meetings, team meetings, or individual meetings
Provide substitutes for technology teachers and library media specialists to attend the Maryland Instructional Computing Conference (MICCA)	4/10	Elementary technology teachers and library media specialists attend MICCA conference; conference feedback and evaluation	Conference attendees share information with other teachers in their school
Provide wages for after school workshops on how to differentiate instruction through technology	9/09 – 5/10	Approximately fifteen teachers will attend each of the five sessions offered; teacher feedback	Teachers will be provided with hands-on practice and materials to use to integrate technology into classroom instruction
Provide stipends for teachers to attend the Summer Technology Institute where they will learn how to differentiate instruction through the use of technology	Summer 2010	Teachers and administrators attend the HCPSS Technology Conference; teacher feedback	Conference attendees integrate technology into instruction and share information with teachers in their schools

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

Local School System: _____ Howard County _____ Fiscal Year 2009

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 teaching fields. In July 2008, an additional teacher job fair was held to meet school system needs that arose during the summer months. During the 2008/09 school year, a team from the Office of Human Resources attended the National Diversity Job Fair in New York City, the National Association for the Advancement of Colored People job fair in Washington DC, a job fair in Puerto Rico, the national convention of the American Speech and Hearing Association, and the 2009 convention of the National Black Association for Speech-Language and Hearing.

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 new recruitment video. The “Welcome Home” brochure won an Award of Excellence from the National School Public Relations Association.

The Office of Human Resources continues to employ an on-line 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.

In addition to advertising in out-of-state newspapers prior to interviewing in a specific area, the Office of Human Resources has utilized non-traditional advertising venues such as Howard County Transit buses, local Hispanic/Latino radio, local Korean, Chinese, and

Hispanic/Latino newspapers, and the internet. The office has also targeted advertising for Speech Language Pathologists through the American Speech and Hearing Association.

The recruiting and hiring team expanded its recruiting efforts into Michigan and Puerto Rico, 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 2008/09 school year, contracts were offered to 21 new teachers who had previously worked with the Howard County Public School System as paraprofessionals. Also, 29 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 of our high schools and 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 at our 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 is hiring only highly qualified teachers for the ten 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.

Alternative Teacher Preparation (ATP) Program: The school system continues to operate a successful alternative certification program in partnership with Howard Community College that allows second-career candidates to earn a Maryland Resident Teacher Certificate in approximately one year. Over the past five years, the program has produced more than 50 highly qualified teachers in critical content areas. The current cohort in the Alternative Teacher Preparation program covers the critical content areas of English, Family and Consumer Science, World Languages (French and Spanish), Mathematics, Science, and Technology Education. Two teachers were accepted into the Alternative Teacher Preparation program for the 2008/09 school year.

Signing Bonus in Critical Need Areas: The Howard County Public School System supported a signing bonus for 125 teachers assigned in critical shortage areas. For the 2007/08 school year, a signing bonus program was offered. Teachers eligible for

Maryland certification in a critical shortage area received a \$2,000 signing bonus if they signed an “open” or early contract offer or a \$1,000 bonus if they accepted a regular contract for a specific assignment. The signing bonus was not offered beginning August, 2009 because of financial constraints.

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 2008/09 school year was improving the paraeducator and support staff recruiting and hiring process. A panel of paraeducators and support staff was invited to describe their Howard County Public School System recruiting and hiring experience. The panel and board members discussed new methods to utilize technology for recruiting and retaining paraeducators and support staff.

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 which they are teaching. Funds from the Title II grant also provide reimbursement for PRAXIS I and II tests to conditional teachers needing full certification. Seven teachers were reimbursed for eleven PRAXIS exams.

PRAXIS Preparation and Tutoring: Title II grant also funds 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.

Special Education Co-Teaching Model: The Department of Special Education continues to support a co-teaching model which pairs highly qualified teachers with special education teachers at all schools. The co-teaching intervention program is in place for Algebra/Data Analysis and English 9 courses in seven high schools. Ten middle schools incorporate a program that focused on leadership development for mathematics and special education instructional support teachers. Program results include improved instruction in classrooms with co-teaching teams. Eight elementary schools adopted the program during the 2008-09 school year. Co-teaching and improved Least Restrictive Environment (LRE) is positively impacting the performance of students with disabilities in grades 3-5 and 6-8. The Office of Special Education continues to run yearly, intensive cohorts that work strategically with school teams and administrators. For example, Designing Quality Inclusive Education (DQIE) Elementary included intensive work with eight elementary schools and ten middle schools. Each of these schools made progress in the areas of reading and mathematics, as measured by the 2009 MSA.

Partnerships with Higher Education: The Howard County Public School System University Partnership Program works with institutions of higher learning to assist all employees in continuing their education and professional growth. The Office of Professional and Organizational Development established partnerships with University of Maryland Baltimore County, John Hopkins University, Loyola University, McDaniel College, College of Notre Dame and Towson University. Employees may participate in a variety of graduate certificate, masters and doctoral programs that are offered in a group (cohort) format at our partner institutions. All programs are aligned with HCPSS system goals and focus on, but are not limited to, teacher leadership, and school administration and supervision. Employees who participate in a cohort program may be eligible to receive tuition reimbursement in accordance with their respective negotiated agreement. Data regarding some of these programs is listed below:

John Hopkins University

Cohort	Enrolled	Ending # of Participants
MS Administration and Supervision	35	26 (9 anticipated in Spring '11)
Certificate in Administration and Supervision	52	43 (9 anticipated in FA '09)
Certificate in Gifted and Talented Cohort	15	15

Certificate in Instructional Technology	9	9
Certificate in Instructional Technology for Web-Based Professional Development	12	(12 anticipated in Spring '10)
Certificate in Mind, Brain and Teaching (Regional Cohort)	4	(4 anticipated in Spring '10)

University of Maryland Baltimore County

Cohort	Starting # of Participants	Ending # of Participants
Certificate In Mathematics Leadership	27	(27 anticipated in Fall '10)
Certificate in World History Master Teacher	28	(27 anticipated in Fall '10)
Certificate in Secondary Science Inquiry Based Pedagogy	14	14
Certificate In ESOL	83	64 (19 anticipated in Fall '10)

Towson University

Cohort	Starting # of Participants	Ending # of Participants
Masters in Middle School Mathematics Education	22	(15) (2 anticipated in FA '10)
Masters in Reading	42	(42 anticipated in Spring '12)
Masters in Early Childhood	23	(23 anticipated in Spring '12)
Master In Special Education	(Scheduled to begin in Spring '10)	

Loyola University

Cohort	Starting # of Participants	Ending # of Participants
Masters in School Administration and Curriculum	61	61
Masters in Instructional Technology	48	(25 anticipated in Spring '10) (23 anticipated in Spring '12)
Master In School Counseling	(Scheduled to begin in Spring '10)	

Professional and Organizational Development: On-site courses were offered through the school system's *Professional Development Catalog* to those seeking highly qualified status. The Howard County Public School System offered 47 courses and over 53 workshops for professional development, with tuition reimbursement available through the Office of Human Resources.

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

Two-Year Non-Tenured Teacher Support for Special Educators: The Department of Special Education utilizes grant funding to provide two years of prescriptive staff development training for newly hired special educators. Activities include the use of technology in developing Individual Educational Plans for students, best practices for teaching, the application of federal laws, and parent conferences. The program employs Towson University professors to provide support throughout the non-tenure period.

Candid Conversations with Administration: The Superintendent and his staff regularly met with school staffs to gain feedback about what is working well in and what is not working well the Howard County Public School System. The Superintendent also sought ideas about what would move the Howard County Public School System “from good to great.” Information gathered was disseminated to all departments for review and follow-up. This approach to opening the lines of communication between school and central office leadership has been exceptionally well received by administrators and has resulted in a number of actions being taken almost immediately.

For the 2009/2010 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 new on-line application process and applicant tracking system will be implemented as part of the new integrated human resources/payroll system. This on-line application and applicant tracking system will allow easier accessibility for candidates by offering a paperless method of application from remote locations.
- The Office of Human Resources continues 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. In collaboration with the Howard County Education Association, presentations were made to union membership at Saturday workshops.
- The Master Agreement between the Board of Education of Howard County and the Howard County Education Association Educational Support provides both graduate and undergraduate credit allowance for paraeducators pursuing a Maryland Approved Program in teacher education.

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 2008, all Howard County eligible nonpublic 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 (09/10). 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. Nonpublic 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 School Participation in Federal Programs for FY2010 School Year

School	Contact Person	Title I	Title II-A	Title II-D: Ed Tech	Title II-D: Student Tech Literacy	Title II-D: Algebra Collaborative	Title III-A	Title IV-A	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					X	X
Celebration Christian Academy	Erriel D. Roberson		X	X	X					X
Cornerstone Academy of Glenwood	Martha Zeher		X					X		
Glenelg Country School	Jhan Tangires		X	X	X			X		
Glenwood Country Day School	Cheryl Stradling		X	X	X			X		X
Norbel School	Carrie Do		X	X	X	X		X	X	X
Our Lady of Perpetual Help	Nancy Malloy		X	X	X	X	X	X		X
Resurrection-St. Paul School	Karen Murphy		X	X	X		X	X		X
St. Augustine School	Patricia Schratz		X	X	X	X	X	X	X	X
St. John's Parish Day School	Tiffany Rath		X	X	X	X	X	X	X	X
St. Louis School	Terry Weiss	X	X	X	X	X	X	X	X	X
Trinity School	Sr. Catherine Phelps	X	X	X	X	X		X	X	X
Woodmont Academy	Lois Kelly		X	X	X	X	X			X

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

Services, location 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 9/30/08 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.
2. Provide a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 11-13 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use 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. FY2010 Budget Narrative

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Improving Teacher Recruitment and Retention					
Recruitment and Retention Salaries and Wages	Resource teacher Activity 1.2	Salary for .5 staff position	35,206		35,206
Fixed Charges	FICA Activity 1.2	\$35,206 x .0765	2,693		2,693
Fixed Charges	Benefits: Retirement and Health Activity 1.2	Benefits: Retirement (\$4,629) and Health (\$375)	5,004		5,004
Recruitment and Retention Supplies and Materials	Praxis study guides Activity 1.2	20 guides x \$25.50 each	510		510
Recruitment and Retention Salaries and Wages	Workshop Wages for recruitment Activity 1.2	100 hrs x \$30.00/hr	3,000		3,000
Fixed Charges	FICA Activity 1.2	\$3,000 x .0765	230		230
Recruitment and Retention Salaries and Wages	Temporary Clerical Support Activity 1.2	572 hrs x \$8.70 / hr	4,976		4,976
Fixed Charges	FICA Activity 1.2	\$4,976 x .0765	381		381
Recruitment and Retention Other	Praxis Test Reimbursement Activity 1.2	25 tests x \$200 each	5,000		5,000
Recruitment and Retention Other	Scholarships Activity 1.2	13 scholarships x \$1,000 each	13,000		13,000
Total Activity 1.2			70,000		70,000
Elementary Mathematics					
Instructional Staff Development Salaries and Wages	Substitutes for new teachers attending mathematics Best Practices workshop Activity 2.1	50 sub days x \$85/day	4,250		4,250
Instructional Staff Development Salaries and Wages	Workshop wages for participants for EMI Institute Activity 2.1	\$20/ hr x 2 hours x 30 teachers x 10 sessions	12,000		12,000
Instructional Staff Development Salaries and Wages	Workshop wages for classroom and mathematics support teachers Activity 2.1	\$25/ hr x 2 hours x 10 teachers x 5 schools x 4 sessions	10,000		10,000
Fixed Charges	FICA Activity 2.1	\$26,250 x .0765	2,008		2,008
Elementary Language Arts					
Instructional Staff Development	Subs for new teachers (K-5) for two half-day	50 sub days x \$85/day	4,250		4,250

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Salaries and Wages	sessions Activity 2.1				
Instructional Staff Development Salaries and Wages	60 subs for teachers from various schools Activity 2.1	60 sub days x \$85/day	5,100		5,100
Instructional Staff Development Salaries and Wages	15-25 participants attend monthly for 2- hour sessions Activity 2.1	9 sessions x 15 participants x \$20/hr	5,400		5,400
Instructional Staff Development Salaries and Wages	Representatives from participating schools for training as planned/requested by administrators. Number of participating schools as yet undetermined Activity 2.1	270 hrs x \$20/hr	5,400		5,400
Fixed Charges	FICA Activity 2.1	\$20,150 x .0765	1,542		1,542
Elementary Science					
Instructional Staff Development Salaries and Wages	Workshop wages for 40 Gr 5 teachers to attend Riparian Forest Buffer training Activity 2.1	40 teachers x 1.5 hours x \$20/hour	1,200		1,200
Instructional Staff Development Salaries and Wages	Workshop wages for 20 Gr 4 teachers to attend training for the fourth grade field experience Activity 2.1	20 teachers x 1.5 hours x \$20/hour	600		600
Instructional Staff Development Salaries and Wages	Substitutes for 30 Gr 3 and 30 Gr 1 teachers to attend half-day (am and pm) science workshops Activity 2.1	30 subs x \$85/day	2,550		2,550
Instructional Staff Development Salaries and Wages	Substitutes for 60 Gr 2 teachers to attend half- day (am and pm) science workshops Activity 2.1	30 subs x \$85/day	2,550		2,550
Instructional Staff Development Salaries and Wages	Workshop wages for 20 teachers/each Gr 1 – 5 to attend Best Practices/Long Range Planning for Qtr 1 and Qtr 2; Workshop wages for 5 presenters for each grade level Activity 2.1	20 teachers x 5 grades = 100 teachers x 1.5 hours x \$20/hr 5 presenters x 1.5 hours x \$30/hour	3,000 225		3,225

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries and Wages	Workshop wages for 20 teachers/each Gr 1 – 5 to attend Best Practices/Long Range Planning for Qtr 3 and Qtr 4;	20 teachers x 5 grades = 100 teachers x 1.5 hours x \$20/hr	3,000		3,225
	Workshop wages for 5 presenters for each grade level Activity 2.1	5 presenters x 1.5 hours x \$30/hour	225		
Instructional Staff Development Salaries and Wages	Workshop wages for 25 teachers to attend six 3-hour environmental workshops Activity 2.1	25 teachers x 18 hours x \$20/hour	9,000		9,000
Fixed Charges	FICA Activity 2.1	\$22,350 x .0765	1,710		1,710
Elementary Social Studies					
Instructional Staff Development Salaries and Wages	Grade 1 Social Studies Training Activity 2.1	70 sub days x \$85/day	5,950		5,950
Instructional Staff Development Salaries and Wages	Simulated Congressional Hearing Rep Training Activity 2.1	21 sub days X \$85/day	1,785		1,785
Instructional Staff Development Salaries and Wages	Simulated Congressional Hearing Training Activity 2.1	40 teachers x 4 hours x 20/hr	3,200		3,200
Instructional Staff Development Salaries and Wages	Social Studies Content Training Activity 2.1	40 teachers x 4 hrs x \$20/hr	3,200		3,200
Instructional Staff Development Salaries and Wages	Social Studies Instructional Strategy and Integration Training Activity 2.1	65 teachers x 2 hrs x \$20/hr	2,600		2,600
Fixed Charges	FICA Activity 2.1	\$16,735 x .0765	1,280		1,280
Secondary Mathematics					
Instructional Staff Development Salaries and Wages	Examining Exemplary Instruction Activity 2.1	15 sub days x \$85/day	1,275		1,275
Instructional Staff Development Salaries and Wages	Supporting Special Education students through exemplary Mathematics Instruction Activity 2.1	6 sessions x 20 teachers x 2 hours x \$20 per hour	4,800		4,800

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries and Wages	Mathematics Leadership Retreat Activity 2.1	15 sub days x \$85/day	1,275		1,275
Instructional Staff Development Salaries and Wages	Mathematics Leadership Cohort Activity 2.1	10 sub days x \$85/day	850		850
Instructional Staff Development Salaries and Wages	Mathematics Leadership Cohort Activity 2.1	4 sessions x 12 teachers x 2.25 hours x \$20 per hour	2,160		2,160
Instructional Staff Development Salaries and Wages	Hammond HS Exemplary Instruction Institute Activity 2.1	6 sub days x \$85/day	510		510
Instructional Staff Development Salaries and Wages	Hammond HS Exemplary Instruction Institute Activity 2.1	6 sessions x 6 teachers x 2 hours x \$20 per hour	1,440		1,440
Instructional Staff Development Salaries and Wages	New Teacher Workshop Activity 2.1	4 sessions x 15 teachers x 2 hrs x \$20/hr	2,400		2,400
Fixed Charges	FICA Activity 2.1	\$14,710 x .0765	1,125		1,125
Secondary Language Arts/Reading					
Instructional Staff Development Salaries and Wages	Substitutes for Grades 6, 7, 8 reading specialists Activity 2.1	66 sub days x \$85/day	5,610		5,610
Instructional Staff Development Salaries and Wages	15 teachers receiving workshop wages Activity 2.1	\$20/hour x 1.5 hours x 15 teachers x 3 meetings	1,350		1,350
Instructional Staff Development Salaries and Wages	Substitutes for 2 teachers for 12 days of training Activity 2.1	2 substitutes x 12 days x \$85/day	2,040		2,040
Instructional Staff Development Salaries and Wages	6 teachers receiving workshop wages Activity 2.1	6 teachers x \$25/hour x 25 hours	3,750		3,750
Instructional Staff Development Salaries and Wages	6 teachers attending workshop Activity 2.1	6 substitutes x 4 meetings x \$85/day	2,040		2,040
Instructional Staff Development Salaries and Wages	Substitutes for 4 teachers for 1 day of training Activity 2.1	4 substitutes x \$85/day	340		340
Instructional Staff Development Salaries and Wages	16 teachers to receive workshop wages for attending two PD workshops Activity 2.1	16 teachers x 3 hours x \$20/hour	960		960

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries and Wages	Workshop wages for training in Reading Apprenticeship and Academic Literacy curriculum Activity 2.1	3 teachers x 25 hours (5 days @ 5 hours/day) x \$20/hour	1,500		1,500
Instructional Staff Development Salaries and Wages	Substitutes for MS teachers Activity 2.1	150 sub days x \$85/day	12,750		12,750
Instructional Staff Development Salaries and Wages	Substitutes for English 10 teachers Activity 2.1	11 sub days x \$85/day	935		935
Instructional Staff Development Salaries and Wages	Substitutes for Hammond HS teachers Activity 2.1	6 sub days x \$85/day	510		510
Instructional Staff Development Salaries and Wages	Workshop wages for English teachers Activity 2.1	1,096 hours @ \$20/hr	21,920		21,920
Instructional Staff Development Contracted Services	Consultant fee for Reading Apprenticeship Program Activity 2.1	Estimate for services	12,500		12,500
Fixed Charges	FICA Activity 2.1	\$53,705 x .0765	4,108		4,108
Secondary Science					
Instructional Staff Development Salaries and Wages	Workshop wages to train new teachers on the data protocol and CRT practices Activity 2.1	8 teachers x 4 meetings x 2 hours x \$20/hour	1,920		1,920
Instructional Staff Development Salaries and Wages	Substitutes for Introduction to Ecological Systems (IES) teachers to attend training; Quarterly workshops for IES teachers to share best practices Activity 2.1	20 sub days x \$85/day 14 teachers x 4 meetings x 2 hours x \$20/hour	1,700 2,240		3,940
Instructional Staff Development Salaries and Wages	Biology Mastery Teacher Training to review Bridge Plan projects for 2009/10 Activity 2.1	9 sub days x \$85/day	765		765
Instructional Staff Development Salaries and Wages	MST Fair training for GT teachers to facilitate research and science fair competitions Activity 2.1	14 sub days x \$85/day	1,190		1,190

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries and Wages	Core Lab/Anchor Item workshops to identify core activities for courses Activity 2.1	14 sub days x \$85/day	1,190		1,190
Instructional Staff Development Salaries and Wages	Safety cohort - workshops to enhance safety practices for science teachers Activity 2.1	5 teachers x 5 meetings x 2 hours x \$20/hour	1,000		1,000
Instructional Staff Development Salaries and Wages	Professional development cohort to create Spring inservice Activity 2.1	8 teachers x 4 meetings x 2 hours x \$20/hour	1,280		1,280
Instructional Staff Development Salaries and Wages	Science ITL Retreat to train ITLs on the data protocol and help develop plans for improving the performance of FARMS students Activity 2.1	32 sub days x \$85/day	2,720		2,720
Instructional Staff Development Salaries and Wages	Substitutes for HaHS science teachers to visit teachers from other schools; Monthly training workshops for science teachers re. Culturally Responsive Teaching practices Activity 2.1	12 subs days x \$85/day 10 teachers x 8 meetings x 2 hours x \$20/hour	1,020 3,200		4,220
Instructional Staff Development Contracted Services	Bioeyes training and inquiry activities with Johns Hopkins and Thomas Jefferson University Activity 2.1	Estimated contract for 6 teachers from four schools for one week per school	6,000		6,000
Fixed Charges	FICA Activity 2.1	\$18,225 x .0765	1,394		1,394
Secondary Social Studies					
Instructional Staff Development Salaries and Wages	Substitutes for inter-school visitations Activity 2.1	6 sub days x \$85/day	510		510
Instructional Staff Development Salaries and Wages	Substitutes and workshop wages for HaHS Amer Gov teachers for PD Activity 2.1	6 sub days x \$85/day; 8 teachers x 4 meetings x 3 hrs each x \$20/hr	2,430		2,430
Instructional Staff Development Salaries and Wages	Substitutes for PD for academic achievement of FARMS students Activity 2.1	19 sub days x \$85/day	1,615		1,615

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries and Wages	Workshop wages for TCI Summer Institute Activity 2.1	35 teachers x 5 hrs x \$20/hr	3,500		3,500
Instructional Staff Development Salaries and Wages	Substitutes for teachers to attend professional conferences relate to AP courses Activity 2.1	10 sub days x \$85/day	850		850
Instructional Staff Development Salaries and Wages	Workshop wages for History Day and Black Saga Training Activity 2.1	10 teachers x 5 hours x \$20/hr	1,000		1,000
Fixed Charges	FICA Activity 2.1	\$9,905 x .0765	758		758
World Languages					
Instructional Staff Development Salaries and Wages	Substitutes for World Language ITL workshop Activity 2.1	12 sub days x \$85/day	1,020		1,020
Instructional Staff Development Salaries and Wages	Substitutes and workshop wages for Middle School World Language Leadership Team Activity 2.1	8 sub days x \$85/day \$20/hr x 10 hours x 8 teachers	680 1,600		2,280
Instructional Staff Development Salaries and Wages	Substitutes and workshop wages for Middle School World Language teachers Activity 2.1	25 sub days x \$85/day \$20/hr x 12 hours x 25 teachers	2,125 6,000		8,125
Instructional Staff Development Salaries and Wages	Workshop wages for Make it Work: Technology Activity 2.1	\$20/hr x 28 hrs x 15 teachers	8,400		8,400
Instructional Staff Development Salaries and Wages	Workshop wages for Let's Get Engaged Activity 2.1	\$20/hr x 28 hrs x 15 teachers	8,400		8,400
Instructional Staff Development Salaries and Wages	Substitutes for New teacher visitations Activity 2.1	5 sub days x \$85/day	425		425
Instructional Staff Development Salaries and Wages	Substitutes for AP World Language workshop Activity 2.1	5 sub days x \$85/day	425		425
Fixed Charges	FICA Activity 2.1	\$29,075 x .0765	2,224		2,224
ESOL					
Instructional Staff Development Salaries and Wages	High School ESOL professional development sessions Activity 2.1	\$20/hr x 1.5 hours x 25 teachers x 10 sessions	7,500		7,500

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries and Wages	Middle School ESOL professional development sessions Activity 2.1	18 sub days x \$85/day	1,530		6,530
		\$20/hr x 2 hours x 25 teachers x 5 sessions	5,000		
Instructional Staff Development Salaries and Wages	ESOL Leadership Team professional development sessions Activity 2.1	15 sub days x \$85/day	1,275		3,275
		\$20/hr x 2 hours x 10 teachers x 5 sessions	2,000		
Instructional Staff Development Salaries and Wages	ESOL Program data review and analysis professional development Activity 2.1	\$20/hr x 2 hours x 25 teachers x 2 sessions	2,000		2,000
Instructional Staff Development Salaries and Wages	DOTS collaborative professional development sessions Activity 2.1	8 half-sub days x \$85/day x 2 sessions	680		680
Fixed Charges	FICA Activity 2.1	\$19,985 x .0765	1,529		1,529
Media and Educational Technology					
Instructional Staff Development Salaries and Wages	Substitutes for Summer Reading List meeting Activity 2.1	5 sub days x \$85/day	425		425
Instructional Staff Development Salaries and Wages	Workshop wages to develop summer reading lists Activity 2.1	\$20/hr x 8 hours x 4 teachers	640		640
Instructional Staff Development Salaries and Wages	Substitutes for technology teacher and library media specialist visits Activity 2.1	25 sub days x \$85/day	2,125		2,125
Instructional Staff Development Salaries and Wages	Substitutes for Library Media Steering Committee Activity 2.1	8 sub days x \$85/day	680		680
Instructional Staff Development Salaries and Wages	Wages for after-school meetings for new technology teachers and library media specialists Activity 2.1	\$20/hr x 8 hours x 16 teachers	2,560		2,560
Instructional Staff Development Salaries and Wages	Workshop wages to develop Best of the Year Lists Activity 2.1	\$20/hr x 25 hours x 3 teachers	1,500		1,500
Instructional Staff	Workshop wages to	\$20/hr x 60 hours	1,200		1,200

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Development Salaries and Wages	standardize Central AV Inventory Activity 2.1	x 1 teacher			
Instructional Staff Development Salaries and Wages	Substitutes for library media specialists provide input to audiovisual equipment bid list Activity 2.1	3 sub days x \$85/day	255		255
Fixed Charges	FICA Activity 2.1	\$9,385 x .0765	718		718
Teacher Development					
Instructional Staff Development Salaries and Wages	Teacher Development PDSP Facilitator Activity 2.1	1.0 salary	98,700		98,700
Fixed Charges	FICA Activity 2.1	\$98,700 x .0765	7,551		7,551
Fixed Charges	Benefits: Retirement and Health Activity 2.1	Retirement (\$12,979) and Health (\$10,998)	23,977		23,977
Instructional Staff Development Salaries and Wages	Workshop wages for teachers for PD aligned to Frameworks for Excellence in Teaching and Learning Activity 2.1	960 hrs X \$20/hr	19,200		19,200
Fixed Charges	FICA Activity 2.1	\$19,200 x .0765	1,469		1,469
Cultural Proficiency					
Instructional Staff Development Contracted Labor	Consultants: CampbellJones to provide systemwide Cultural Prof PD Activity 2.1	25 sessions x 2 consultants x \$2,000/consultant	100,000		100,000
Instructional Staff Development Salaries and Wages	Cultural Proficiency Program Specialist Activity 2.1	Annual salary: \$75,698	75,698		75,698
Fixed Charges	FICA Activity 2.1	\$75,698 x .0765	5,791		5,791
Fixed Charges	Benefits: Retirement and Health Activity 2.1	Retirement (\$9,954) and Health (\$4,948)	14,902		14,902
Instructional Staff Development Conferences & Meetings	Conference room rentals; resources and food for all-day workshops Activity 2.1	35 sessions x \$200/ea for room rental; 30 participants x \$12.38/person x 35 sessions for resources and food	20,000		20,000

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Paraprofessional Development					
Instructional Staff Development Salaries and Wages	Paraprofessional Development facilitator to support system paraeducators in instructional knowledge and practices Activity 2.1	.5 of salary	54,564		54,564
Fixed Charges	FICA Activity 2.1	\$54,563 x .0765	4,174		4,174
Fixed Charges	Benefits: Retirement and Health Activity 2.1	Retirement (\$7,175) and Health (\$2,813)	9,988		9,988
Differentiated Professional Development (Integrated Approach)					
Instructional Staff Development Salaries and Wages	Workshop wages for teachers for PD for differentiated support Activity 2.1	1,950 hours x \$20/hr	39,000		39,000
Instructional Staff Development Salaries and Wages	Substitutes for teachers for PD for differentiated support Activity 2.1	100 sub days x \$85/day	8,500		8,500
Instructional Staff Development Supplies & Materials	Resources and instructional materials for PD for differentiated support Activity 2.1	Estimated costs:	9,446		9,446
Fixed Costs	FICA Activity 2.1	\$47,500 x .0765	3,634		3,634
NonPublic Schools					
Instructional Staff Development Transfers	Individual school PD initiatives, graduate coursework and conference registrations for teachers and administrators Activity 2.1	4,007 students x \$20.43 per student	81,863		81,863
Total Activity 2.1					
Leadership Development					
Instructional Staff Development Contracted Labor	Leadership Fellows – Coaching for Results – fees for consultants to provide coaching support to aspiring system leaders Activity 2.3	Cohort #6: 20 candidates x 16 sessions x \$100/session Cohort #7: 20 candidates x 10 sessions x \$100/session	32,000 20,000		52,000

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Supplies and Materials	LPI leadership manuals and assessment forms for all candidates Activity 2.3	20 manuals x \$30 each	600		600
Instructional Staff Development Contracted Labor	Administrative Coaches: fees for consultants to provide coaching support to new principals and administrators in need Activity 2.3	8 candidates x 30 sessions x \$100/session	24,000		24,000
Instructional Staff Development Supplies and Materials	Facilitative Leadership and Coaching I and II: resources for all participants Activity 2.3	30 participants x 6 sessions x \$15/session	2,700		2,700
Instructional Staff Development Contracted Labor	HCPSS Summer Institute/Leadership I and II: fees for consultants to provide workshops related to school improvement initiatives Activity 2.3	Estimated consultant fees	12,000		12,000
Instructional Staff Development Salaries and Wages	Instructional Team Leader Training: workshop wages for training for newly assigned team leaders Activity 2.3	370 hrs x \$20/hr	7,400		7,400
Fixed Charges	FICA Activity 2.3	\$7,400 x .0765	566		566
Instructional Staff Development/Other Conferences & Meetings	Conference room rentals for leadership trainings Activity 2.3	10 sessions x \$700/session	7,000		7,000
Elementary/Secondary Curricular Programs Leadership Development					
Instructional Staff Development/ Other Conferences & Meetings	Conference registration, travel, hotel, meals Activity 2.3	\$1,000 x 30 conference attendees	30,000		30,000
Total Activity 2.3			136,266		136,266
Media and Educational Technology					
Instructional Staff Development Salaries and Wages	Substitutes for follow-up to Technology Conference Activity 3.2	24 sub days x \$85/day	2,040		2,040
Instructional Staff Development	Substitutes for technology teachers	50 sub days x \$85/day	4,250		4,250

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Salaries and Wages	and library media specialists to attend MICCA Activity 3.2				
Instructional Staff Development Salaries and Wages	Wages for after school technology workshops Activity 3.2	\$20/hr x 158 teachers	3,160		3,160
Instructional Staff Development Salaries and Wages	Stipends for teachers to attend Technology Conference Activity 3.2	137 teachers x \$200 each	27,400		27,400
Fixed Charges	FICA Activity 3.2	\$36,850 x .0765	2,819		2,819
Total Activity 3.2			39,669		39,669
Administration Business Support Services/Transfers	Indirect Costs	2% x direct costs	22,035		22,035
Grand Total			1,123,798		1,123,798

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

ORIGINAL GRANT	\$1,123,798	AMENDED BUDGET #		REQUEST DATE	August 1, 2009
GRANT NAME	FY2010 Title II-A Improving Teacher Quality	GRANT RECIPIENT NAME	Howard County Public School System		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	MSDE	SCHOOL NAME			
FUND SOURCE		GRANT PERIOD	7/1/09 - 6/30/11		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						22,035.00	22,035.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 NonPublic Transfers						81,863.00	81,863.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	623,569.00	206,500.00	13,256.00	75,000.00			918,325.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				101,575.00			101,575.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	623,569.00	206,500.00	13,256.00	176,575.00	0.00	103,898.00	1,123,798.00

Finance Official Approval	Terry Brukiewa		11/18/09	410-313-1546
	Name		Date	Telephone #
Supt./Agency Head Approval	Sydney L. Cousin		11/18/09	410-313-6677
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approv:				

Attachment 9



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

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

<p>Local School System: Howard County Public School System Fiscal Year 2010</p> <p>Title II-D Technology Coordinator: Carol Fritts</p> <p>Telephone: 410-313-7179 E-mail: cfritts@hcpss.org</p>
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A. ALLOWABLE ACTIVITIES [Section 2416]. For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan or Update, and (d) the amount of funding for services to public and nonpublic students and teachers. Use separate pages as necessary for descriptions.

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
<p>1. Strategies and Activities to Provide Ongoing, Sustained, and Intensive High-Quality Professional Development. Note: Each Ed Tech recipient must use at least 25% of its funds to provide ongoing, sustained, and intensive high-quality professional development OR, through an Ed Flex waiver request to MSDE, satisfactorily demonstrate that it already provides, to all teachers in core academic subjects, such professional development, which is based on a review of relevant research.</p>			
<p>1.1 Providing professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology to: a) access data and resources to develop curricula and instructional materials, b) enable teachers to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators and to retrieve Internet-based learning resources, and c) lead to improvements in classroom instruction in the core academic subjects [section 2416(a)(1)].</p>	<p>Technology Conference Administrators and educators will attend sessions for two days that focus on increasing awareness of Maryland State Technology Standards (administrator, teacher and student). (Summer 2010)</p> <p>National Educational Computing Conference - ISTE 2010 For staff from the Office of Media and Educational Technology and school-based staff and/or administrators.</p> <p>Attendees will identify areas of importance from the pre-conference information, clarify attendance goals, develop strategy for team coverage, and meet with vendors.</p> <p>Focus for attendees is based on the attendee’s position and the themes and strands of the conference (School Improvement, Technology Infrastructure, Professional Learning, 21st-Century Teaching & Learning, Virtual Schooling/e-Learning, and Ethics & Equity).</p> <p>A written reflection about the conference and information from the conference will</p>	<p>\$7,689</p> <p>\$6,000</p>	<p>\$1,250 (This is the benefit to which nonpublic schools are entitled and this amount is included in the \$7,689 noted in the “Public School Costs” column)</p>

	<p>be applied and shared with HCPSS employees.</p> <p>Attendees will apply information learned to accelerate student achievement through student assessment and to provide job embedded professional development.</p> <p>New knowledge, information, and contacts obtained through this conference will improve the professional development provided to the staff of the HCPSS. (July 2010)</p> <p>State Technology Conference 2010</p> <p>Attendees will identify areas of importance from the pre-conference information, clarify attendance goals, and meet with vendors.</p> <p>The attendee's position and the themes and strands of the conference determine the focus for the attendees.</p> <p>HCPSS BTE 2008 – (pages 160-164) HCPSS 2008-2013 Technology Plan (pages 22-27)</p>	\$2,500	
2. Strategies and Activities to Integrate Technology into the Educational Process			
2.1	<p>Developing and adapting or expanding applications of technology to enable teachers to increase student academic achievement, including technology literacy, through teaching practices that are based on the review of relevant research and through use of innovative distance learning strategies [section 2416(b)(2)].</p>	<p>Technology Conference</p> <p>The conference offerings are designed to help school leaders build capacity and become more innovative and effective at managing change in the digital age.</p> <p>HCPSS BTE 2008 – (pages 160-164) HCPSS 2008-2013 Technology Plan (pages 22-27)</p>	
2.2	<p>Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging state academic content and student achievement standards [section 2416(b)(3)].</p>	<p>Technology Conference</p> <p>The technology conference provides the participants an opportunity to explore models and best practices for teaching and learning based on the latest cornerstone research, and are aligned with the State Technology Standards for Teachers and Administrators.</p> <p>HCPSS BTE 2008 – (pages 160-164) HCPSS 2008-2013 Technology Plan (pages 22-27)</p>	

Local School System: Howard County Public School System Fiscal Year 2010

A. ALLOWABLE ACTIVITIES [Section 2416], Continued.

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
2. Strategies and Activities to Integrate Technology into the Educational Process			
2.3 Utilizing technology to develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement, to foster increased communication about curricula, assignments, and assessments between students, parents, and teachers, and to assist parents to understand the technology being applied in their child's education, so that parents are able to reinforce at home the instruction their child receives at school [section 2416(b)(4)].			
2.4 Preparing one or more teachers in schools as technology leaders who will assist other teachers, and providing bonus payments to the technology leaders [section 2416(b)(5)].			
3. Strategies and Activities to Improve Access to Technology			
3.1 Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase awareness to technology for students and teachers, with special emphasis on the access of high-need schools to technology [section 2416(b)(1)].	<p>Technology Conference The conference has been offered for the past three years. We continue to provide opportunities to all educators in HCPSS, as well as non-public schools in Howard County.</p> <p>HCPSS BTE 2008 – (pages 160-164) HCPSS 2008-2013 Technology Plan (pages 22-27)</p>		
3.2 Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology to support the school reform effort and to improve student academic achievement, including technology literacy [section 2416(b)(6)].	<p>Technology Conference Some attendees receive technology related items that enable schools to keep current technology up-to-date at participating schools.</p> <p>HCPSS BTE 2008 – (pages 160-164) HCPSS 2008-2013 Technology Plan (pages 22-27)</p>		

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

Local School System: Howard County Public School System Fiscal Year 2010

A. ALLOWABLE ACTIVITIES [Section 2416], Continued.

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
3. Strategies and Activities to Improve Access to Technology			
3.3 Acquiring connectivity linkages, resources, and services (including the acquisition of hardware and software and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media centers, in order to improve student academic achievement [section 2416(b)(7)].			
3.4 Developing, enhancing, or implementing information technology courses [section 2416(b)(10)].			
4. Strategies and Activities to Assess/Evaluate Effectiveness of Technology (At least 3 percent of Ed tech funds must be used to assess/evaluate effectiveness of technology)			
4.1 Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts [section 2416(b)(8)].			
4.2 Implementing performance measurement systems to determine the effectiveness of education technology programs funded under Title II-D Ed Tech, particularly in determining the extent to which Ed Tech activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards [section 2416(b)(9)].	<p>Technology Conference Performance measurements consist of formative and summative data</p> <ul style="list-style-type: none"> • Frequency of use • Impact on instruction • Teacher feedback survey • Administrative observation of technology in use in the classroom <p>HCPSS BTE 2008 – (pages 160-164) HCPSS 2008-2013 Technology Plan (pages 22-27) Indirect costs</p>	\$324	
TOTAL TITLE II-D ED TECH FUNDING AMOUNTS		\$16,513	\$1,250

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

Local School System: Howard County Public School System Fiscal Year 2010

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

1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 30 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title II-D Ed Tech services.

2. Describe the school system's process for providing equitable participation to students in private schools:

a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-D Ed Tech services;

In December of 2008, all Howard County eligible nonpublic 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 (09/10). 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. Nonpublic 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 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 School Participation in Federal Programs for FY2010 School Year

School	Contact Person	Title I	Title II-A	Title II-D: Ed Tech	Title II-D: Student Tech Literacy	Title II-D: Algebra Collaborative	Title III-A	Title IV-A	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					X	X
Celebration Christian Academy	Erriel D. Roberson		X	X	X					X
Cornerstone Academy of Glenwood	Martha Zeher		X					X		
Glenelg Country School	Jhan Tangires		X	X	X			X		
Glenwood Country Day School	Cheryl Stradling		X	X	X			X		X
Norbel School	Carrie Do		X	X	X	X		X	X	X
Our Lady of Perpetual Help	Nancy Malloy		X	X	X	X	X	X		X
Resurrection-St. Paul School	Karen Murphy		X	X	X		X	X		X
St. Augustine School	Patricia Schratz		X	X	X	X	X	X	X	X
St. John's Parish Day School	Tiffany Rath		X	X	X	X	X	X	X	X
St. Louis School	Terry Weiss	X	X	X	X	X	X	X	X	X
Trinity School	Sr. Catherine Phelps	X	X	X	X	X		X	X	X
Woodmont Academy	Lois Kelly		X	X	X	X	X			X

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

Information about the Technology Conference is shared with all participating private schools. Private schools are invited to send administrators and teachers to the conference and participate in the variety of strands and concurrent sessions that are available to HCPSS staff.

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

children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title II-D Ed Tech services provided to public school children.)

There are no differences between the Title II-D Ed Tech services that are provided to public and private school students and teachers.

C. ACCESSIBILITY COMPLIANCE

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

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

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

Local School System: Howard County Public School System Fiscal Year 2010

Please review the information submitted with the October 17, 2005 Annual Update and use the chart on the following page to address additional progress on or changes to the items below related to accessibility compliance. If you choose to use last year's chart with this update, please indicate changes in bold print.

1. Process:

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

2. Implementation:

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

3. Monitoring:

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

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

Local School System: Howard County Public School System Fiscal Year 2010

PROCESS	IMPLEMENTATION	MONITORING
<p>The Howard County Board of Education established Policy 4050 to address the process, regulations and policy for procurement of materials in compliance with The Public School Law of Maryland, Section 5-112. The implementation procedures include the following:</p> <p>These procurement procedures are intended to establish the generally acceptable procedures that will be revised and updated as the requirements of the system change. The procedures outlined herein are the basic tools to implement Policy 4050, Procurement of Materials, Supplies, Equipment, and Services.</p> <p>In addition, Board policy has been modified to allow the “piggy-backing” of other governmental contracts provided that those contracts were established competitively in accordance with public procurement standards.</p> <p>Prior to selecting technology for inclusion on a HCPSS bid, it is evaluated by employees for compliance with COMAR 508.</p> <hr/> <p>All technology-based instructional products must go through the Instructional Software Approval Process prior to purchase. A list of approved software is available on the HCPSS Intranet.</p> <p>Any HCPSS employee, who wishes to purchase technology-based instructional products that are not on the approved list of software, must complete an Instructional Software Request for Approval form.</p> <p>The completed form is sent to the Office</p>	<p>Information about the Instructional Software Approval Process is posted on the HCPSS intranet at: http://login.hcpss.org/login/_WWW/Portal/Curricular_Programs/Library_Media/Software_Approval_Process</p> <p>Central Office Curriculum Staff received training on the Instructional Software Approval Process during an August Curriculum meeting. Staff is now aware of the procedures and their role in the approval of software titles.</p> <p>All building level principals receive information about the Instructional Software Approval Process each year. They were charged with sharing this information with the staff at their schools.</p> <p>Special education teachers from every HCPSS school receive information and training on the new Instructional Software Approval Process each year. Members of the Central Office Special Education staff and members of the Assistive Technology Resource Team (ATRT) provided this training.</p> <p>Library media specialists from every HCPSS school receive training on the Instructional Software Approval Process during a countywide professional development day at the beginning of the school year. Updates are continually provided to library media specialists during professional development sessions.</p>	<p>As a title goes through the Instructional Software Approval Process, each reviewer documents his/her findings about the software. Representatives from the Assistive Technology Resource Team provide feedback on the evaluation form about the accessible and non-accessible features and possible applicable alternative methods of instruction correlated with the non-accessible features. This information is posted on the HCPSS Intranet. Teachers who want to use a specific software title can access information about accessibility on the website prior to purchasing or using it.</p> <p>Administrators will be informed about updates to the Instructional Software Approval Process at the beginning of each school year. Principals will then take this information back to their schools and share it with their staff. Special education teachers and library media specialists will receive information about the Instructional Software Approval Process throughout the course of the school year.</p> <hr/> <p>Purchase orders and other requests to purchase technology products that have not gone through the Instructional Software Approval Process do not receive final approval for purchasing. The Purchasing Office is in charge of monitoring the requests for purchase of Instructional Software. If a title does not appear on the Approved List of Software Titles, it cannot be purchased until it goes through the Instructional Software Approval Process.</p>

of Media and Educational Technology. Upon receipt of the form, reviews for the product are obtained, if available. A preview copy of the product is ordered.

When the product arrives, it is placed on one of the computers in our test lab.

- Representatives from the appropriate curriculum office preview the software to ensure that it is appropriate for use as part of instruction.
- Representatives from the Assistive Technology Resource Team (ATRT) preview the software to ensure that it is compliant with the COMAR regulation. Alternative methods of instruction for products that don't meet all the accessibility standards are suggested by the ATRT.
- The **Software Approval Process Specialist** from the Office of Media and Educational Technology previews the software to ensure that it will function effectively on our school networks.

After receiving approval from the curriculum office, ATRT, and the **Software Approval Process Specialist, the paperwork is completed and results are posted to the HCPSS Intranet. The Software Approval Process Specialist updates the list of approved software and files copies of the paperwork for each title that goes through the process.**

Teacher-developed materials (websites, etc.) are being addressed during professional development activities.

An Assistive Technology Educator will be part of the all Curriculum workshops to support the inclusion of technology. Assistive Technology trainings have been infused into the Designing Quality Inclusive Education Initiative.

All professional development provided to teachers about creating technology related materials and websites address the accessibility requirements.

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

Local School System: Howard County Public School System Fiscal Year 2010

D. Children's Internet Protection Act (CIPA) Certification Form

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

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

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

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

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

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

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

Howard County Public School System



11/18/09

Authorizing Signature

Date

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

Local School System: Howard County Public School System Fiscal Year 2010

F. BUDGET INFORMATION AND NARRATIVE

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

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

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level "Spreadsheet" Budget Summary

Attachment 5: Transfer of ESEA Funds


Attachment 6: Consolidation of ESEA Funds for Local Administration

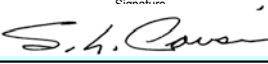
F. Budget Information and Narrative

Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development • Contracted Services	Consultants to provide professional development training for administrators and teachers at Summer Technology Conference Strategy #1 – Goal 1	2 days x 2,000	4,000		4,000
Instructional Staff Development • Other Charges	Participation at national conferences	6 participants x \$1000 ea	6,000		6,000
	Participation at state conference	25 participants x \$100/day	2,500		2,500
Instructional Staff Development • Supplies & Materials	Training materials for professional development Strategy # 1 – Goal 1 Objective 1	Estimate of costs	3,689		3,689
Instructional Staff Development • Salaries & Wages Evaluation	OMET Staff	4 hours x 10 schools at \$45/hour		1,800	1,800
Fixed Charges	FICA	7.65%			
Administration Business Support Services/Transfers	Indirect Costs	2% x direct costs (\$16,513)	324		324
	TOTAL		16,513	1,800	18,313

ORIGINAL GRANT BUDGET	\$16,513	AMENDED BUDGET #		REQUEST DATE	08/01/09
GRANT NAME	Title II-D, Educational Technology	GRANT RECIPIENT NAME	Howard County Public School System	8/1/09	
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	MSDE	RECIPIENT AGENCY NAME	Howard County Public School System		
FUND SOURCE CODE		GRANT PERIOD	7/1/2009	06/30/11	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						324.00	324.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.		4,000.00	3,689.00	8,500.00	0.00		16,189.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	4,000.00	3,689.00	8,500.00	0.00	324.00	16,513.00

Finance Official Approval Terry Brukiewa  11/18/09 410-313-1546
Name Signature Date Telephone #

Supt./Agency Head Approval Sydney L. Cousin  11/18/09 410-313-6677
Name Signature Date Telephone #

MSDE Grant Manager Approval _____

Attachment 10



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

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

Local School System: <u>Howard County Public School System</u>	Fiscal Year 2010
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A. REQUIRED ACTIVITIES [Section 3115 (c)]: For all required activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, (d) the amount of funding for services to public and nonpublic students and teachers, and e) any revision to the plan as part of this annual update (including page numbers). *Use separate pages as necessary for descriptions.*

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115 (c)(1)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
	a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).		
1.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].	5 ESOL instructional leaders to provide school-based support on effective instructional strategies and program initiatives during the 2009-10 school year	\$16,148	
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)].	6 reviewers to update and improve the elementary, middle, and high school program handbooks during the 2009-10 school year	\$3,230	
1.3 Providing intensified instruction for ELL children [section 3115(d)(3)(B)].	0.2 ESOL teacher to provide additional support for English language learners in the Pre-Kindergarten setting during the 2009-10 school year	\$21,097	
1.4 Improving the English proficiency and academic achievement of ELL children [section 3115(d)(5)].	6.0 ESOL teachers to provide additional support for English language learners in extended school year settings during the summer of 2010.	\$22,607	

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

Local School System: Howard County Public School System

Fiscal Year 2010

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

2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
<p>Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. Also, high quality professional development shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [section 3115(c)(2)(D)]</p>	<p>a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).</p>		
<p>Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].</p>	<p>Participation in conferences related to program implementation for English language learners related to second language acquisition, literacy, and/or SIOP training throughout the 2009-10 school year</p>	<p>\$3,000</p>	
<p>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 2009-10 school year</p>	<p>\$93,935</p>	
<p>Providing for professional development to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)].</p>	<p>Series of 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 2009-10 school year</p>	<p>\$8,612</p>	

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

Local School System: <u>Howard County Public School System</u>	Fiscal Year 2010
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B. ALLOWABLE ACTIVITIES [Section 3115(d)]: An eligible entity receiving funds under section 3114 (a) may use the funds to achieve one or more of the following activities:

3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
	a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).		
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].	5 schools to conduct outreach programs such as PACE, Parent and Child ESOL.	\$8,612	
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 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 2009-10 school year	\$203,117	
4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(2)(3)]			
3.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d) (3) (A)].			
3.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].			
3.3 Providing for access to, and participation in electronic networks for materials, training and communication [section 3115(d)(7)(B)].			
3.4 Incorporation of educational technology and electronic networks into curricula and programs [section 3115(d)(7)(C)].			
3.5 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 for access to educational programs and materials for English language learners at the elementary and secondary levels	\$7,121	

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

Local School System: <u>Howard County Public School System</u>	Fiscal Year 2010
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C. OTHER ACTIVITIES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may not use more than 2% for the cost of administering this subpart.

5. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>No Child Left Behind</i>. (Specify and describe below.) [section 3115(b)]:			
Other Activities	Descriptions	Public School Costs	Nonpublic Costs
	a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).		
5.1 Administrative expenses may not use more than 2% for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs	\$7,750	
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		\$395,229	

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

Local School System: <u>Howard County Public School System</u>	Fiscal Year 2010
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D. IMMIGRANT ACTIVITIES [section 3115(e)]: Activities by agencies experiencing substantial increases in immigrant children and youth

1. An eligible entity receiving funds under section 3114 (d) (1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. [section (e)(1)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
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)].	a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).		
1.2 Supporting personnel including teacher aides who have been specifically trained or are being trained to provide services to immigrant children and youth [section 3115(e) (1) (B)].			
1.3 Providing tutorials mentoring and academic or career counseling for immigrant children and youth [section 3115(e) (1) (C)].			
1.4 Identifying and acquiring curricular materials, educational software, and technologies to be used carried out with these funds [section 3115(e) (1) (D)].			
1.5 Providing basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies, cost of transportation or such other costs [section 3115(e) (1) (E)].			
1.6 Providing other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the USA, such as programs of introduction to the educational			

system and civics education [section 3115(e) (1) (F)].			
1.7 Providing activities, coordinated with community based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services [section 3115(e) (1) (G)].			
1.8 Other activities (that provide enhanced instructional opportunities for immigrant children and youth).			
1.9 Administrative expenses may not use more than 2% for the cost of administering this subpart [section 3115(b)].			
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT		\$0	

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

- 1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 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 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 III-A services;**

In December of 2008, all Howard County eligible nonpublic 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 (09-10). 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. Nonpublic 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 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 School Participation in Federal Programs for FY2010 School Year

School	Contact Person	Title I	Title II-A	Title II-D: Ed Tech	Title II-D: Student Tech Literacy	Title II-D: Algebra Collaborative	Title III-A	Title IV-A	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					X	X
Celebration Christian Academy	Erriel D. Roberson		X	X	X					X
Cornerstone Academy of Glenwood	Martha Zeher		X					X		
Glenelg Country School	Jhan Tangires		X	X	X			X		
Glenwood Country Day School	Cheryl Stradling		X	X	X			X		X
Norbel School	Carrie Do		X	X	X	X		X	X	X
Our Lady of Perpetual Help	Nancy Malloy		X	X	X	X	X	X		X
Resurrection-St. Paul School	Karen Murphy		X	X	X		X	X		X
St. Augustine School	Patricia Schratz		X	X	X	X	X	X	X	X
St. John's Parish Day School	Tiffany Rath		X	X	X	X	X	X	X	X
St. Louis School	Terry Weiss	X	X	X	X	X	X	X	X	X
Trinity School	Sr. Catherine Phelps	X	X	X	X	X		X	X	X
Woodmont Academy	Lois Kelly		X	X	X	X	X			X

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

Services are provided based on enrollment of students who are identified as English language learners through the administration of the LAS Links Placement assessment at the time of registration and the needs of the ELL. During the 2009-10 school year, nonpublic schools expressing intent to participate in Title III services will make arrangements with the HCPSS to administer the LAS Links Placement assessment to English language learners and provide the necessary background information for the Home Language Survey (i.e., name, home language, native country, date of birth, etc.). At that time,

the participating nonpublic school and the HCPSS will confer to determine the level and location of Title III service in accordance with the needs of the eligible student.

- 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.)**

Title III services are determined based on the needs of the eligible student and the agreement reached between the HCPSS and the participating nonpublic school. At this time, there are no students identified as needing Title III services at the nonpublic schools expressing intent to participate.

3. **ATTACH WRITTEN AFFIRMATION (meeting dates, agenda, sign-in sheets, letters/ forms,) for the school year 2008-2009 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.**

Not applicable since, at this time, there are no students identified as needing Title III services at the nonpublic schools expressing intent to participate.

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

Local School System: Howard County Public School System

Fiscal Year 2010

B. 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.
2. Provide a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 11-13 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use 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.

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

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level 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

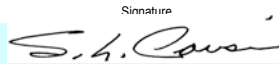
B. Budget Information and Narrative

CATEGORY / OBJECT	LINE ITEM	CALCULATION	AMOUNT	IN-KIND	TOTAL
Special Programs Salaries & Wages	ESOL Instructional Leaders Activity 1.1	5 ESOL Teachers x \$3,000	\$15,000		\$15,000
Fixed Charges	Activity 1.1	\$15,000 x 0.0765	\$1,148		\$1,148
Total Activity 1.1			\$16,148		\$16,148
Special Programs Salaries & Wages	Curriculum writers Activity 1.2	6 reviewers x \$500	\$3,000		\$3,000
Fixed Charges	FICA Activity 1.2	\$3,000 x 0.0765	\$230		\$230
Total Activity 1.2			\$3,230		\$3,230
Special Programs Salaries & Wages	0.2 ESOL teacher Activity 1.3	0.2 PreK ESOL teacher	\$14,885		\$14,885
Fixed Charges	FICA Retirement Employee Insurances Activity 1.3	\$14,885 x 0.0765 \$14,885 x 0.1315 \$3,116	\$1,139 \$1,957 \$3,116		\$6,212
Total Activity 1.3			\$21,097		\$21,097
Special Programs Salaries & Wages	Extended-year ESOL teachers Activity 1.4	6.0 teachers x \$3,500/teacher	\$21,000		\$21,000
Fixed Charges	FICA Activity 1.4	\$21,000 x 0.0765	\$1,607		\$1,607
Total Activity 1.4			\$22,607		\$22,607
Special Programs Other	Participation in conferences Activity 2.1	4 participants x \$350 registration \$1,600 lodging/travel costs	\$1,400 \$1,600		\$3,000
Total Activity 2.1			\$3,000		\$3,000
Special Programs Salaries & Wages	1.0 resource teacher Activity 2.2	1.0 resource teacher	\$63,902		\$63,902
Fixed Charges	FICA Retirement Employee Insurances Activity 2.2	\$63,902 x 0.0765 \$63,902 x 0.1315 \$16,741	\$4,889 \$8,403 \$16,741		\$30,033
Total Activity 2.2			\$93,935		\$93,935
Special Programs Salaries & Wages	Professional development sessions Activity 2.3	40 participants x 5 events x \$40/participant	\$8,000		\$8,000
Fixed Charges	FICA Activity 2.3	\$8,000 x 0.0765	\$612		\$612
Total Activity 2.3			\$8,612		\$8,612
Special Programs Salaries & Wages	Community outreach sessions Activity 3.1	4 schools x \$2000/school	\$8,000		\$8,000
Fixed Charges	FICA Activity 3.1	\$8,000 x 0.0765	\$612		\$612
Total Activity 3.1			\$8,612		\$8,612
Community Services Salaries & Wages	4.0 liaisons Activity 3.2	2.0 Hispanic Achievement Liaisons 2.0 Bilingual Liaisons	\$70,923 \$70,923		\$141,846
Fixed Charges	FICA Retirement Employee Insurances Activity 3.2	\$141,846 x 0.0765 \$141,846 x 0.1315 \$31,767	\$10,851 \$18,653 \$31,767		\$61,271

Total Activity 3.2			\$203,117		\$203,117
Special Programs Contracted Services	Consultant fees for special programming Activity 4.5	Estimated consultant fees	\$7,121		\$7,121
Total Activity 4.5			\$7,121		\$7,121
Administration /Transfers	Indirect Costs	2.0% x direct costs	\$7,750		\$7,750
Total Activity 5.1			\$7,750		\$7,750
GRAND TOTAL			\$395,229		\$395,229

ORIGINAL GRANT BUDGET	\$395,229	AMENDED BUDGET #		REQUEST DATE	08/01/09
GRANT NAME	ESEA, Title III English Language Acquisition	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	07/01/09	06/30/11	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						7,750.00	7,750.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	133,787.00	7,121.00		3,000.00	0.00		143,908.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				101,725.00			101,725.00
214 Community Services	141,846.00						141,846.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	275,633.00	7,121.00	0.00	104,725.00	0.00	7,750.00	395,229.00

Finance Official Approval	Terry Brukiewa		11/18/09	410-313-1546
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Sydney L. Cousin		11/18/09	410-313-6677
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Clarifying Questions from MSDE:

We have reviewed Howard County's Attachment 10 and have clarification questions. The citations in blue are from Fed interpretations on supplement versus supplant. I also attached the power point shared at the Title III Director's meeting on such considerations. Because Howard County is hiring numerous positions with Title III funds, we need to ensure that this is in compliance with Lau vs. Nichols and only supplementing instruction, not supplanting.

Under Section 1.1., 1.2, 1.3, 2.2, 3.2, please respond to the following questions. Call me if you have any questions. I will be at 410-767-3575 after 1:00 PM.

“...In determining whether the use of Title III funds for personnel such as resource teachers for instruction, bilingual achievement liaisons, social workers and resource teachers for professional development is supplanting or supplemental you would need to consider what their jobs/responsibilities are.

1. What is the instructional program/service provided to all students?

Positions funded through the grant and justification for supplemental services
ESOL Instructional Leaders - Instructional team leaders are provided for the content area grade/department leaders by the LEA. The grant provides for additional leadership at schools where there are four or more ESOL team members to supplement services offered by content area grade/department leaders to English language learners (ELLs).

ESOL Handbook Updates - These funds are provided in addition to the curriculum writing funds provided by the LEA for development of materials. The funds will be used to improve upon existing resources developed through LEA funding in order to provide additional guidance for the ESOL teachers regarding their instructional roles and responsibilities in promoting the success of ELLs.

.2 Pre-K Teacher - The .2 pre-K ESOL teacher provides additional professional develop and collaboration with pre-K teachers in meeting the needs of ELLs in this early childhood program. The ESOL Program focuses on instructional services for ELLs in grades K-12. This position provides additional support for staff and ELLS beyond the K-12 ESOL Program.

Resource Teacher - The LEA provides for a resource teacher who provides support to the ESOL teachers. The additional resource teacher funded through the grant provides extra assistance to teachers through professional development, monitoring of student progress, and collaboration with other curriculum and community offices. The position does not offer direct instruction to the students. Rather, the position provides extra support to instructional staff and the educational community.

Hispanic achievement liaisons and bilingual liaisons - These fours positions provide support for the international population beyond the Hispanic achievement liaisons and bilingual liaisons funded by the LEA.

2. What does the LEA do to meet Lau requirements?

The LEA offers instructional teachers and paraeducators to offer direct services and to collaborate with other staff in accelerating the academic achievement and personal growth of the English language learners. Professional development is also provided by the LEA for school system staff and community members. The LEA also provides the International Student Registration Center, bilingual staff, and contractual interpreters/translators to communicate with students and parents. In addition, materials of instruction and LAS Links placement and summative assessments are purchased by the LEA.

3. What services is the LEA required by other Federal, State, and local laws or regulations to provide? Other services include those regarding FAPE, Title I, and Title III.

4. Was the program/service previously provided with State, local, and Federal funds?"

The Title III grant did previously pay for these services. (Please note that the instructional assistants/paraeducators previously paid for by the Title III grant have been moved to the LEA's Operating Budget for the current fiscal year in order to ensure that the guidance for supplementing vs. supplanting was aligned with current practices of the LEA.)

Under section 2.1, please specify who will attend conferences and some of the names of the conferences.

For example, a district's plan could include a trainer of trainers model in which a few teachers attend TESOL or other relevant conferences or workshops and provide training to other teachers.

Conferences may include IRA, TESOL (local and international), MICCA (name will be changed for the 2010 conference), or Education Trust. Participants may include ESOL Central Office staff, ESOL teachers, or ESOL paraeducators; preference for funding will be given to leaders presenting at each conference.

Also under the Annual Certification of Equitable Services to students in Private Schools Section B 1.2.a-d and 3, please provide documentation. Copy of sign-in sheet, agenda, and letters sent to the individual non-public schools.


Documentation provided.

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.

	11/18/09
Superintendent of Schools/Head of Grantee Agency	Date

Attachment 11



Title IV, Part A Safe and Drug-Free Schools and Communities

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

Local School System: Howard County Public Schools
Title IV, Part A, SDFSC Coordinator: Dulcy Sullivan
Telephone: 410.313.7026 **Email:** dulcy_sullivan@hcpss.org

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

Performance Goal	Performance Indicators	Performance Targets
<p>Performance Goal 4: All schools will be safe, drug free, and conducive to learning.</p>	<p>4.1 The level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey.</p> <p>4.2 The percentage of out-of-school suspensions and expulsions by offense.</p>	<p>By the end of SY 2009-2010, reduce “cigarettes,” “any form of alcohol,” and “any drug other than alcohol or tobacco” use (<u>Last 30 Days</u>) in grades 6, 8, 10, and 12 by 10%.</p> <p>By the end of SY 2009-2010, reduce suspensions and expulsions for classroom disruptions, insubordination, and refusal to obey school policies/regulations by 10%.</p> <p>NOTE: SY 2002-03 is the baseline year.</p>

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

Local School System: <u>Howard County Public Schools</u>	Fiscal Year 2010
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A. PROGRESS TOWARD PERFORMANCE TARGETS:

Table A-1	Baseline (2002 MAS) & SY 2009-10 Performance Targets	Actual Performance (2004 MAS)	Actual Performance (2007 MAS)
<p><u>Performance Indicator 4.1</u></p> <p>The level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey (Last 30 Days).</p>	<p>By the end of SY 2009-10:</p> <p>Reduce cigarette use in: 6th grade (from 1.3% to 1.17%) 8th grade (from 5.3% to 4.77%) 10th grade (from 11.3% to 10.17%) 12th grade (from 21.3% to 19.17%)</p> <p>Reduce any form of alcohol use in: 6th grade (from 2.6% to 2.34%) 8th grade (from 12.7% to 11.43%) 10th grade (from 32.4% to 29.16%) 12th grade (from 47.0% to 42.3%)</p> <p>Reduce any drug other than alcohol or tobacco use in: 6th grade (from 2.9% to 2.61%) 8th grade (from 9.5% to 8.55%) 10th grade (from 16.2% to 14.58%) 12th grade (from 27.4% to 24.66%)</p>	<p>Cigarette use in: 6th grade: 0.4% met 8th grade: 3.2% met 10th grade: 8.7% met 12th grade: 18.7% met</p> <p>Any form of alcohol use in: 6th grade: 2.2% met 8th grade: 9.9% met 10th grade: 29.4% 12th grade: 47.1%</p> <p>Any drug other than alcohol or tobacco use in: 6th grade: 2.4% met 8th grade: 8.8% 10th grade: 14.6% 12th grade: 25.1%</p>	<p>Cigarette use in: 6th grade: 0.2% met 8th grade: 2.4% met 10th grade: 10.3% 12th grade: 15.8% met</p> <p>Any form of alcohol use in: 6th grade: 1.8% met 8th grade: 6.6% met 10th grade: 29.7% 12th grade: 45.3%</p> <p>Any drug other than alcohol or tobacco use in: 6th grade: 2.2% met 8th grade: 6.6% met 10th grade: 16.2% 12th grade: 25.2%</p>

Provide an analysis of the LSS’s progress toward meeting each substance abuse Performance Target and identify the actions that will be taken if progress is not being made. (Use additional space as needed).

Cigarette Use:

Alcohol Use: Alcohol and other drugs continue to be the substances most abused by high school students in Howard County Public Schools. This year’s plan includes the purchase of several research-based prevention programs, targeting both alcohol and other drugs, for every middle and high school. These programs will be used to support the existing Health Education Curriculum especially for objectives related to alcohol and other drug prevention and intervention.

Any Drug Other than Alcohol or Tobacco Use:

Table A-2	Baseline (SY 2002-03) & SY 2009-10 Performance Targets	SY 2006-07 Performance (%)	SY 2007-08 Performance (%)	SY 2008-09 Performance (%)
<p><u>Performance Indicator 4.2</u></p> <p>The percentage of out-of-school school suspensions and expulsions by offense.</p>	<p>Reduce the percentage of suspensions and expulsions for:</p> <p>Classroom disruptions (from 4.1% to 3.7%)</p> <p>Insubordination (from 9.8% to 8.8%)</p> <p>Refusal to obey school policies/regulations (from 6.8% to 6.1%)</p>	<p>Actual Performance: 2.8% met</p> <p>Actual Performance: 6.7% met</p> <p>Actual Performance: 4.9% met</p>	<p>Actual Performance: met</p> <p>Actual Performance: met</p> <p>Actual Performance: met</p> <p>* See 06/07 performance.</p>	<p>Actual Performance: met</p> <p>Actual Performance: met</p> <p>Actual Performance: met</p> <p>* See 06/07 performance.</p>

Provide an analysis of the LSS’s progress toward meeting each suspension Performance Target and identify the actions that will be taken if adequate progress is not being made. (Use additional space as needed).

Classroom Disruptions:

Insubordination:

Refusal to Obey School Policies/Regulations

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

Local School System: <u>Howard County Public Schools</u>	Fiscal Year 2010
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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)]

B-1 Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Provide a brief description of the specific services, How services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes.	Public School Cost	Nonpublic School Cost
<p>1.1 Age appropriate and developmentally based activities that –</p> <ul style="list-style-type: none"> • Address the consequences of violence and the illegal use of drugs, as appropriate; • Promote a sense of individual responsibility; • Teach students that most people do not illegally use drugs; • Teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use; • Teach students about the dangers of emerging drugs; • Engage students in the learning process; and • Incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools [section 4115(b)(2)(A)]. 	<p>Program/Activity: Purchase <i>Project Northland</i> for 6th (<i>Slick Tracy</i>) and 8th (<i>PowerLines</i>) grades in all middle schools. These programs will be used to support the existing health education essential objectives specifically related to alcohol abuse. <i>Project Northland</i> is scientifically research-based and is on SAMHSA’s list of Model Programs. <i>Project Northland</i> is proven effective in delaying and reducing alcohol use among adolescents by integrating classroom activities, parent involvement, peer leadership, and community support. The following assets will be addressed through this activity: 14,15,16,21,22,23,24,31,32,33,34,35,36,37,38 A list of the 40 Developmental Assets is attached.</p> <p>Targeting: The 2007 MAS shows that, within the ‘last 30 days, 1.8% of 6th graders, 6.6% of 8th graders, 29.7% of 10th graders and 45.3% of 12th graders used alcohol.’ This program will be provided to every middle school health education teacher and instruction will reach all students, including those in greatest need.</p> <p>Timeline: September 2009 to June 2010</p> <p>Outcomes: This program/activity supports MSDE Performance Indicator 4.1.</p>	\$9,840	\$5,180
	<p>Program/Activity: Purchase <i>Too Good For Drugs and Violence</i> (TGFDV) for all high schools. This program will be used to support the existing health education essential objectives specifically related to alcohol abuse and violence. TGFDV is scientifically research-based and is on SAMHSA’s list of Model Programs. TGFDV is designed to teach all students that they are too good for drugs and violence, and to equip them with the knowledge, skills and attitudes they need to remain safe and drug-free. The program is based on the latest research about resiliency,</p>	\$2,340	\$1,800

	<p>risk and protective factors—factors which research has identified as critical for young people's successful growth and development. The following assets will be addressed through this activity: 14,15,16,21,22,23,24,31,32,33,34,35,36,37,38 A list of the 40 Developmental Assets is attached.</p> <p>Targeting: The 2007 MAS shows that, within the 'last 30 days, 1.8% of 6th graders, 6.6% of 8th graders, 29.7% of 10th graders and 45.3% of 12th graders used alcohol.' This program will be provided to every high school health education teacher. Instruction will reach all ninth grade students and others taking this required course.</p> <p>Timeline: September 2009 to June 2010</p> <p>Outcomes: This program/activity supports MSDE Performance Indicator 4.1.</p>		
1.2 Activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs [section 4115(b)(2)(B)].	<p>Program/Activity: Purchase <i>Supercharged!</i> the parent/community component of Project Northland. Provide the program to Student Services to support their family outreach efforts and to the Western Howard County Safety Committee. Both groups work to provide information and resources to parents and the greater community to prevent the use of alcohol and other drugs and promote safety. The following assets will be addressed through this activity: 1,2,3,4,6,7,10,11,13,14,16,20,31,35,36,37. A list of the 40 Developmental Assets is attached.</p> <p>Targeting: The 2007 MAS shows that, within the 'last 30 days, 1.8% of 6th graders, 6.6% of 8th graders, 29.7% of 10th graders and 45.3% of 12th graders used alcohol. This program will be offered to two groups already established to address the issue of student safety and underage drinking.</p> <p>Timeline: July 1, 2009 to June 30, 2011</p> <p>Outcomes: This program/activity supports MSDE Performance Indicator 4.1.</p>	\$518	\$0.00
1.3 Disseminating information about drug and violence prevention to schools and the community [section 4115(b)(2)(C)].			
1.4 Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention [Section 4115(b)(2)(E)(i)].			

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

Local School System: <u>Howard County Public Schools</u>	Fiscal Year 2010
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B-1 Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Provide a brief description of the specific services, How services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes.	Public School Costs	Nonpublic School Costs
1.5 Providing professional development and training for, and involvement of, school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention [section 4115(b)(2)(D)].	<p>Program/Activity: Provide three after-school meetings for middle school health education teachers to discuss effective implementation of the <i>Project Northland</i> curriculum. Each meeting will explore one of the grade levels. This activity supports the following Developmental Assets: 14,15,16,21,22,23,24,31,32,33,34,35,36,37,38. A list of the 40 Developmental Assets is attached.</p> <p>Targeting: Nineteen middle school health education teachers who will be implementing <i>Project Northland</i>.</p> <p>Timeline: September 2009 to June 2010</p> <p>Outcomes: This activity supports MSDE Performance Indicator 4.1.</p>	\$1,356	\$0.00
	<p>Program/Activity: Registration for interested teachers and other staff to attend conferences to receive professional development on substance abuse prevention. It is an expectation that those who attend will share information and resources with other health educators and staff. This activity supports the following Developmental Assets: 14,15,16,21,22,23,24,31,32,33,34,35,36,37,38. A list of the 40 Developmental Assets is attached.</p> <p>Targeting: Health education teachers and other HCPSS staff.</p> <p>Timeline: September 2009 to June 2010</p> <p>Outcomes: This activity supports MSDE Performance Indicator 4.1.</p>	\$1,915	\$0.00
	<p>Program/Activity: Two high-school professional development sessions occur each school year. The focus of these two meetings will be effective implementation of Class Action (provided by previous Title IV funds) and TGF DV. A teacher will receive a stipend to prepare for and facilitate these two meetings.</p>	\$194	0.00

	<p>This activity supports the following Developmental Assets: 14,15,16,21,22,23,24,31,32,33,34,35,36,37,38. A list of the 40 Developmental Assets is attached.</p> <p>Targeting: High school health education teachers in effective implementation of Class Action and TGFDV. These programs specifically address the following issue: The 2007 MAS shows that, within the 'last 30 days, 1.8% of 6th graders, 6.6% of 8th graders, 29.7% of 10th graders and 45.3% of 12th graders used alcohol.'</p> <p>Timeline: November 23, 2009 and February 11, 2010</p> <p>Outcomes: This activity supports MSDE Performance Indicator 4.1.</p> <hr/> <p>Program/Activity: Every year, two professional development sessions are offered for representatives from every elementary school. These meetings focus on best practices in substance abuse and violence prevention. The first meeting this year will include elementary counselors and will focus on bullying prevention. Funding for elementary teachers is being carried over from the previous year. This year's funding request is for counselors only.</p> <p>This activity supports the following Developmental Assets: 14,15,16,21,22,23,24,31,32,33,34,35,36,37,38. A list of the 40 Developmental Assets is attached.</p> <p>Targeting: All elementary schools to equip teachers and counselors to provide exemplary instruction in bullying prevention and to encourage and enable them to support each others' efforts. Because all students are susceptible to bullying, instruction will reach all students, including those in greatest need.</p> <p>Timeline: November 11, 2009 and March 24, 2010</p> <p>Outcomes: This activity supports MSDE Performance Indicator 4.2.</p>	\$1,292	\$0.00
1.6 Evaluating any of the allowable activities and collecting objective data to assess program needs, program implementation, or program success in achieving program goals and objectives [section 4115(b)(2)(F)].			
1.7 Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service			

providers [section 4115(b)(2)(E)(vii)].			
1.8 Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities [section 4115(b)(2)(E)(viii)].			
1.9 Alternative education programs or services for violent or drug abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from the regular educational settings, including programs or services to assist students to make continued progress toward meeting the State academic achievement standards and to reenter the regular education setting [section 4115(b)(2)(E)(ix)].			
1.10 Drug and violence prevention activities designed to reduce truancy [section 4115(b)(2)(E)(xii)].			

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

Local School System: <u>Howard County Public Schools</u>	Fiscal Year 2010	
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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

B-1 Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Provide a brief description of the specific services, How services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes.	Public School Costs	Nonpublic School Costs
1.11 Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use [section 4115(b)(2)(E)(xi)].	<p>Howard County is utilizing a primary prevention approach to its Safe and Drug-Free Schools and Communities Program.</p> <p>Program/Activity: Continue to support the HCPSS Essential Health Education Curriculum, which encourages students to seek advice from, and confide in, a trusted adult regarding concerns about violence and illegal drug use (See Program Activity Waiver Requests). Support for the curriculum is provided in the following ways:</p> <ol style="list-style-type: none"> 1. Purchase or develop materials of instruction, i.e. teacher resource sheets for instruction, exemplary lesson plans, DVDs, read-aloud books, resource books, etc. 2. Address related issues during teacher inservices. 3. Provide electronic updates related to substance abuse and violence prevention, which assists students in identifying trusted adults. 4. Conduct school site visits and provide feedback to staff regarding best practices in substance abuse/violence prevention, etc. (See Program Activity Waiver Requests.) <p>The following assets will be addressed through this activity: 14,15,16,21,22,23,24,31,32,33,34,35,36,37,38. A list of the 40 Developmental Assets is attached.</p> <p>Targeting: Because all students receive substance abuse/violence prevention instruction through the HCPSS curricula, <i>including those students with Student Support Plans, and those students identified by the Student Assistance Program (students with the greatest need)</i>, this service will be provided to all schools thereby reaching the students with greatest need. It is also important to point out that it is not only the lower performing schools and students who are at high risk of substance abuse. Students at higher performing schools are also at risk of substance abuse.</p> <p>Timeline: July 1, 09 – June 30, 2011</p>	\$41,874	\$0.00

	Outcome: This activity supports MSDE Performance Indicator 4.1 and 4.2.		
1.12 Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs [section 4115(b)(2)(E)(x)].	<p>Program/Activity: <i>Student Assistance Program Training</i> to selected staff – school counselors, psychologists, health services staff, alternative education teachers, and pupil personnel workers. Staff will continue to be trained to identify students who may be at risk for drug involvement. Training will also include how to meet with parents to share behavioral indicators that their child may be exhibiting behaviors that are consistent with substance abuse, and how to facilitate making referrals, to community agencies specializing in substance abuse prevention and counseling. Funding will be used to purchase materials and resources and to provide for speakers/consultants.</p> <p>Targeting: The 2007 Maryland Youth Risk Behavior Survey shows that although Maryland youth are slightly less likely to have tried alcohol than youth nationwide, alcohol use was as widespread in 2007 as it was in 2005. The 2007 YRBS also shows that Maryland youth were significantly more likely to drink alcohol on school property in 2007 than in 2005 and that marijuana use in 2007 was comparable to use in 2005. Lastly, the YRBS shows that approximately one quarter of Maryland youth had been offered, sold or given an illegal drug on school property during the previous 12 months. Although the YRBS does not provide county-specific information, we will be targeting all middle and high school students and their families. Schools with the largest numbers of drug and alcohol suspensions, or where police have reported neighborhood activity related to substance abuse involving school-aged students will also be targeted.</p> <p>Timeline: September 2009 to June 2010</p> <p>Outcome: By the end of SY 2010 there will be a reduction in the number of suspensions for alcohol and drug use. In addition, there may be an increase in the number of students referred through the Student Assistance Program to community agencies for substance abuse counseling and intervention. Professional development feedback will indicate a high level of satisfaction with the Student Assistance Program training provided. This program/activity supports MSDE Performance Indicator 4.2.</p>	\$3,100	\$0.00
1.13 Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the	<p>Program/Activity: <i>Students for Safe Schools</i>, a K-12 initiative, designed to empower students in elementary, middle and high school to take a stand against bullying, relational aggression and harassment in school. The theme for SY 2009-10 will</p>	\$14,000	\$0.00

<p>rights of others, and to resolve conflicts without violence [section 4115(b)(2)(E)(xiii)].</p>	<p>continue to focus on safe and civil school climates with an emphasis on bullying and cyberbullying prevention. The school system will be working collaboratively with the county library system to “celebrate civility” beginning with a county-wide week long “Choose Civility” week and a symposium which is scheduled to take place in October 2009. Funding will be used to purchase evidence-based bully prevention materials for schools (Olweus materials have been provided) and to support professional development related to the prevention of bullying, cyberbullying and harassment.</p> <p>Positive Behavioral Interventions and Supports, a researched-based initiative, is designed to create and maintain safe learning environments in schools. Fifty-one schools will be participating in this initiative with a specific focus on classroom management.</p> <p>The following assets will be addressed through this activity: 7,8,9,10,11,12,14,15,16,22,24,26,27,28,30,31,33,34,35,36,37,38, and 40.</p> <p>The major focus will continue to be on classroom management, with a secondary focus on parenting with positive behavioral support.</p> <p>Funding will be used to purchase materials to support Positive Behavioral Interventions and Supports training and resource materials.</p> <p>Timeline: September 2009 to June 2010</p> <p>Targeting: These initiatives will continue to target all students in all schools, but specifically those schools with high numbers of office discipline referrals and/or suspensions for disrespect, insubordination, bullying, and harassment.</p> <p>Outcome: By the end of SY 2010, the number of office discipline referrals and/or suspensions for disrespect, insubordination, bullying and harassment will decrease. The number of schools achieving or exceeding the Maryland State standard for satisfactory attendance (94%) will increase. In addition the number of schools implementing Positive Behavioral Interventions and Supports in the Howard County Public School System will increase. This program/activity supports MSDE Performance Indicator 4.2.</p>		
<p>1.14 Emergency intervention services following traumatic crisis events, such as a shooting, major accident, or a drug-related incident that have disrupted the learning environment [section 4115(b)(2)(E)(xv)].</p>	<p>Program/Activity: Provide specialized crisis intervention and response training to the Cluster Crisis Team Chairperson and Co-Leaders (eight staff) for the school system. Training options may vary depending on the experience level of the practitioner; however they may include research-based programs focusing on developmental responses to</p>	<p>\$1,540</p>	<p>\$0.00</p>

	<p>trauma, effective strategies for working with students and families after a traumatic incident, or providing post-intervention services to school communities after a crisis event.</p> <p>Target: Cluster Co-Leaders provide direct and indirect support and leadership to schools throughout the school system following crises.</p> <p>Timeline: September 2009 to June 2010</p> <p>Outcome: By the end of SY 2009-2010, the Crisis Team Chairperson and 100% of the Co-Leaders will provide administrative consultation, direct and indirect crisis response support to schools, and professional development to school-based teams using research-based crisis intervention practices and methods. The effective application of skills attained through trainings will be documented by administrative feedback following crisis responses, reviews of training plans, and data from trainings delivered.</p> <p>This program/activity supports MSDE Performance Indicator 4.2.</p>		
<p>1.15 Establishing or implementing a system for transferring suspension and expulsion records, consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g), by a local school system to any public or private elementary school or secondary school [section 4115(b)(2)(E)(xvi)].</p>			
<p>1.16 Community service, including community service performed by expelled students, and service-learning projects [section 4115(b)(2)(E)(xix)].</p>			

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Local School System: <u>Howard County Public Schools</u>	Fiscal Year 2010
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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

B-1 Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Provide a brief description of the specific services, How services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes.	Public School Costs	Nonpublic School Costs
1.17 Developing and implementing character education programs, as a component of drug and violence prevention programs, that consider the views of students and parents of the students for whom the program is intended, e.g., a program described in subpart 3 of part D of Title V [section 4115(b)(2)(E)(xvii)].	<p>Program/Activity: Assist interested schools with providing the assembly, “Charting the Course: a Guide to Self-Leadership” in support of their Character Education Programs. This assembly promotes goal setting and strategies to help students identify the path to reach their goals. Materials are provided for daily follow-up and can be incorporated into existing programs.</p> <p>Targeting: Schools that are implementing Character Education Programs. This program is intended to be one part of a comprehensive character education program that encourages respect, responsibility, etc. The program will reach all students at one grade level (to be identified at the school level) in participating schools, thereby reaching students in greatest need.</p> <p>Timeline: September 1, 2009 to June 30, 2011</p> <p>Outcomes: This program/activity supports MSDE Performance Indicators 4.1 and 4.2.</p>	\$3,000	\$4,500
1.18 Conducting a nationwide background check of each local school system employee regardless of when hired, and prospective employees for the purpose of determining whether the employee or prospective employee has been convicted of a crime that bears upon the employee's fitness [section 4115(b)(2)(E)(xx)].			
1.19 Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help youth at risk of suicide [section 4115(b)(2)(E)(xxi)].	<p>Program/Activity: Provide specialized suicide prevention and intervention training to student services staff involved in providing suicide prevention and Suicide Intervention Procedures training to school system employees. Staff would attend Maryland’s 21st annual Suicide Prevention Conference. The conference offers a program developed by the Department of Health and Mental Hygiene focused on preventing and responding to suicidal behaviors in youth.</p> <p>Targeting: Student services staff provide direct leadership and training in suicide prevention and intervention to school-based student services staff, administrators, and instructional staff.</p>	\$360	\$0.00

	<p>Timeline: October 2009</p> <p>Outcomes: By the end of SY 2009-2010, student services staff involved in providing system-wide training on suicide prevention and intervention will integrate content from the Suicide Prevention conference with the current crisis response and Suicide Intervention Procedures staff development continuums to improve the effectiveness and implementation of these programs as documented by feedback from training participants and concept attainment measures used in specific trainings.</p> <p>This program/activity supports both MSDE Performance Indicators 4.1 and 4.2.</p>		
1.20 Programs to meet the needs of students faced with domestic violence or child abuse [section 4115(b)(2)(E)(xxii)].	<p>Program/Activity: Each public school is required to designate a child-abuse and neglect liaison who is responsible for providing professional development to staff on behavioral indicators and reporting of child abuse and neglect, and coordinating support for the students in their schools who are suspected of being abused and neglected. Funding would be used to purchase resource materials for the liaisons and to support their professional development in this area.</p> <p>Targeting: Students who have been suspected of being abuse or neglected will be targeted for intervention and support. Staff from each school will be targeted for the professional development.</p> <p>Timeline: September 2009 – June 2010</p> <p>Outcomes: By the end of SY 2010, all child abuse and neglect liaisons will report a high level of satisfaction with the professional development provided. In addition, the liaisons will be able to document all supports and services provided to students suspected of being abused and/or neglected. This program/activity supports both MSDE Performance Indicators 4.1 and 4.2.</p>	\$2,500	\$0.00
1.21 Consistent with the fourth amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the students, if the local school system elects to test or inspect [section 4115(b)(2)(E)(xiv)].			
1.22 Establishing and maintaining a school safety hotline [section 4115(b)(2)(E)(xviii)].			
Amount for PROGRAMS and ACTIVITIES:		\$83,831 + \$1,907 Business Support	\$11,480

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

B-2 Specific Programs to Promote and Implement Security Measures. Note: No more than 40% of the Title IV, Part A funds may be used to carry out activities identified with an asterisk (*). Of this 40%, not more than 50% (i.e., no more than 20% of the total Title IV-A distribution) may be used for security measures or activities identified with a plus (+), only if funding for these activities is not received from other federal agencies.			
Allowable Activities	Provide a brief description of the specific services, How services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes.	Public School Costs	Nonpublic School Costs
2.1 *+Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies. [section 4115(b)(2)(E)(ii)].			
2.2 *+Reporting criminal offences committed on school property [section 4115(b)(2)(E)(iii)].			
2.3 *+Developing and implementing comprehensive school security plans or obtaining technical assistance concerning such plans, which may include obtaining a security assessment or assistance from the School Security and Technology Resource Center at the Sandia National Laboratory located in Albuquerque, New Mexico [section 4115(b)(2)(E)(iv)].			
2.4 *+Supporting safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safety programs [section 4115(b)(2)(E)(v)].			
2.5 *The hiring and mandatory training, based on scientific research, of school security personnel (including school resource officers) who interact with students in support of youth drug and violence prevention activities under this part that are implemented in the school [section 4115(b)(2)(E)(vi)].			
Amount FOR SECURITY MEASURES		\$0.00	0.00

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C. DRUG AND VIOLENCE PREVENTION PROGRAMS AND ACTIVITIES: Provide the following information for the drug & violence prevention programs and activities that will be used during SY 2009-10. Complete Table D-1 to request a waiver for programs/activities funded by Title IV, Part A that do not meet the scientifically based research criteria.

TABLE C-1	Drug & Violence Prevention Programs, Activities, and Curricula		
Grade	Programs/Activities/Curricula <i>(i.e., Life Skills, Here's Looking At You, Second Step, PBIS, etc.)</i>	Scientifically Based Researched (Yes/No)	SDFSCA Funds Used (Yes/No)
K	HCPSS Health Education Essential Curriculum	No	Yes
1	HCPSS Health Education Essential Curriculum	No	Yes
2	HCPSS Health Education Essential Curriculum	No	Yes
3	HCPSS Health Education Essential Curriculum	No	Yes
4	HCPSS Health Education Essential Curriculum	No	Yes
5	HCPSS Health Education Essential Curriculum <i>Too Good For Drugs</i>	No Yes	Yes No
6	HCPSS Health Education Essential Curriculum <i>Slick Tracy (Project Northland)</i>	No Yes	Yes
7	HCPSS Health Education Essential Curriculum <i>Amazing Alternatives (Project Northland)</i>	No Yes	Yes
8	HCPSS Health Education Essential Curriculum <i>PowerLines (Project Northland)</i>	No Yes	Yes
9	HCPSS Health Education Essential Curriculum <i>Class Action (Project Northland)</i> <i>Too Good For Drugs and Violence</i>	No Yes Yes	Yes
10	Substance abuse prevention is included in a variety of courses beyond 9 th grade health education (Psychology, Sociology, Chemistry, Biology 1 and 2, Forensic Science, Current Issues in Health, and Anatomy and Physiology).	No	Current Issues in Health only
11			
12			

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SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

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

Table D-1	PROGRAM/ACTIVITY WAIVER REQUEST FORM
	<p>Background: Section 4115 of Title IV-A indicates that all programs or activities must comply with the Principles of Effectiveness. Principle three requires that all programs or activities developed or implemented using Title IV-A funds must be based on scientifically based research that provides evidence that the program or activity will reduce violence and/or illegal drug use.</p> <p>In accordance with section 4115(a)(3), this scientifically based research requirement may be waived by MSDE in those instances where a local school system implements innovative programs and/or activities that demonstrate substantial likelihood of success but do not meet the scientifically based definition.</p> <p>Directions to Request a Waiver: Provide supporting information in the space below to justify why a waiver should be granted by MSDE. Describe the program or activity that the local school system would like to implement and how this program or activity demonstrates a substantial likelihood of success.</p>
	<p>Name of program/activity: Pre-K – 9 Essential Health Education Curriculum</p> <p>Brief description of the program/activity: The Essential Curriculum has been in place in HCPSS since 1998 and was recently revised to align with the Maryland State Curriculum that was approved by the State Board of Education earlier this year. Violence and substance abuse prevention continue to be included in the Health Education Essential Curriculum. The curriculum includes all of the following components that are identified in Allowable Activity 1.1:</p> <ul style="list-style-type: none"> • Age-appropriate and developmentally based • Addresses the consequences of violence and the illegal use of drugs, as appropriate • Promotes a sense of individual responsibility • Teaches students that most people do not illegally use drugs • Teaches students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use • Teaches students about the dangers of emerging drugs • Engages students in the learning process • Incorporates activities in secondary schools that reinforce prevention activities implemented in elementary schools. <p>Through implementation of the curriculum students are consistently encouraged to seek advice from and confide in trusted adults regarding concerns about violence and illegal drug use (Allowable Activity 1.11).</p> <p>Child abuse prevention instruction takes place every year from Pre-K through 9 (in grade 9 the focus is abusive relationships, sexual harassment, and date rape). These lessons also encourage students to confide in and seek advice from trusted adults (Allowable Activity 1.11).</p> <p>Key Elements of Effective Substance Abuse Prevention from <i>Making the Grade</i> and Key Elements of Promising Violence Prevention Programs from <i>Safe Schools, Safe Students</i> (both books by Drug Strategies) were included in Teacher Resource Guides that were written to support the Health Education Essential Curriculum to the extent possible within time parameters.</p>

Additionally, the Teacher Resource Guides were designed to meet the Principles of Effectiveness, again, to the extent possible. Students receive instruction in health education, which includes substance abuse prevention and violence prevention at every grade level (see Table C-1). Teachers receive updates on current best practices in prevention through newsletters and updates, school site visits, which include feedback and inservices that address related issues. Additionally, upon approval of this grant, scientifically research-based programs will be purchased for every middle and high school to specifically target underage alcohol use, the greatest challenge, which has been identified by the Maryland Adolescent Survey. These programs will be used in alignment with the Essential Curriculum.

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

HCPSS has already met *and exceeded* all of the 2008/09 targets for reducing suspensions. Seven of the 12 targets related to substance use have also been met or exceeded. See Tables A-1 and 2 for details.

Name of program/activity:

Search Institute's Developmental Assets Framework

Brief description of the program/activity:

HCPSS began using the Developmental Assets Framework in SY 2002/03 to a very limited degree. Interest and use of the program has increased each year since that time. The Developmental Assets Framework is based on research conducted by Search Institute, a nonprofit organization that specializes in research related to youth issues. At this time, Search Institute has surveyed over one million youth from grade six through twelve. Through their research, they have identified 40 developmental assets - positive "building blocks" - relationships, experiences, values, attitudes, and attributes that all children and youth need for success. Their research has shown a correlation among a higher number of assets and a reduction in risky behaviors including problem alcohol use, tobacco use, illicit drug use, antisocial behavior, and violence. Additionally, research suggests a correlation among a higher number of assets and thriving behaviors including helping others, overcoming adversity, exhibiting leadership, valuing diversity, maintaining good health, and succeeding in school. The most recent research indicates that the average American young person has 19.2 of the 40 assets. To be most successful, a young person should have 31-40 assets.

Search Institute has identified the assets most directly connected to academic success and has published numerous resources to assist schools with "asset building" strategies and activities. Within each of the categories of assets, Support, Empowerment, Boundaries and Expectations, Constructive Use of Time, Commitment to Learning, Positive Values, Social Competencies, and Positive Identities, there are strategies schools can employ to build assets in students. The Social Competencies assets include specific skills that address HCPSS Goal 2 through the Health Education Essential Curriculum, which includes resistance skills, planning and decision making, and peaceful conflict resolution and the School Counseling Essential Curriculum, which includes social development. The Positive Values assets correlate with several of HCPSS's identified character traits, which include integrity, honesty, and responsibility. There is a strong link among existing programs, practices, and curriculum in HCPSS and the Developmental Assets Framework.

One particular value of the Developmental Assets framework is the involvement of parents. Schools using the asset framework often offer parent workshops that provide parents with strategies they can use to take a more active role in the lives of their children, and strategies for building assets in their children and other children with whom they come into contact. These meetings may also serve as a vehicle for sharing results of the most recent Maryland Adolescent Survey with parents, reemphasizing the importance of the assets. A copy of the list of 40 assets is attached.

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

HCPSS has already met *and exceeded* all of the 2008/09 targets for reducing suspensions. Seven of the 12 targets related to substance use have also been met or exceeded. See Tables A-1 and 2 for details.

Name of program/activity:

Student Assistance Program (SAP)

Brief description of the program/activity:

The Student Assistance Program (SAP), committed to helping students remain free of tobacco, alcohol, and other drugs, is designed to give parents an opportunity to have their child assessed when there is a concern that substance abuse could be interfering with academic success or student behavior. The SAP provides a systematic approach to early identification, intervention, referral, and follow-up of students whose behavior may be related to the use of tobacco, alcohol and other drugs.

Describe how this program/activity demonstrates a substantial likelihood of success (i.e., measurable outcomes achieved from the use of this program/activity): The success of the Student Assistance Program (SAP) in Howard County Public Schools is, in part, a result of collaborative efforts of staff in implementing the Health Education curriculum, using the Developmental Assets Framework, working with the Health Department private providers, implementing the community efforts of the HC Drug Free organization, and using the SAP model. The SAP model, which provides a systematic approach to early identification, intervention, referral and follow-up of students whose behavior indicates patterns that may be related to the use of tobacco, alcohol or other drugs, includes professional development and resource support for school teams. One indicator of the evidence of effectiveness, as a result of these collaborative efforts, can be seen from the results outlined in Table A-2, provided earlier in this document. In addition, trend data from MSAP Data Collection information sent to MSDE indicated the number of SAP referrals to the middle and high school teams has increased from 121 (SY 07/08) to 155 (SY08/09); the number of parent contacts increased from 95 (07/08) to 131 (08/09), and the number of referrals for assessments increased from 56 (07/08) to 97 (08/09). Additionally, data collected in 08/09 indicate that 59 students were assessed by a qualified assessor, 37 were identified as having a substance abuse problem, and 41 received counseling or treatment.

Building the capacity of the Student Assistance Program in Howard County Public Schools has been a major focus over the last few years. Both middle and high school administrators and parents have praised this program as being successful in not only identifying students who may be at risk, but in providing ongoing education, prevention, and awareness for students (and parents) beyond the ninth grade health education curriculum. Outreach to parents about SAP has been another major focus area and was embraced by the school system Superintendent and the Howard County Health Officer, to have a substance abuse prevention message on the agenda of every back-to-school night at the middle and high schools. Each principal was required to reserve time on their agenda for the “annual addiction prevention presentation” and to provide a table, which was to be staffed throughout the evening, for information.

An objective for the 09-10 school year is to work more closely with the qualified assessors in the community to develop a process for obtaining the evidence of effectiveness information within the guidelines of HIPPA. Anecdotal data will continue to be collected from parents, students, administrators, and staff on the effectiveness of the Student Assistance Program in schools.

Howard County Public School System 2009 SAP

- The number of SAP referrals to the SAP Team 155
- The number of initial parent contacts 131
- The number of referrals for assessment provided to parents 97
- The number of students who were identified by a qualified assessor 37
as having a substance abuse problem
- The number of students who received treatment/counseling 41



Signature—Title IV, Part A SDFSCA Project Director _____

Date 11/18/09

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

1. **Participating Private Schools and Services: Complete Attachment 6-B to show the names of participating private schools and the number of private school students and/or staff who will benefit from Title IV-A services.**
Please see attachments 6A and 6 B 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 IV-A services;**

In December of 2008, all Howard County eligible nonpublic 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 (09/10). 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. Nonpublic 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 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 School Participation in Federal Programs for FY2010 School Year

School	Contact Person	Title I	Title II-A	Title II-D: Ed Tech	Title II-D: Student Tech Literacy	Title II-D: Algebra Collaborative	Title III-A	Title IV-A	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					X	X
Celebration Christian Academy	Erriel D. Roberson		X	X	X					X
Cornerstone Academy of Glenwood	Martha Zeher		X					X		
Glenelg Country School	Jhan Tangires		X	X	X			X		
Glenwood Country Day School	Cheryl Stradling		X	X	X			X		X
Norbel School	Carrie Do		X	X	X	X		X	X	X
Our Lady of Perpetual Help	Nancy Malloy		X	X	X	X	X	X		X
Resurrection-St. Paul School	Karen Murphy		X	X	X		X	X		X
St. Augustine School	Patricia Schratz		X	X	X	X	X	X	X	X
St. John's Parish Day School	Tiffany Rath		X	X	X	X	X	X	X	X
St. Louis School	Terry Weiss	X	X	X	X	X	X	X	X	X
Trinity School	Sr. Catherine Phelps	X	X	X	X	X		X	X	X
Woodmont Academy	Lois Kelly		X	X	X	X	X			X

- c) **How services, location of services, and grade levels or areas of services were decided and agreed upon; and** Services, location of services, and grade levels or areas of services are the decision of the nonpublic school. Nonpublic schools are provided with a list of the selected allowable activities and choose specific services based on their needs as they fit into the allowable activities. Additionally, as a service is offered to the public schools, nonpublics are contacted with the same offer. They may choose to accept or decline based on their needs. They may also request an alternate service if that would better meet their needs and falls within the allowable activities. Historically, nonpublic schools have requested support to provide character education assemblies.
- d) **The differences, if any, between the Title IV-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title IV-A services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title IV-A services provided to public school children.)**

The same services are offered to both public and nonpublic schools. The only differences depend on which services the schools choose to utilize. Nonpublics may also request a service that is different from those offered if their request fits within the allowable activities and does not exceed an equitable expenditure.

F. BUDGET INFORMATION AND NARRATIVE

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

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

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level “Spreadsheet” Budget Summary.

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Attachment 11 Budget Narrative (FY 2010)

CENTRAL OFFICE					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Admin Cost (2%)	Business Support	97,218 x .02	\$1,907		\$1,907
TOTAL					\$1,907

ALLOWABLE ACTIVITY 1.1					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instruction Materials	Purchase Project Northland for 6th and 8th grades in all middle schools	19 schools X \$259 X 2 grades = \$9,842 10 nonpub X \$259 X 2 grades = \$5,180	\$15,022		\$15,022
Instruction Materials	Purchase Too Good For Drugs and Violence (TGFDV) for all high schools	13 schools X \$180 = \$2,340 10 nonpub X \$180 = \$1,800	\$4,140		\$4,140
TOTAL			\$19,162		\$19,162

ALLOWABLE ACTIVITY 1.2					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instruction Materials	Purchase <i>Supercharged!</i> the Project Northland parent/community component for 2 outreach groups.	2 X \$259 = \$518	\$518		\$518
TOTAL					\$518

ALLOWABLE ACTIVITY 1.5					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instruction Salaries & Wages	3 after-school meetings of 1.5 hours for middle school teachers on Project Northland 3 hrs planning for presenter of the Project Northland training	1.5hrs X 12 teachers X \$20 = \$360/meeting X 3 meetings = \$1080 3hrs planning X \$20 = \$60 X 3 meetings = \$180	\$1,260		\$1,260
Fixed Charges	FICA on \$1,260	\$1,260 .0765 = \$96	\$96		\$96
Instruction Salaries and Wages	Stipend for a teacher to plan for 2 high school in-services on TGFDV and Class Action. These in-services take place during the workday so the teacher will be paid for planning time only.	9 hours planning X \$20 = \$180	\$180		\$180
Fixed Charges	FICA on \$160	\$180 X .0765 = \$14	\$14		\$14
Instruction Other Charges	Registration to send teachers to conferences, i.e. MSAPPA	10 teachers X \$100 = \$1,000	\$1,000		\$1,000
Instruction Subs	Substitutes for teachers to attend conferences, i.e. MSAPPA	10 subs X \$85/day = \$850	\$850		\$850
Fixed Charges	FICA on \$850	\$850 X .0765 = \$65	\$65		\$65
Instruction Salaries and Wages	Stipend for guidance counselors to attend first (1.5 hour) health ed. rep meeting on bullying prevention	40 counselors X \$30 = \$1,200	\$1,200		\$1,200
Fixed Charges	FICA on \$1,200	\$1,200 X .0765 = \$92	\$92		\$92
TOTAL					\$4,757

ALLOWABLE ACTIVITY 1.11					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instruction Materials	Materials to support health education curriculum and training, and Developmental Assets, i.e. DVDs, read-aloud books, etc.	Costs vary by item. Estimate provided. HCPSS = \$41,874	\$41,874		\$41,874
TOTAL					\$41,874

ALLOWABLE ACTIVITY 1.12					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Guidance Contracted Services	Student Assistance Program (SAP) Training Consultant and Speaker	1 speaker X \$500	\$500		\$500
Guidance Materials	Purchase materials to support training for SAP program	SAP journals for all middle and high schools = \$600 Estimated cost of training materials = \$600	\$1,200		\$1,200
Guidance Conferences and Meeting	Registration to MSAPPA Conference	20 registrations X \$70 = \$1,400	\$1,400		\$1,400
TOTAL					\$3,100

ALLOWABLE ACTIVITY 1.13					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Guidance Contracted Services	Professional development related to Olweus Bullying Prevention and Positive Behavioral Interventions and Support (PBIS)	Speaker/consultant Estimated costs = \$5,000	\$5,000		\$5,000
Guidance Materials	Purchase materials related to bullying prevention and PBIS trainings	Estimated cost of materials = \$7,000	\$7,000		\$7,000
Guidance Conference and Meetings	Registration for PBIS Conference in Chicago. Airfare for PBIS Conference in Chicago	4 X \$200 = \$800 4 X \$300 = \$1,200	\$2,000		\$2,000
TOTAL					\$14,000

ALLOWABLE ACTIVITY 1.14					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Guidance Contracted Services	Provide funding for specialized crisis intervention and response training.	1 trainer X \$300	\$300		\$300
Guidance Materials	Provide training materials for crisis intervention and response training.	Estimated cost of materials = \$1,240	\$1,240		\$1,240
TOTAL					\$1,540

ALLOWABLE ACTIVITY 1.17					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instruction Contracted Services	Assist schools with providing school-wide event to support Character Education Program.	\$500 X 6 schools = \$3,000 nonpubs \$500 X 9 schools = \$4,500	\$7,500		\$7,500
TOTAL					\$7,500

ALLOWABLE ACTIVITY 1.19					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Guidance Conferences and Meetings	Registration for 4 staff to attend Maryland's 21 st Suicide Prevention Conference.	4 X \$90 = \$360	\$360		\$360
TOTAL					\$360

ALLOWABLE ACTIVITY 1.20					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Guidance Materials	Purchase materials for professional development in child abuse for school staff	Estimated cost of materials = \$2,500	\$2,500		\$2,500
TOTAL					\$2,500

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

ORIGINAL GRANT BUDGET	\$97,218	AMENDED BUDGET #		REQUEST DATE	7/10/09
GRANT NAME	Safe and Drug-Free Schools and Communities	GRANT RECIPIENT NAME	Howard County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Federal	SCHOOL NAME			
FUND SOURCE CODE	5619	GRANT PERIOD	July 1, 2009 to June 30, 2011		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							
Prog. 22 Business Support						1,907	1,907
Prog. 23 Centralized Support							
202 Mid-Level Administration							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Supv.							
203-205 Instruction Categories							
Prog. 01 Regular Prog.	3,490	7,500	61,554	1,000			73,544
Prog. 02 Special Prog.							
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.							
Prog. 10 Guidance Services		5,800	11,940	3,760			21,500
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
207 Student Personnel Serv.							
208 Student Health Services							
209 Student Transportation							
210 Plant Operation							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
211 Plant Maintenance							
212 Fixed Charges				267			267
214 Community Services							
215 Capital Outlay							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
Total Expenditures By Object	3,490	13,300	73,494	5,027	0.00	1,907	97,218

Finance Official Approval: Terry Brukiewa (Signature), 11/18/09 (Date), 410-313-1546 (Telephone #)

Supt./Agency Head Approval: Sydney Cousin (Signature), 11/18/09 (Date), 410-313-6677 (Telephone #)

MSDE Grant Manager Approval: _____

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

Local School System: <u>Howard County Public Schools</u>	Fiscal Year 2010
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TRANSFER OF TITLE IV, PART A ESEA FUNDS [Section 6123(b)]

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

Total FY 2010 Allocation	Amount (\$) transferred from Title IV, Part A	Amount (\$) transferred into each of the following programs			
		Title I-A	Title II-A	Title II-D	Title V-A
\$97,218	\$0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00

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

N/A

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

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

Local School System: <u>Howard County Public Schools</u>	Fiscal Year 2010
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FY 2010 Budget Summary

	PUBLIC	PRIVATE	TOTAL
	\$ 83,831	\$ 11,480	\$ 95,311
Programs and Activities			
	\$ 0	\$ 0	\$ 0
SECURITY MEASURES			
SALARIES (FOR FULL AND PART-TIME SDFSCA STAFF – INCLUDE ALL BENEFITS)			\$ 0
			\$ 1,907
2% ADMINISTRATIVE COST			
Carryover to FY 2011 (See NOTE 1 below)			\$ 24,300
Transfers under Section 6123(b)			\$ 0
Total FY 2010 Expenditures			\$ 72,918

NOTE 1: 75% OF THE FY 2010 ALLOCATION MUST BE SPENT BY JUNE 30, 2010. A LSS MAY NOT CARRYOVER MORE THAN 25% OF ITS ALLOCATION INTO THE NEXT FISCAL YEAR UNLESS IT CAN DEMONSTRATE, TO THE SATISFACTION OF THE SEA, THAT IT HAS “GOOD CAUSE” FOR SUCH A CARRYOVER. [SECTION 4114(A)(3) OF THE SDFSCA].

Victims of Violent Criminal Offenses in Schools (VVCO) SY 2008-09

Local School System: Howard County Public Schools

Local Point of Contact: Craig Cummings

Telephone: 410-313-6818 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		
Arson & attempted arson in the first degree	0		
Kidnapping & attempted kidnapping	0		
Manslaughter & attempted manslaughter, except involuntary manslaughter	0		
Mayhem & attempted mayhem	0		
Murder & attempted murder	0		
Rape & attempted rape	0		
Robbery & attempted robbery	0		
Carjacking & attempted carjacking	0		
Armed carjacking & attempted armed carjacking	0		
Sexual offense & attempted sexual offense in the first degree	0		
Sexual offense & attempted sexual offense in the second degree	0		
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	0		
Assault in the first degree	0		
Assault with intent to murder	0		
Assault with intent to rape	0		
Assault with intent to rob	0		
Assault with intent to commit a sexual offense in the first degree	0		
Assault with intent to commit a sexual offense in the second degree	0		
TOTAL	0		

NOTE: See attached guidance for completing the VVCO Report.

Guidance for Completion of the SY 2008-09 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).

Gun-Free Schools Act Report School Year 2008-09

Local School System (LSS): Howard County Public Schools Point of Contact: Craig Cummings

Telephone: 410-313-6818 FAX: 410-313-6835 Email: ccummings@hcpss.org

Full Name of School (Include elementary, middle, or high school)	Student ID	Grade	Date of Incident	Type of Firearm (Be specific)	Was the student receiving services under IDEA? (Yes/No)	Was the student expelled for a minimum of one calendar year? (Yes/No)	Was the expulsion modified? (Yes/No)	Were services provided in an alternative education setting? (Yes/No)	Was the student referred to the criminal justice or juvenile delinquency system? (Yes/No)
Homewood Center	1038768	9	1/6/09	.38 caliber handgun	Yes	Yes	No	Yes	Yes

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

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



Signature - Local Superintendent of Schools

____11/18/09_____
Date



40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young people grow up healthy, caring, and responsible.



External Assets	Support	<ol style="list-style-type: none"> Family support—Family life provides high levels of love and support. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. Other adult relationships—Young person receives support from three or more nonparent adults. Caring neighborhood—Young person experiences caring neighbors. Caring school climate—School provides a caring, encouraging environment. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	<ol style="list-style-type: none"> Community values youth—Young person perceives that adults in the community value youth. Youth as resources—Young people are given useful roles in the community. Service to others—Young person serves in the community one hour or more per week. Safety—Young person feels safe at home, school, and in the neighborhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts. School Boundaries—School provides clear rules and consequences. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior. Adult role models—Parent(s) and other adults model positive, responsible behavior. Positive peer influence—Young person's best friends model responsible behavior. High expectations—Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time	<ol style="list-style-type: none"> Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. Religious community—Young person spends one or more hours per week in activities in a religious institution. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week.
Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> Achievement Motivation—Young person is motivated to do well in school. School Engagement—Young person is actively engaged in learning. Homework—Young person reports doing at least one hour of homework every school day. Bonding to school—Young person cares about her or his school. Reading for Pleasure—Young person reads for pleasure three or more hours per week.
	Positive Values	<ol style="list-style-type: none"> Caring—Young person places high value on helping other people. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty. Integrity—Young person acts on convictions and stands up for her or his beliefs. Honesty—Young person "tells the truth even when it is not easy." Responsibility—Young person accepts and takes personal responsibility. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies	<ol style="list-style-type: none"> Planning and decision making—Young person knows how to plan ahead and make choices. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. Resistance skills—Young person can resist negative peer pressure and dangerous situations. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.
	Positive Identity	<ol style="list-style-type: none"> Personal power—Young person feels he or she has control over "things that happen to me." Self-esteem—Young person reports having a high self-esteem. Sense of purpose—Young person reports that "my life has a purpose." Positive view of personal future—Young person is optimistic about her or his personal future.

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Attachment 13



Fine Arts

Fine Arts Programs BTE Annual Update – 2009

The Howard County Public School System Fine Arts program is administered through the district's Office of Advanced Programs and Fine Arts (APFA). Program areas include Music, Visual Arts, Dance, and Theatre Arts.

- 1. Describe the progress that was made in 2008/09 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 2009/2010 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 2008/09 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 HS music offerings
3. Increasing participation and diversity in after-school G/T music programs
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 embarked on a countywide technology plan that provided each teacher with a laptop/desktop computer configured with the

same operating system and software. 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 Advanced Programs and 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.

During the 2008/09 school year, countywide professional development days and collaborative study group sessions, music teachers were provided opportunities to participate in training on technology and software designed for classroom use. Also, staff has incorporated technology goals and objectives while developing curriculum / assessment for all levels of instruction.

BTE Goal 2 of the Music Program is to provide students at each level the opportunity to engage in music making. With the addition of new courses at the high school level, 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 fifty-one percent from 2004/05 (875) through 2008/09 (1,325).

Another related goal, BTE Goal 3, involves increasing the participation of all students in advanced level programs. During the 2006/07 school year, Music Theory II AP G/T was offered in five schools, and enrollment data reveals that there were thirty-six students enrolled. During the 2008/09 school year, there were sixty-one students enrolled in eight schools, an increase of sixty-nine percent in enrollment. The APFA Music Office will continue to monitor enrollment data and provide teachers support as they encourage advanced level students to participate in AP music courses.

Additionally, 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 Enrichment 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.

Enrollment data reveal that a large number of students are participating in these enrichment groups – 758 for 2008/09. Music Program leadership identified a need to continue to provide more differentiated performance opportunities for student musicians across ability groups, and, as a result, created the MS Honors Band. The goal of this group is to represent each middle school as well as reach out to those students who could benefit from having this additional experience. Feedback from students, parents, and staff has been extremely positive.

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 and hosting the collaborative study group offerings,

scheduled biannually, to provide additional opportunities for leadership growth. Attendance at the sessions has increased each year. 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 APFA Music Office was able to combine operating budget and Fine Arts grant funding to purchase video recorders to capture exemplary lessons and to assist in the observation of non-tenured music teachers.

A new goal-setting tool was developed, the Middle School Program Map, which will provide teachers a formal method for developing annual program assessment and goal setting. Music program leaders met with all middle school music staff to introduce the documents and provide support.

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 were introduced a few years ago; however, additional, ongoing professional development is needed in order to keep pace with the latest resources. Another challenge for the guitar and piano programs is to continue to increase participation of underrepresented student groups.

Additional obstacles regarding the use of technology will be addressed by the Fine Arts Technology Plan when it is implemented:

- Providing all high schools with the necessary equipment and/or dedicated space in order to offer the Music Technology program
- Providing up-to-date equipment and software for student and teacher use.

Challenges in the area of developing leadership capacity involve 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 build a cohesive unit.

Question #4

Describe the goals, objectives, and strategies that will be implemented during 2009/2010 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.

The Music Program leadership will continue to collaborate with school-based administration and staff to identify space and provide resources to support the high school Music Technology course. Although the Fine Arts Technology Plan proposal was presented in the spring of 2008, financial limitations due to the economic downturn have put this proposal 'on hold'. Additional plans for supporting technology include:

- Purchasing digital audio recorders and video recorders for teachers 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
- Providing professional development on the latest hardware and software.

Strategies for increasing student participation and diversity in high school music courses in 2009/10 include:

- Encouraging teachers to 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
- Utilizing recording technology equipment 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 upper leadership at the central office to ensure that appropriate staffing and resources are in place
- Exploring the creation of an advanced-level music technology course at the high school level.

During 2009/10, middle school music staff will begin to use the Middle School Program Map to assess needs and set goals.

During 2009/10, the Music Program 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)
- Creating a countywide elementary school band with representation from every elementary school.

Feedback from students and teachers regarding the 2009 Middle School Honors Band was extremely positive. Therefore, arrangements have been made to offer this program again in 2010. 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

- 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 2008/2009 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 has been focused on several goals for program improvement. The first goal is to develop eGuides for each of the courses taught in the visual arts program. Imbedded in these eGuides are sample unit/lesson plans for each of the five disciplines (drawing, painting, printmaking, crafts, and sculpture), portfolio assessments for the fourth, middle, and Art I levels, and an illustrated suggested course sequence establishing benchmarks for student achievement at each level. The second goal has been to continue to develop the use of technology by teachers for instructional purposes, for showcasing programs, and documenting student work through digital portfolios. The third goal, also related to technology, is to continue to build the use of digital imaging in the photography program.

The Visual Arts Program in Howard County has continued to develop the Elementary, Middle, and High School Visual Arts Program Curriculum Guides. The Essential Curriculum and Scope and Sequence were updated to include technology, and health and safety considerations. Sample unit plans were developed that aligned with the updated Essential Curriculum and these units became the basis for the eGuides. The eGuides are an intranet-based system for teachers to access curriculum, resources, documents/forms, and galleries.

Additionally, technology at the high school level was a focus. Each high school developed a needs assessment, and strategies for implementing a county standard for art program technology were addressed.

Further implementation of technology goals is dependent upon future funding.

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

A group of twenty visual arts teachers were invited to write sample unit plans for inclusion in the newly developed eGuides. These sample units followed a prescribed template in which teachers needed to include a unit plan, teacher resources, student work samples, student brainstorming and reflection sheets, along with a detailed assessment rubric. As these units were completed, the Art Resource Teacher compiled all of the components, and during the summer these were edited for inclusion in the eGuides. This group of sample units has been refined over the past three years based on teacher input.

During the summer, four teachers worked for eight days to review and update the Essential Curriculum, Art Unit Templates, and the Visual Art Scope and Sequence. Additionally, an *Art I: Foundations of Studio Art* Sequencing Guide was developed. This interactive, web-based resource provides, for the first time, 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 non-tenured teachers during the upcoming school year to assess the effectiveness of this tool, and make changes based upon feedback from these first and second year teachers. Funds for the curriculum development came from the HCPSS operating budget.

Digital Portfolio Assessment Workshop

A group of fifteen art teachers attended a full day digital camera workshop in October and learned how to download images, edit images, and store and organize images in electronic student portfolios. This is the sixth year this workshop has been held. Seventy-five percent of the art staff has been trained and provided with digital cameras and software.

The rationale behind the training is for teachers to develop the capacity to manage student portfolios electronically, to be used for benchmarking, assessment, and sharing on 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.

Meetings and Conferences

The Instructional Facilitator and an art teacher attended and presented at the National Art Education Association conference in Minneapolis. The presentation was titled *Going Digital: Web-based Curriculum and Resources*. This initiative was funded through the Fine Arts grant.

Resource Teacher for the Visual Arts

This is the eighth year that the Art Office has had a resource teacher work with the Instructional Facilitator. This position has been invaluable for the art program in Howard County. Having an additional person in the Art Office provides twice as many services to teachers and schools, and provides an additional person to facilitate professional development. The resource teacher has directly impacted the goals in this report by administering curriculum workshops, working with teachers in the schools to gather data, and formatting findings into a usable document. This position is funded (.5) through HCPSS operating funds and (.5) through the Fine Arts grant.

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 implementation of Portfolio Assessments for grades two, four, and seven has been placed on hold until additional updates and revisions can be made based on feedback from the pilot

implementation. In the meantime, resources for curriculum development were temporarily repurposed for the development of eGuides.

Question #4

Describe the goals, objectives, and strategies that will be implemented during 2009/2010 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 the challenge of implementing the Portfolio Assessments (grades two, four, and seven), a team of art teachers will be charged with refining and adjusting the assessment benchmarks for student work per grade level. The team of teachers will calibrate the assessment benchmarks to better measure student skill levels.

One goal for 2009/10 is to provide professional development for high school photography teachers on integrating technology in the photography classroom. Photography I, II, & III have been updated to include experiences in both traditional photography and digital imaging. Some high schools have made great progress towards integrating technology into the program, while others are just beginning. A tentative timeline for implementation follows:

- In 2006/07: The Art Office conducted a needs assessment for both equipment and teacher readiness in using technology with photo students. Fine Arts grant funds were used to conduct after school workshops in incorporating digital imaging into the curriculum. The Art Office worked with the Office of Technology to determine ways to provide additional technology to high school art programs
- In 2008/09 the Art Office provided additional computers/scanners/printers to the high schools with the greatest needs and continued staff development training and ongoing support.

In 2009/10, the Art Office will continue phasing in technology and support for teachers.

DANCE

Question #1

Describe the progress that was made in 2008/2009 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

During the 2008/09 school year, the Dance Education Program was successfully transferred from the Office of Health, Physical Education, and Dance and has joined the Office of Advanced Programs and Fine Arts. In addition, Dance joined the Theatre Arts budget page in the HCPSS 2010 Operating Budget. This change in infrastructure and funding enables the Dance Program to align itself more closely with the other fine arts disciplines.

The Dance Program in Howard County maintains its focus on utilizing written and performance assessments for three 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 2009 summer curriculum workshops, a team of dance teachers collaborated with representatives of the Office of Special Education to create resource guide to assist teachers in working with special needs students. The resource guide contains guidelines and strategies for modifying instruction and assessment based on student needs.

The middle school physical education curriculum has been revised more closely aligned with the Voluntary State Curriculum. The challenge has been to ensure that all students have an opportunity to receive instruction in all content areas. During the 2008/09 school year, middle school physical education integrated a content theme titled *Move With A Beat*, composed of units in social dance and rhythm.

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 1,450 students were enrolled in dance courses during the 2008/09 school year in twelve high schools.

Arts Integration

Dance educators understand the importance of artful instruction and its relationship to increased student achievement. The lead dance teacher continues to collaborate with the elementary school staff that has begun incorporating an arts integration approach to instruction. Upon request, the dance lead teacher provides professional development workshops for staff to model and demonstrate methods for incorporating dance into elementary classroom instruction. All dance educators are available to assist with integrating dance into the elementary and middle school essential curriculum.

Collaboration with the Gifted and Talented Program

Dance educators in several high schools collaborated with 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 fifteenth year in 2009. 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. The adjudicator provides feedback to the dance educators. Each year, the festival is hosted by a different high school to share the workload, highlight the facilities, and engage the local community. The 2009 Howard County Dance Festival was held at Marriotts Ridge High School where more than 400 students representing twelve high schools performed 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 and physical education teachers.

Funding from the Fine Arts grant has also allowed several Howard County dance educators to collaborate with Baltimore County dance educators for professional development activities. A lecture and choreographic workshop presented by Jackie Smith-Autard and a Maryland Fine Arts Toolkit seminar presented by Barbara King enhanced professional development for several Howard County teachers.

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, 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 2008/09, resources for the dance program were allocated from operating budget of the Office of Health, Physical Education, and Dance. In addition, funds from the Fine Arts grant and proceeds from the Howard County Dance Festival continued to provide resources 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 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. The 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 2009/2010 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 2009/2010 the dance program will fall within the operating structure of the Office of Advanced Programs and Fine Arts. This realignment has promoted fiscal and program alignment among all fine arts programs.

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.

With the development of statewide fine arts assessments, the *Dance Education Curriculum and Assessment Guide* will need to be enhanced with performance-based tasks and long-term tasks, with appropriate stimulus material and formal assessments added for Dance Company. Funds will be required for this curriculum writing activity.

The advancement of video technology can positively impact dance instruction. Flip video cameras can serve as a valuable instructional tool. Students can receive feedback and engage in peer review of choreography and performances. In 2009/10 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.

THEATRE ARTS

Question #1

Describe the progress that was made in 2008/2009 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

During the 2008/2009 school year, the Theatre Arts Program focused on professional development and stage/auditorium management (installation of sound systems in four high school auditoriums). Funds from the Fine Arts grant have supported the updating of theatre arts curriculum and the creation of electronic curriculum guides.

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 FY09 operating budget for the implementation and facilitation of the aforementioned focus areas (such as auditorium sound system upgrades). The HCPSS Theatre Arts operating budget provides a clear delineation and allocation of funds for budget categories and line items. For 2010, theatre arts and dance are merged onto the same budget page. The Theatre Arts/Dance budget will provide funding for both programs in the 2009/10 school year.

During the summer of 2009, three high school theatre arts teachers continued enhancement of the theatre arts eGuides. Theatre Arts continues to monitor and improve its 'intranet' homepage with curriculum units, goals, objectives, teacher schedules, and resources for Theatre Arts I-IV, Musical Theatre, and Stagecraft curriculum. In addition, web links are provided to assist and connect teachers to the theatre arts handbook and various online resources.

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.

All Howard County high schools are staffed with highly qualified drama teachers. In seven of twelve high schools, the theatre arts teacher is assigned only to theatre arts course instruction.

The Howard County Drama Festival was held in January 2009 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.

As a result of the Theatre Arts Festival, a group of teachers and students collaborated and created a new initiative for the 2008/09 school year: the Howard County Student Improvisation Troupe emerged and was a successful offshoot from the Theatre Arts Festival. A group of 24 students studied improvisation, performed at the Theatre Arts Festival at HCC and held two successful public performances near the end of the school year.

By way of a partnership agreement, the Olney Theatre Center hosted and provided workshops and hands-on activities at two countywide professional development days during the 2008/09 school year. Partnership agreements with the Olney Theatre Center and Howard Community College group were updated and continue to benefit all partnership stakeholders.

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 drama teacher strives to manage his/her time in a way that enables him/her to implement the drama curriculum (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 is that of securing a full-time position dedicated for theatre arts in each high school. At this time, drama teachers in five of twelve high schools are assigned to teach other subjects (such as English and Yearbook). A continued focus for 2009/10 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 2009/2010 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 Advanced Programs and 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 2009/10 school year.

Fine Arts Budget Narrative (July '09 - June '11) - HCPSS

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Salaries and Wages					
Salaries/Workshops	Partial teacher salary (Visual Arts resource teacher) not covered by HCPSS operating budget	.32 FTE x \$95,514 annual salary	30,565	64,949	95,514
		Subtotal	30,565	64,949	95,514
Other Charges					
Fixed Charges	Social Security	\$30,565 x .0765	2,338	4,973	7,311
	Retirement	\$30,565 x .1315	4,019	8,548	12,567
	Health Insurance	Single Coverage (.32 FTE estimate)	2,309	4,907	7,216
		Subtotal	8,666	18,428	27,094
Supplies and Materials					
	Fine Arts Supplies and Materials		789		789
		Subtotal	789		789
Equipment					
			0	0	0
Transfers					
Indirect costs	2% indirect rate		801		801
Grand Total			40,821	83,377	124,198

ORIGINAL GRANT **\$40,821**

AMENDED BUDGET #

REQUEST DATE **9/21/09**

GRANT NAME **Fine Arts Grant**

GRANT RECIPIENT **Howard County Public School System**

MSDE GRANT #

RECIPIENT GRANT #



REVENUE SOURCE **MSDE**

SCHOOL NAME

FUND SOURCE

GRANT PERIOD **7/1/09 - 6/30/11**

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						801.00	801.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	30,565.00		789.00				31,354.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				8,666.00			8,666.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	30,565.00	0.00	789.00	8,666.00	0.00	801.00	40,821.00

Finance Official Approval **Terry Brukiewa**  **11/18/09** **40-313-1546**
 Name Date Telephone #
 Supt./Agency Head Approval **Sydney L. Cousin**  **11/18/09** **410-313-6677**
 Name Signature Date Telephone #
 MSDE Grant Manager Approval

Victims of Violent Criminal Offenses in Schools (VVCO) SY 2008-09

Local School System: Howard County Public Schools

Local Point of Contact: Craig Cummings

Telephone: 410-313-6818 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		
Arson & attempted arson in the first degree	0		
Kidnapping & attempted kidnapping	0		
Manslaughter & attempted manslaughter, except involuntary manslaughter	0		
Mayhem & attempted mayhem	0		
Murder & attempted murder	0		
Rape & attempted rape	0		
Robbery & attempted robbery	0		
Carjacking & attempted carjacking	0		
Armed carjacking & attempted armed carjacking	0		
Sexual offense & attempted sexual offense in the first degree	0		
Sexual offense & attempted sexual offense in the second degree	0		
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	0		
Assault in the first degree	0		
Assault with intent to murder	0		
Assault with intent to rape	0		
Assault with intent to rob	0		
Assault with intent to commit a sexual offense in the first degree	0		
Assault with intent to commit a sexual offense in the second degree	0		
TOTAL	0		

NOTE: See attached guidance for completing the VVCO Report.

Guidance for Completion of the SY 2008-09 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).

Gun-Free Schools Act Report School Year 2008-09

Local School System (LSS): Howard County Public Schools Point of Contact: Craig Cummings

Telephone: 410-313-6818 FAX: 410-313-6835 Email: ccummings@hcpss.org

Full Name of School (Include elementary, middle, or high school)	Student ID	Grade	Date of Incident	Type of Firearm (Be specific)	Was the student receiving services under IDEA? (Yes/No)	Was the student expelled for a minimum of one calendar year? (Yes/No)	Was the expulsion modified? (Yes/No)	Were services provided in an alternative education setting? (Yes/No)	Was the student referred to the criminal justice or juvenile delinquency system? (Yes/No)
Homewood Center	1038768	9	1/6/09	.38 caliber handgun	Yes	Yes	No	Yes	Yes

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

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



Signature - Local Superintendent of Schools

11/18/09

Date

Facilities to Support Master Plan Strategies

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 mandated prekindergarten (PK) and full-day kindergarten (FDK) programs. Detailed capital improvement project descriptions and schedules are **not** required.

A. Overall Facilities Plan: Provide a brief narrative description of any major facilities needs, processes, participants, and/or timelines identified in the last update that have changed substantially due to actual State and local government capital budget allocations or other factors. Also identify any changes to board of education goals, objectives, and implementation strategies that will impact facility needs.

The Bridge to Excellence (BTE) Master Plan in 2008 includes the HCPSS Goal 2 to provide a safe and nurturing environment for students and staff. The Office of School Facilities continues to maintain mechanical and electrical systems within every building to support this goal. As warranted, this Office also recommends capital improvement projects to support renovation or new construction that is essential to the delivery of the educational program and thus supports the HCPSS Goal 1 to ensure academic success for every student. In 2008, the Office of School Facilities in collaboration with Gilbert Architects undertook a comprehensive facilities assessment. This assessment was completed for high schools and middle schools in 2008. Elementary schools will be completed in 2009. This assessment provides data to prioritize capital improvement projects (systemic renovations, modernizations, and rooftops.) The data indicated many deferred maintenance needs; however, economic contraction is limiting state and local capital outlay. Tight budgets are being forecast for the years ahead and the ability to prioritize projects will continue to be crucial. The use of the Gilbert Study has supported a more strategic approach to capital budget planning in these tough economic times. Continued enrollment growth projections will also impact future capital budget needs, such as possible new construction to support this growth.

B. Full-day Kindergarten for All Students and Full or Half-Day Prekindergarten Programs: All school systems reported implementing the mandated programs by school year 2007-08 as required. Submission of the previously required table of school names and program locations is NOT required. Provide instead a brief narrative description of any continuing issues related to providing facilities for full day kindergarten and mandated prekindergarten programs.

This will be the second year of mandatory enrollment for pre-kindergarten programs. In the past PreK programs have been able to cut off enrollment when the program was full. This is no longer permitted. We are studying the effect of this change on facility needs but many schools are already limited in space and accommodating additional space for programs within the existing building may not be possible. PreK enrollments are rising. Building additions would require additional capital construction funds and sites may be too constrained to host additions.

**STUDENT RECORDS REVIEW AND UPDATE VERIFICATION
Certification Statement**

Local School System: Howard County Public School System

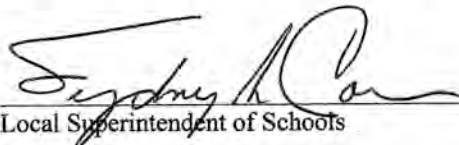
As of August 17, 2009, I certify that the requirements of the Student Records regulation outlined in COMAR 13A.08.02.07:

Are being implemented by evidence of local school and school system procedures that address 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

(Please attach documentation as requested in cover letter)

Are not being implemented. **(Please attach an explanation.)**


Local Superintendent of Schools

6/29/09
Date

Please complete this certification statement and submit as part of your 2009 Master Plan Annual update. If you have questions, please contact:

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

Phone: (410) 767-0295

Fax: (410) 333-8148

Email: jmcginnis@msde.state.md.us

2008 Records Training
September 10, 11, and 15, 2008
8:00 – 3:00 p.m.
Agenda

- 8:00 Meet and Greet
- 8:30 Welcome
Overview of the Day.....Maryann Thomas
Acknowledgements.....Pam Blackwell
Introductions
- Race Code Changes.....Pam Blackwell
- Records Management
- Psychological.....Ivan Croft
 - Confidential..... Ivan Croft
 - Special Ed..... Janet Zimmerman
 - Discipline..... Pam Blackwell
 - Custody..... Lin Bartle
 - Health..... Elsie Baker
- BREAK
- ★ Star Points ★
- Registration
- Overview.....Leslye Schweizer
Brenda Finkle
 - Proofs of Residency.....Lin Bartle
 - Out of District.....Kay Brooke
 - Enrollment Coding.....Sharon Walker
 - Special Circumstances.....Lin Bartle

**Elementary School Teacher's Secretaries
Wednesday, December 10
8:30-11:30**

Agenda

Holiday Breakfast Pot Luck

Attendance Reports/Discretionary Days Linda Alford

Inauguration Day

Computer Replacement Plan

Flagging Out of District Kids Kay Brooke

Race Code changes Pam Blackwell

Open Agenda

**Middle School Guidance Secretaries
Thursday, December 4
12:00-3:30**

Agenda

Holiday Pot Luck

Service Learning

Deb Arczynski

Inauguration Day

Attendance Reports/Discretionary Days

Linda Alford

Computer Replacement Plan

Flagging Out of District Kids

Kay Brooke

Open Agenda

Elementary Teacher's Secretaries Meeting
Friday, May 1
12:00-3:00
Agenda

Lunch

Welcome and Overview

X2 Aspen Update

Bonnie Woods

Policy 9000 changes & Out of District Info

Kay Brooke

Federal Ethnicity/Race Code Forms

Storing forms

Update on progress

Emergency Cards

Transfer of Records to High Schools

Reminders

Middle name in SMS

Next school field

Upcoming for the Fall

New records manual. New SR cards. New registration form.

Open Agenda



Middle School Guidance Secretaries Meeting

Wednesday, April 15

Agenda

Lunch

**Welcome
Overview**

X2 Aspen Update

Bonnie Woods

Work Permits Online

Policy 9000 changes

Kay Brooke

**Federal Race Code
Storing forms
Update on progress**

Transfer of Records

Leslye and Maryann

Reminders

**Middle name in SMS
Next school field
Service learning
Upcoming for the Fall
New records manual
New SR cards
New registration form**

Open Agenda

Howard County Public Schools
08/09 Student Records Reviews

November 10, 2008	Wilde Lake Middle School	15 records
November 14, 2009	Patapsco Middle School	15 records
November 17, 2008	Bollman Bridge Elementary School	16 records
November 18, 2008	Pointers Run Elementary School	18 records
November 19, 2008	Forest Ridge Elementary School	16 records
November 19, 2008	Dayton Oaks Elementary School	15 records
December 5, 2008	Northfield Elementary School	20 records
December 16, 2008	Elkridge Elementary School	16 records
January 5, 2009	Bryant Woods Elementary School	17 records
January 14, 2009	Oakland Mills Middle School	15 records
February 10, 2009	Laurel Woods Elementary School	17 records
February 10, 2009	Thunder Hill Elementary School	17 records
February 17, 2009	Long Reach High School	16 records
February 18, 2009	Phelps Luck Elementary School	17 records
February 23, 2009	Waterloo Elementary School	17 records
March 9, 2009	Marriotts Ridge High School	15 records
March 13, 2009	Veterans Elementary School	16 records
		278 total

**Howard County Public School System
Office of Student Services
Records Review Checklist**

School				
Student records are in a secure location that can be locked			yes	no
Grade books from the past 3 years are in a secure location			yes	no
Attendance source documents from the past 3 years are in a secure location			yes	no
Student's Name		ID #	Grade	
In Compliance		Comments	Principal's Use Only	
			Corrective Action Taken	
Registration Form			yes	no*
Evidence of Birth			yes	no*
Parent Photo ID			yes	no*
Deed/Lease			yes	no*
Utility Bill			yes	no*
Report Cards			yes	no*
SR 1 Personal Data/ Attendance Card			yes	no*
SR 2 Annual School Performance Card			yes	no*
SR 3 Transcript Card High School Only			yes	no*
SR 3B HSA labels High School Only			yes	no*
SR 4 Test Card			yes	no*
Other				

***Attach an explanation if no corrective action was taken.**

Reviewer's Signature _____ Principal's Signature _____

Date _____ Records Manager _____

Return to Pam Blackwell, Director of Student Services by _____

White - Principal/Assistant Principal

Yellow - Return to Office of Student Services

Pink - Review Team



BOARD OF EDUCATION
POLICY 9050
STUDENT RECORDS AND
CONFIDENTIALITY

Effective: January 23, 2007

I. Policy Statement

The Board of Education of Howard County recognizes the value of parental involvement in all facets of their child's schooling and encourages parents to inspect and review their child's records on a regular basis, especially as their child progresses from one grade level to the next. The Board also recognizes the right of students and their parents to have full access to individual student records and the right of parents and eligible students to have any information which is determined to be inaccurate or misleading removed from those records upon request. The Howard County Public School System recognizes its responsibility to maintain accurate student records and student information, to protect the confidentiality and privacy of these records, and to secure student records and information except where State and Federal legislation provides for disclosure.

II. Purpose

The purpose of this policy is to establish standards and procedures for maintenance of confidentiality, disclosure of information, and security of the educational documents and other information in accordance with federal and state law and regulations; in particular, this policy assures compliance with the Federal Education Rights and Privacy Act (FERPA).

III. Definitions

- A. Confidential – For purposes of this policy, information that is private, not intended to be shared with others unless they have a legitimate educational interest.
- B. Confidentiality – For purposes of this policy, the obligation of a school system official not to disclose or transmit information to unauthorized parties.
- C. Disclosure – The act of permitting access to, or the release, transfer, or other communication of, student records or the personally identifiable information contained therein, orally, in writing, or by electronic means, or by any other means to any party.
- D. Eligible Student – A student who is 18 years old or older or is attending an institution of postsecondary education.

- E. Gradebooks – Teacher records of student grades, whether in physical (book or printout) or electronic format.
- F. Legitimate Educational Interest – A school official has legitimate educational interest in a student record if the official needs to review the record in order to conduct his or her professional responsibilities.
- G. 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 be terminated.
 - 3. Custodian – A person or 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.
- H. Personally Identifiable Information – Any data or information that makes the subject of a record known, such as the student's name, the student's, parent's, or other family member's name, the student's address, the student's social security number, a student number, or a list of personal characteristics.
- I. School Official – A person employed by the Howard County Public School System (HCPSS); a person serving on the school board; or a person or company with whom the HCPSS has contracted to perform a special task (such as an attorney, auditor, school resource officer, medical consultant, therapist or a Howard County Health Department substance abuse counselor).
- J. Student Record – Records directly related to a student and maintained by the HCPSS.

IV. Standards

- A. Governance
All staff members shall adhere to federal and state laws as well as policies, procedures, and guidelines for student records and confidentiality established by the HCPSS.

- B. **Annual Notification of Rights**
The HCPSS will notify parents and students annually of the rights of parents and eligible students regarding the inspection, review, amendment, and disclosure of student records as well as the right to file complaints related to these rights with the U.S. Department of Education.
- C. **Records Management**
The maintenance, retention, and destruction of student records will be in accordance with guidelines outlined in the Maryland State Department of Education Student Records System Manual and HCPSS procedures.
- D. **Confidentiality of Student Records**
Student records maintained by teachers and other school personnel are confidential by law. Access to such records may be granted only for the purpose of serving legitimate educational interest or as specifically permitted under FERPA.
- E. **Disclosure of Student Information**
When there is a risk to the student or others, information shared in confidence by students to staff will be divulged to principals, to others who by their training or licensure are able to provide immediate appropriate assistance, and to parents except as outlined in Policy 1030, Child Abuse and Neglect.

V. Compliance

- A. The Superintendent/designee is responsible for monitoring standards and procedures related to the confidentiality of student records as set forth in state law and policy.
- B. The Superintendent/designee is responsible for informing students, staff and parents annually of the general provisions of this policy.
- C. Principals are responsible for protecting the confidentiality of all active or inactive student records stored in their schools.
- D. Principals are responsible for reviewing with staff the standards and procedures related to the confidentiality and disclosure of student records.
- E. Principals shall certify annually the accuracy of student data maintained in student records in their schools as mandated by the Maryland State Department of Education and the school system.

- F. Principals are responsible for assigning and overseeing personnel to monitor the maintenance, review, updating, retention, and destruction of student records in their schools.
- G. Principals are responsible for securing archived gradebooks in their schools until eligible for destruction in accordance with this policy and procedures.
- H. Each employee is responsible for maintaining the confidentiality of student records.
- I. Each employee is responsible for divulging information shared by students in accordance with this policy when there is a risk to the student or others.
- J. The Office of Student Services is responsible for annual training and updating designated school personnel on procedures related to the confidentiality of student records.

VI. Delegation of Authority

The Superintendent is authorized to establish administrative procedures to implement this policy.

VII. References

A. Legal

The Regulations of the U.S. Department of Health, Education, and Welfare; Title 34 C.F.R., Public Welfare, Part 99 (Privacy Rights of Parents and Students)
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§1400 et seq.
The Annotated Code of Maryland, Education Article, §7-303 (Reportable Offenses)
The Annotated Code of Maryland, State Government Article, §10-616(k) (Inspection of Student Records)
COMAR 13A.05.01, Programs for Students with Disabilities
COMAR 13A.08.01.17, School Use of Reportable Offenses
COMAR 13A.08.02, Individual Student Records

B. Other Board Policies

Policy 1020 Sexual Harassment
Policy 1030 Child Abuse and Neglect
Policy 3030 Research Involving Employees and Students
Policy 5120 Prevention and Control of Communicable Diseases
Policy 8010 Grading and Reporting: Pre-Kindergarten Through Grade 8

Policy 8020	Grading and Reporting: High School
Policy 8080	Acceptable Use of Computer Technology
Policy 8120	Testing: State and Local Responsibilities and Protocols
Policy 9000	Enrollment, Residency, Student Assignment, and Admission to Pre- K and K
Policy 9010	Attendance
Policy 9020	Students' Rights and Responsibilities
Policy 9200	Discipline
Policy 9230	Alcohol, Other Drugs, Prescription Medication and Over the Counter Products

ADOPTED: April 29, 1975
AMENDED: October 25, 1990
November 9, 1995
May 21, 1998
June 25, 1998
December 14, 2006
EFFECTIVE: January 23, 2007

I. Definitions

- A. Confidential File – A file stored in a school-based administrator’s office and clearly marked “confidential.”
- B. Directory Information – Information contained in a student record which would not generally be considered harmful or an invasion of privacy if disclosed. Based on categories designated by the federal government, the HCPSS has designated the following student data as directory information:
 - 1. Name
 - 2. Address
 - 3. Telephone listing
 - 4. Date of birth
 - 5. Grade level
 - 6. Major field of study
 - 7. Participation in officially recognized activities and sports
 - 8. Weight and height of members of athletic teams
 - 9. Dates of attendance
 - 10. Degrees and awards received
 - 11. Most recent previous educational agency or institution attended.
- C. Discipline Records – Information which supports or verifies the in-school or out-of-school suspension or expulsion of a student. Discipline records also include any other information regarding disciplinary actions other than suspensions or expulsions taken to correct the student’s behavior as well as information describing the student’s behavior that resulted in such actions.
- D. Emancipated Student – A student who meets one or more of the following conditions:
 - 1. The student is married
 - 2. The student is under age 18 and has been declared emancipated by the courts
 - 3. The student is age 18 or older and is living independently of the student's parents.
- E. School-related Information Provided to a Custodial Parent – Documents which are regularly provided to the custodial parent at school meetings, by mail, or by sending home with the student, such as statements on student and parent rights

and responsibilities, school newsletters, school calendars, and notices of parent conferences, open houses, and plays; and those student records which are provided to the custodial parent such as report cards, disciplinary notices, and special education notices.

II. Rights Under the Family Educational Rights and Privacy Act (FERPA)

A. Rights of Parents

Parents have the following rights under FERPA:

1. The right to inspect, review, and receive a copy of the student's educational records within 45 days of the day the school receives a request for access
2. The right to request the amendment of the student's education records that the parent believes are inaccurate or misleading
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.

B. Rights of Students Over the Age of 18 Years of Age (Eligible Students)

All rights and protections given parents under this policy transfer to the student when the student reaches age 18 or enrolls in a postsecondary institution. The rights accorded to and the consent required of the parent shall, thereafter, only be accorded to and required of the eligible student. Exceptions: If an eligible student is a dependent for tax purposes, a school may disclose information from the eligible student's education records to the parents of the student without the student's consent. Also, if a student is under 18 and has dual enrollment in a secondary school and postsecondary institution, the parents retain FERPA rights at the secondary school and may have access to educational records that the postsecondary institution shares with the secondary school.

C. Rights of Emancipated Students

Emancipated students have the same rights as parents under FERPA.

D. Rights of Noncustodial Parents

1. When the parents of a student are separated, divorced or living apart, the school system must permit both the custodial and noncustodial parent to inspect, review, and obtain copies of the student records unless the custodial

parent provides the school system with a copy of a court order or other legally binding instrument, such as a separation agreement, or the relevant parts of the document, which provides that the noncustodial parent may not have access to the student's records or other school-related information. The school may assume both parents have FERPA rights unless provided with legal documentation to the contrary.

2. If a noncustodial parent requests to be provided copies of school-related information provided to the custodial parent, the school system must provide the noncustodial parent copies of the information except as provided under D.1 above. The school system may require a noncustodial parent who requests such copies to pay a reasonable fee for copying and mailing the documents. The school may charge such fees at the beginning of the year, or require a signed agreement to reimburse costs at the end of the year. Fees may be waived if the noncustodial parent files a notarized statement that the parent is unable to pay the fees.

E. Additional Rights of Parents of Children with Disabilities

Children with disabilities and their parents have rights with respect to the collection of information for school records, and access to and disclosure of such information as provided in FERPA and the Individuals with Disabilities Education Act (IDEA)(20 U.S.C. §§1400 et seq.), if the student is eligible for special education services. IDEA's additional protections include the requirement that the school system inform parents when personally identifiable information is no longer needed to provide educational services to the child and destroy records at the request of the parents.

F. Rights of Surrogates

When a surrogate is appointed for a student in accordance with Educational Article 8-412, and the parental rights of the natural parents are terminated by judicial order, rights under FERPA are accorded to the surrogate parent and terminated for the natural parent.

III. Annual Notification

The school system will annually publish a notice to parents of their rights under this policy. The school system will send notice of these rights home with each student. Where possible, the school system will arrange to provide translations of this notice to non-English speaking parents in their native language. The notice must include the following:

- A. The right to inspect and review the student's education records

- B. The right to seek to correct parts of the student's education record which he or she believes to be inaccurate, misleading, or in violation of student rights
- C. The right to a hearing to present evidence that the record should be changed if the school system decides not to alter it according to the parent's request
- D. The right to place a clarifying statement in the record if the challenged information is not removed or amended
- E. The right to file a complaint with the U.S. Department of Education if the school system appears to violate this policy
- F. The procedure to follow to obtain copies of this policy and the locations where copies may be obtained
- G. The intent of the school system to limit the disclosure of information contained in a student's education records except:
 - 1. By the prior written consent of the parent or eligible student
 - 2. As directory information
 - 3. Under certain limited circumstances, permitted by federal and state bylaw.
- H. The right to restrict the release of directory information about their child by the school system (See Section IX.A)
- I. The right of noncustodial parents to be provided copies of school-related information provided to custodial parents.

IV. Student Records

Minimal content of student records shall be as prescribed in the Maryland Student Records System Manual and its subsequent revisions, and any other State Department of Education regulations pertaining to student records.

- A. Student records include:
 - 1. Any information directly related to an individual student and all copies regardless of where the various parts of the record are stored and the physical format they are in (unless otherwise specified). The student record includes personal identification data, family and descriptive social information, records of subject performance, attendance, discipline records, other disciplinary information, test scores, health records, health room logs, and electronic mail maintained by the HCPSS containing student information. The record may also include such items as legal proceedings, psychological

and other clinical evaluations or any other individualized evaluations, agency reports, notes of permission, and special education records (including minutes of Individualized Educational Program (IEP) meetings). The record may include paper, correspondence, reports, forms, photographs, photostats, film, microfilm, electronic recordings (such as sound recordings or computerized data), and other documents. Exceptions are outlined in IV.B.

2. Those materials relating to a past or present student that are created and maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional, for diagnostic purposes, when that individual is acting in a professional or paraprofessional capacity for The HCPSS.
3. Data kept by the third party billing office for purposes of seeking reimbursement from the Maryland Medical Assistance Program or other health insurance for health-related services provided to students by HCPSS staff.

B. Student records do not include:

1. Personal notes kept by instructional, supervisory, administrative, or educational personnel that meet the following criteria:
 - a. The personal note was made and intended solely as an extension of personal memory,
 - b. The personal note is in the sole possession of the maker thereof, and
 - c. Information contained in the personal note has never been revealed or made available to any other person except the maker's temporary substitute.

(Note: Such personal notes are not to be placed in the official records of the student. If personal notes are placed in the student's official record or made available to others, they become part of the student record.)

2. Reportable offense records
3. Employment records which are used only in relation to a student's employment by the school system. Employment for this purpose does not include activities for which a student received a grade or credit in a course.
4. Alumni records, which relate to the student after that student no longer attends classes provided by the school system and the records do not relate to the person as a student

5. Child abuse reports maintained at the school in the administrator's confidential file and at the central office.

V. Right to Review and Inspect Student Records

- A. A parent or eligible student shall be given the opportunity to inspect and review student records. Each school shall provide parents requesting to review/inspect records a list of the types and locations of education records collected, maintained, or used regarding the student.
- B. The principal/designee shall comply with requests for access to a student's record within a reasonable period of time, but in no case more than 45 calendar days after the request has been received.
- C. A parent or eligible student should submit to the student's principal a written request that identifies, as precisely as possible, the record or records he or she wishes to inspect. The principal/designee will make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected in the presence of a school official.
- D. If, for any valid reason such as working hours, distance between record location sites, or health, a parent cannot personally inspect and review a student's education record, the school will arrange for the parent or eligible student to obtain copies of the record.
- E. Care should be taken to ensure that personally identifiable information about other students is not revealed.
- F. The HCPSS shall respond to reasonable requests for explanation and interpretation of student records. When psychological data is part of the record to be reviewed, a school psychologist from the Howard County Office of Psychological Services should be available for interpretation.

VI. Hearing Procedures to Amend Student Records

- A. A parent or eligible student who believes that information contained in the student record is inaccurate or misleading or violates the privacy rights of the student, may request that the system amend them. Note that these procedures do not address requests to change a grade unless it is inaccurately recorded; procedures for grade changes are addressed in Policy 8020, Grading and Reporting: High School.
- B. Requests for amending student records should be initiated at the school level through a written request signed by the parent or eligible student and submitted to

the principal. The request must include the information that appears to be incorrect and data supporting the request.

- C. The principal will review the request and respond in writing within 14 days of the receipt of the request. The review may include a meeting with the parent as deemed appropriate by the principal. When data is in question, the originator of the data or a person in a similar position should be consulted. If a psychological record is questioned, the principal will contact the Director of Student Services. The written response will inform the requester that necessary changes to the record have been made, or inform the requester that no changes were considered necessary. In the latter instance, the response must inform the requester of the right to either appeal to the appropriate Administrative Director or to place a statement in the record in accordance with section G below.
- D. A parent or eligible student may appeal the principal's decision to the appropriate Administrative Director. The appeal should include the initial request and the principal's written response.
- E. The Administrative Director will review the appeal and respond in writing within 21 days of receipt of the request. The written response will inform the requester that the principal has been directed to make the necessary changes to the record, or inform the requester that no changes were considered necessary. In the latter instance, the response must inform the requester of the right to either have a hearing with the Assistant Superintendent of School Administration or to place a statement in the record in accordance with section G below.
- F. If the parent or eligible student requests a hearing, it will be held within 21 days of the request. Within five days after the hearing, the Assistant Superintendent will notify the parent in writing of the results. The written response will either include the information that necessary changes to the record have been made, or information concerning the right to place a statement in the record in accordance with section G below. There is no appeal of the decision of the Assistant Superintendent.
- G. When there is a determination by staff that the student record not be amended as requested, the parent or eligible student has the right to place in the student record a statement commenting upon the information in the records and/or setting forth any reasons for disagreeing with the decision of staff. This statement must be kept in the student record as long as the contested portion of the records are maintained by the system. If the student record, or the contested portion thereof, is disclosed by the school system to any party, the explanation shall also be disclosed to that party.

VII. Waivers

- A. An individual who is an applicant for admission to an institution of post-secondary education or employment may waive his or her right to inspect and review confidential letters and confidential statements of recommendation respecting admission to an educational institution, application for employment, or receipt of an honor or honorary recognition. Such waivers may apply to confidential letters and statements only if:
 - 1. The applicant is, upon request, notified of the names of all individuals providing the letters or statements;
 - 2. The letters or statements are used only for the purpose for which they were originally intended;
 - 3. This waiver is not required by the agency or institution as a condition of admission, employment, or granting of an honor or receipt of any other service or benefit from the agency or institution; and
 - 4. The waiver is executed by the individual, regardless of age, rather than by the parent of the individual.
- B. A waiver as described above may be revoked with respect to future actions.
 - 1. The revocation must be in writing.
 - 2. If a parent of a student executes a waiver under this section, that waiver may be revoked by the student at any time after he or she becomes an eligible student.

VIII. Records Management

- A. Maintenance
 - 1. All student records shall be stored securely and accessible only to school officials. Records in physical format shall be stored in a secure location that can be locked in the administrative or counseling suite. When records are maintained electronically, they should be secured in the same manner as if they were printed material (e.g., files should be password protected; media should be locked in a secure cabinet when not in use, only necessary copies should be made and then also maintained in a secure manner).
 - 2. Health records of currently enrolled students shall be stored in the health suite.

3. Child abuse records shall be stored as outlined in Policy 1030.
4. Threat assessment reports shall be maintained in the administrator's confidential file.
5. Suicide Contact Reports shall be maintained in the administrator's confidential file.
6. Safe Schools Act bullying data, which includes the reporting form, will be in the administrator's confidential file.
7. Third party billing records shall be stored in the Department of Special Education.
8. Current teacher gradebooks are to be maintained in a secure manner by teachers. Archived gradebooks are to be maintained in a secure manner by principals.
9. Psychological records will be maintained as follows:
 - a. School psychological records are systematically reviewed, and when necessary purged, in keeping with relevant laws in order to protect children from decisions based on outdated information. When a new psychological report is generated regarding a student, the previous report(s) will be sent to the Office of Psychological Services and so noted (on the test card). Significant information from reports will be interpreted in the current report to avoid use of outdated information.
 - b. Access to psychological records is restricted to those permitted by law who have (current) legitimate educational interest.
 - c. A copy of the report of psychological assessment and/or psychological services will be sent to the school for placement in the school record. Psychological Services in the Office of Student Services will maintain the original report in a confidential file. When school psychologists assigned to the County Diagnostic Center complete psychological evaluations, a copy of the evaluation report will be sent to the school, and the original will be maintained in confidential files at the County Diagnostic Center. The Office of Psychological Services will maintain a record of all psychological evaluations completed.
10. Student records of former students may be stored in a central archive under the supervision of the Superintendent's designee.

11. Schools are required to keep a log of who has requested or received access to student records to document compliance with FERPA. (See Section IX.C of these procedures.)
12. When student records are sent or received in physical or electronic form, confidentiality must be protected by both the sender and the receiver of the information in order to prevent the unauthorized release of personally identifiable information.
13. Information that no longer serves a legitimate educational interest is handled in accordance with the current Maryland Student Records Systems Manual, or its subsequent revisions.

B. Transfer of Records

1. A Maryland Student Withdrawal/Transfer Record Card (SR 7 Card) will be provided to the parent of the student at the time of transfer or withdrawal if the parent is present. If the parent is not present, the card must be faxed, sent electronically, or mailed to the sending school immediately. Transfer of records for homeless students do not require a written request.
2. Students who are in state-supervised care, including those in foster care, residential child care programs, or treatment facilities, have certain rights with regard to the transfer of records under COMAR 13A.08.07. These rights include strict timelines regarding the prompt transfer of records and dispute resolution guidelines. Employees are responsible for adhering to these regulations. Specific guidelines will be published in the HCPSS records manual.
3. Limits on Transfer of Records
 - a. Records are transferred according to the guidelines in The Maryland Student Records System Manual except as noted below.
 - b. When the student records include psychological or psychiatric evaluations, the psychological and/or psychiatric record should be returned to the Office of Psychological Services with a copy of the written request for dissemination in order to ensure compliance with laws regulating disclosure and notification. The sending school should note on the appropriate form in the student folder that a psychological evaluation is available from the Office of Psychological Services when the file is forwarded to the receiving district/institution. The report will then be sent from the Office of Psychological Services to the requesting school.

- c. In accordance with Policy 1030, Child Abuse and Neglect, child abuse records do not transfer with the student.
 - d. Threat assessment reports do not transfer with the student.
 - e. Suicide Contact Reports do not transfer with the student.
 - f. Safe Schools Act bullying data does not transfer with the student.
 - g. Transcripts, confidential letters, statements, and other records by school personnel, shall be mailed to post-secondary institutions and/or employers upon parental or eligible student consent.
4. Transfer of records cannot be denied because of debts incurred.
- C. Reviewing and Updating Records
1. To ensure that student records are relevant and accurate, a review of student records shall occur at least under the following conditions:
 - a. When a student transfers to the next higher organizational unit, such as from elementary to middle school level;
 - b. When a student graduates from high school; and
 - c. When a student withdraws for any other reason.
 2. Changes in identifying information, results of individual and group standardized tests, and health data shall be made within a reasonable time after these changes occur during the school year.
- D. Retention and Destruction of Records
1. The retention schedule for student records is listed in the current edition of the Records Retention and Disposition Manual for Public School Systems of Maryland, and subsequent editions.
 2. Psychological reports shall be returned to psychological services when that data is no longer educationally useful, or is more than six years old. (It shall be noted in the student record that a psychological report, dated _____, was returned to the Office of Psychological Services on _____.) Such records will be destroyed five years after the student graduates from secondary school, completes a program adopted by the Board of Education, leaves school, or, for a student identified as in need of special education services, reaches the age of 21. Parents and eligible students will be notified of intent to destroy when that time arrives.
 3. Records that identify a student as eligible for special education and related services and which document the services received will be retained for six (6) years from the termination of services. When a parent requests that records be

destroyed, this standard must be maintained. Records to be kept include IEPs and IEP Team minutes containing:

- a. Identification of assessments and evaluations performed (but not detailed assessments themselves) and
 - b. Formal decisions of the IEP Team documenting:
 - i. The student's disability
 - ii. The multidisciplinary nature of the committee, and
 - iii. Parental involvement.
4. Child abuse and neglect records shall be retained in accordance with Policy 1030.
 5. If the student has been eligible for medical assistance and billing has occurred for services, documentation must be maintained as listed below for six (6) years (the current school year and the five previous school years) to document the student's eligibility for medical assistance, eligibility for the services provided, and notes/logs documenting the services provided. When a parent requests that records be destroyed, this standard must be maintained. Records to be kept include: IEPs documenting services; IEP Team Meeting notes containing documentation of the need for services which are eligible for medical assistance reimbursement; all documentation of services provided (logs, etc.); ongoing service coordination notes demonstrating eligibility for medical assistance reimbursement; and all applications for medical assistance reimbursement.
 6. Discipline records must be maintained until the student graduates or completes his/her education program or the student becomes 21 years of age.
 7. Archived teacher gradebooks will be maintained for three (3) years.
 8. Individual student records not required or specifically regulated by other state or local regulations shall be destroyed when they no longer serve legitimate educational purposes, subject to the following exceptions:
 - a. Schools may not destroy any student record if there is an outstanding request to inspect and review them under COMAR 13A.08.02.13.
 - b. Explanations placed in the education record under COMAR 13A.08.02.15 shall be maintained as provided in COMAR 13A.08.02.15D.
 - c. The record of access required under COMAR 13A.08.02.20 shall be maintained for as long as the educational record to which it pertains is maintained.

G. Fees for Copies of Student Records

The school system reserves the right to charge a fee for copies of student records which are made for the parent or transcripts it forwards to potential employers or post-secondary education institutions. Waivers may be granted in cases of hardship.

IX. Confidentiality of Records

A. Disclosure of Directory Information

1. Directory information may be disclosed without the consent of the parent under limited circumstances.
2. In accordance with the State Government Article §10-616(k) of the Annotated Code of Maryland, student phone numbers and home addresses may be released without parental consent only to:
 - a. An organization of parents, teachers, students, or former students, or any combination of those groups, of the school;
 - b. A person engaged by a school or Board of Education to confirm a home address or home phone number;
 - c. An organization or force of the military;
 - d. A representative of a community college in the state; or
 - e. The Maryland Higher Education Commission.
3. All requests for student addresses and/or phone numbers must be made in writing to and are subject to the approval of the Superintendent/designee.
4. The Public Information Office will ensure that parents are notified annually of:
 - a. Their right to request that any or all of the above categories designated as directory information as they relate to their child/children not be released by the school system
 - b. The process for notifying the school system with such a request and the associated deadline
 - c. The requirement to notify the system annually if they wish to continue the restriction on the release of directory information related to their child/children.
5. Detailed directory information beyond what is specified in these procedures will not be published. Directory information cannot be combined with other

confidential student information and made public without prior parent permission. For example, a team roster is considered to be directory information, but student eligibility for team participation is not directory information since it provides, by direct inference, a student's academic status that is not directory information.

B. Disclosure of Information with Parental Consent

1. The written consent of the parent or eligible student shall be secured before any school personnel discloses personally identifiable information from any student's educational records, except as provided elsewhere in these procedures. Such consent must include the following:
 - a. Specifications of the records to be disclosed
 - b. Purpose of the disclosure
 - c. Person(s) to whom disclosure will be made.
2. The parent or eligible student shall be notified by the principal/designee of the disclosure request, and must certify to the principal his/her consent in writing. A copy of the disclosed record shall be provided to the parent or eligible student upon request (when consent for disclosure is required), and to the student who is not eligible upon request by the student's parent.
3. Consent for disclosure of a psychological or psychiatric report should be sent to the Psychological Services Facilitator so that the information can be released and a record of such disclosure can be maintained.

C. Record of Disclosure

1. The Principal/designee shall keep a record of each request for disclosure, and each disclosure of personally identifiable information from student records, showing:
 - a. Persons who have requested and/or obtained such information
 - b. The legitimate interest such persons have in requesting, or obtaining, this information.
2. The above requirement does not apply to directory information.
3. The record of disclosures may be inspected:
 - a. By the parent of the student or the eligible student
 - b. By the school official, and his/her assistants, who are responsible for the custody of the records

- c. By authorized parties for purposes of auditing record keeping procedures.

D. Disclosure of Information Without Parental Consent

The Principal/designee may disclose personally identifiable information from the educational records of a student, without the consent of the parent or eligible student, if the disclosure is:

1. To other school officials within the HCPSS who have been determined by the system to have a legitimate educational interest. Volunteers typically lack a sufficient interest to justify access to student records. If a volunteer does have an interest which justifies access, the school should only provide information that is critical for the accomplishment of the volunteer duties. The principal/designee must train volunteers on issues of confidentiality.
2. To officials of other schools, or school systems, in which the student seeks to enroll
3. To the following authorized representatives in connection with the audit and evaluation of federally supported education programs:
 - a. The Comptroller General of the United States
 - b. The Secretary of the U.S. Department of Education
 - c. The Director of the National Institute of Education or the Assistant Secretary of Education
 - d. State Department of Education personnel
4. In connection with financial aid for which a student has applied, or which a student has received, provided that personally identifiable information from the educational records of the student may be disclosed only as may be necessary for such purposes as:
 - a. To determine the eligibility of the student for financial aid
 - b. To determine the amount of financial aid
 - c. To determine the conditions which will be imposed regarding the financial aid
 - d. To enforce the terms, or conditions, of the financial aid.
5. To State and local officials, or authorities, to whom information is specifically required by state statute to be reported or disclosed
6. To organizations conducting research studies as authorized by the Board under Policy 3030, Research Involving Employees and Students

7. To accrediting organizations in order to carry out their accrediting functions
8. To parents of dependent students as defined in section 152 of the Internal Revenue Code of 1954
9. To comply with a judicial order or lawfully issued subpoena. When served with a judicial order or subpoena for student records, employees must first notify an administrator and make a reasonable effort to notify the parent in advance of compliance.
10. In connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individual, subject to:
 - a. The seriousness of the threat to the health or safety of the student or other persons
 - b. The need for such records to meet the emergency
 - c. Whether the persons to whom such records are released are in a position to deal with the emergency
 - d. The extent to which time is of the essence in dealing with the emergency.

This section of the policy shall not be construed to require disclosure of any personally identifiable information from the educational records of a student to any of the agents listed above.

E. Redisclosure of Information

Disclosure of certain information is limited to the intended parties and for the intended purposes, and redisclosure of this information is limited or not permitted as follows:

1. Third party psychological and psychiatric records may not be redisclosed and must be destroyed after relevant information is used.
2. Reportable offense records may not be redisclosed by subpoena or otherwise except by order of a juvenile court or other court upon good cause shown, or as provided by the reportable offense law. The reportable offense law, however, permits the local superintendent to transmit the information received from the law enforcement agency and the State's Attorney regarding the reportable offense as a confidential file to the local superintendent of another public school system in the State in which the student has been enrolled or transferred.

3. Information released by public agencies may not be redisclosed even if the school is in receipt of a Consent to Release Information form from the parent or eligible student.

F. Social Security Numbers

Neither the Maryland State Department of Education (MSDE) nor the HCPSS may make any right or privilege of public education contingent upon the disclosure of a student's social security number. Disclosure of the social security number must be voluntary. If a student's social security number has been voluntarily disclosed to the school system, the school system may use it as a unique identifier for reporting school data, provided that the requisite notice has been given to the parent or eligible student.

- G. Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule
HIPAA's "privacy rule" provides standards to protect the security and privacy of 'protected health information' (PHI). The privacy rule defines PHI as individually identifiable health information that is transmitted or maintained in any form or media. If student information is a part of the education record that is protected by FERPA, the information is not subject to HIPAA's "privacy rule".

X. Disclosure of Student Information

- A. Information shared in confidence by students to staff will be divulged to parents, principals, and others who by their training or licensure are able to provide immediate appropriate assistance when there is a risk to the student or others.
- B. Students must be notified of the limits of confidentiality prior to engaging in support services with school personnel that may result in the sharing of confidential information. Notification of the limits of confidentiality should be provided verbally and in writing.
- C. When staff obtain information from students that poses a risk to self or others, every effort should be made to encourage the student to divulge the information to the appropriate staff, agency, or to the parent.
- D. Reports of Suicidal Intent: If school staff becomes aware of a student's suicidal intent, staff should immediately notify the school administrator. The administrator should work with the school counselor or school psychologist to handle the situation. The parent should be immediately contacted and the student should not be left alone. Student Services staff should provide immediate intervention and strategies to assist the student. Referral to appropriate agencies should be made. If referral and removal of the student to an outside agency is necessary, every effort should be made to notify a parent before the student leaves the school premises. If

POLICY 9050-PR
IMPLEMENTATION PROCEDURES

staff suspects that suicidal intent is related to child abuse or neglect, the procedures for reporting child abuse and neglect should be followed.

- E. Harm to Third Parties: In accordance with Threat Assessment Procedures, if school staff has a reasonable belief that a student is going to harm another person or persons, a school administrator should be immediately notified. The school administrator should notify the parent of the intended victim. The administrator should also notify the parent of the student who intends to do harm to the third party unless the school administrator has reason to believe that the student has been subject to abuse or neglect by the parent, in which case a report of suspected abuse or neglect must be made to the Department of Social Services. Notification of law enforcement of a student's intent to harm a third party is within the discretion of the school administrator.

- F. Staff who obtain information from students that represents a risk to self or others may also be required to report this information to the appropriate outside agency. See the following policies and/or guidelines for specific reporting requirements:
 - 1. Policy 9230 Alcohol, Other Drugs, Prescription Medication, and Over-The-Counter Products
 - 2. Policy 1030 Child Abuse and Neglect
 - 3. Threat Management Procedures
 - 4. Student Assistance Program Assessment
 - 5. Suicide Intervention Procedures.

ADOPTED: April 29, 1975
AMENDED: October 25, 1990
November 9, 1995
May 21, 1998
June 25, 1998
December 14, 2006
April 12, 2007
March 13, 2008
EFFECTIVE: March 13, 2008

Documents in Support of Nonpublic Participation in Federal Title Programs

November 6, 2008

ADMINISTRATIVE HEAD
ATHOLTON ADVENTIST SCHOOL
6520 MARTIN RD
COLUMBIA, MD 21044-

Dear ADMINISTRATIVE HEAD:

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 2009-2010 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 FY2010 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 2009-2010 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 2009-2010 school year.

Date:	Friday, December 12, 2008
Time:	2:00 – 3:30 p.m.
Place:	Board Room B Howard County Department of Education 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 maintain ongoing communication between the public and the nonpublic schools, please return the enclosed response form on or before **Monday, December 1, 2008**. 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-

ADMINISTRATIVE HEAD
BRIGHT STARS LEARNING
ACADEMY
5890 CEDAR LN
COLUMBIA MD 21044-3161

ADMINISTRATIVE HEAD
CELEBRATION CHRISTIAN
ACADEMY
6080 FORELAND GARTH
COLUMBIA MD 21045-

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

ADMINISTRATIVE HEAD
CORNERSTONE ACADEMY OF
GLENWOOD
3060 WASHINGTON ROAD ROUTE 97
GLENWOOD MD 21738-

ADMINISTRATIVE HEAD
GLENELG UNITED METHODIST
CHURCH NURSERY SCHOOL
13900 BURNT WOODS RD
GLENELG MD 21737-

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

ADMINISTRATIVE HEAD
LOVE OF LEARNING MONTESSORI
SCHOOL
9151 RUMSEY RD
COLUMBIA MD 21045-

ADMINISTRATIVE HEAD
THE NORBEL SCHOOL
6135 OLD WASHINGTON RD
ELKRIDGE MD 21075-

ADMINISTRATIVE HEAD
BET YELADIM
5885 ROBERT OLIVER PL
COLUMBIA MD 21045

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

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

ADMINISTRATIVE HEAD
COLUMBIA ACADEMY
10350 OLD COLUMBIA RD
COLUMBIA MD 21046

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

ADMINISTRATIVE HEAD
GLENWOOD COUNTRY DAY SCHOOL
2480 ROXBURY MILLS RD STES 10/11
GLENWOOD MD 21738-

ADMINISTRATIVE HEAD
HIGH ROAD ACADEMY
9705 WASHINGTON BLVD
LAUREL MD 20723-

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

ADMINISTRATIVE HEAD
OUR LADY OF PERPETUAL HELP
SCHOOL
4801 ILCHESTER RD
ELLCOTT CITY MD 21043-

ADMINISTRATIVE HEAD
BETHEL CHRISTIAN ACADEMY
P O BOX 406
SAVAGE MD 20763-0416

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

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

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

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

ADMINISTRATIVE HEAD
GODDARD SCHOOL IN
MARRIOTTSVILLE
2200 BRIGHTON RUN COURT
MARRIOTTSVILLE MD 21104-

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

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

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

ADMINISTRATIVE HEAD
RESURRECTION-ST PAUL SCHOOL
3155 PAULSKIRK DR
ELLCOTT CITY MD 21042-2655

ADMINISTRATIVE HEAD
ST LOUIS SCHOOL
12500 CLARKSVILLE PIKE
CLARKSVILLE MD 21029-

ADMINISTRATIVE HEAD
FRIENDSHIP CHRISTIAN
PRESCHOOL
1391 SYKESVILLE ROAD
SYKESVILLE, MD 21784

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

ADMINISTRATIVE HEAD
ST AUGUSTINE SCHOOL
5990 OLD WASHINGTON RD
ELKRIDGE MD 21075-

ADMINISTRATIVE HEAD
TRINITY SCHOOL
P O BOX 299
ELLCOTT CITY MD 21041-

ADMINISTRATIVE HEAD
YOUNG SCHOOL EARLY
EDUCATION PROGRAM
8251 TAMAR DR
COLUMBIA MD 21045

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

ADMINISTRATIVE HEAD
ST JOHN'S PARISH DAY SCHOOL
9130 FREDERICK RD
ELLCOTT CITY MD 21042

ADMINISTRATIVE HEAD
WOODMONT ACADEMY
2000 WOODMONT AVE
COOKSVILLE MD 21723-

ADMINISTRATIVE HEAD
CHILDTIME CHILDREN'S CENTER
6905D OAKLAND MILLS ROAD
COLUMBIA, MD 21045

ADMINISTRATIVE HEAD
GLEN MAR PRESCHOL
8430 GLEN MAR ROAD
ELLCOTT CITY, MD 21043

**Nonpublic School Participation in
Annual Consultation for Federal Programs
2009-2010 School Year**

Please type or print all information.

School: _____

Address: _____

Contact Person: _____

Telephone Number: _____ Fax Number _____

Email Address: _____

Check () the appropriate line.

_____ Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 12, 2008**.

_____ I am unable to attend the Annual Consultation meeting on **Friday, December 12, 2008**. However, my school intends to participate in federal grants during the 2009-2010 school year and would like to receive more information.

_____ I decline participation in all federal grants during the 2009-2010 school year.

Please return this form by **Monday, December 1, 2008.**

Administrator's Name
(Printed or typed)

Date

Administrator's Signature

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

Please complete and return this form on or before **January 26, 2009** 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 2009-2010 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 that your school plans to participate in during the 2009-2010 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 the 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 the attached 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:** Enhancing Education Through Technology (Technology Leadership Academy)
- _____ **Title II, Part D:** Student Technology Literacy by Grade 8
- _____ **Title II, Part D:** Algebra Collaborative Grant
- _____ **Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
- _____ **Title IV, Part A:** Safe and Drug-free Schools and Communities
- _____ **Title IV, Part B:** 21st Century Community Learning Centers
- _____ **Competitive Grants**

A nonpublic (not-for-profit) school that does not return this form on or before **January 26, 2009**, is declining any further participation in these grant programs for the 2009-2010 school year.

**Howard County Public School System (HCPSS)
and
Howard County Nonpublic Schools
2009-2010 Federal Education Program Grants
Annual Consultation Meeting
December 12, 2008**

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 2009-2010 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 B:** Mathematics and Science Partnerships Program (STEMM)
- Title II, Part D:** Enhancing Education Through Technology (Educational Technology Summer Institute)
- Title II, Part D:** Student Technology Literacy by Grade 8
- Title II, Part D:** Algebra Collaborative Grant
- Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A:** Safe and Drug-free Schools and Communities
- Title IV, Part B:** 21st 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

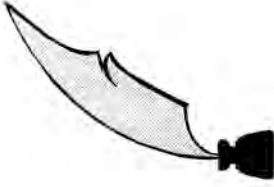
HCPSS/GSS/Nonpublic Affirmation/tm/12/08



Annual Nonpublic Consultation Meeting
 Federal Education Grant Programs
 Friday, December 12, 2008
 2:00 p.m. - Board Room B

Sign-In Sheet

<u>Name</u>	<u>School</u>	<u>Phone</u>	<u>E-mail</u>
Carol Fritts	HCPSS	410-313-7179	cfritts@hcpss.org
Bob O'KEEFE	NORBEL	410/796-6700	BOKEEFE@NORBELSCHOOL.ORG
Carrie De	"	"	cd@norbelschool.org
Marcy Jacobs	HCPSS	410-313-6772	mennis@hcpss
Bob Little	HCPSS	410-313-6762	rlittle@hcpss.org
Deborah Espina	HCPSS	410-313-7485	despina@hcpss.org
Dr. Felicia Jackson	Bright Stars	410-730-5234	felicia.jackson@hotmail
Tiffany Raith	St. John's	410-468-7644	ttherestjohnsec.org
Julianne M. Dibble	HCPSS	410 313 7337	julianne-dibble@hcpss.org



Annual Nonpublic Consultation Meeting
 Federal Education Grant Programs
 Friday, December 12, 2008
 2:00 p.m. - Board Room B

Sign-In Sheet

<u>Name</u>	<u>School</u>	<u>Phone</u>	<u>E-mail</u>
Colleen Beaumont	HCPSS	410-313-5689	colleen_beaumont@hcpss.org
ERISL ROBERSON	CELEBRATION CURTISMAN ACADEMY	410-977-2384 x 119	ERROBERSON@WIZKULZRS.COM
Jo's Kelly	Woodmont Academy	443-574-8100 x 113	Kelly@woodmontacademy.org
Caroline Walker	HCPSS		