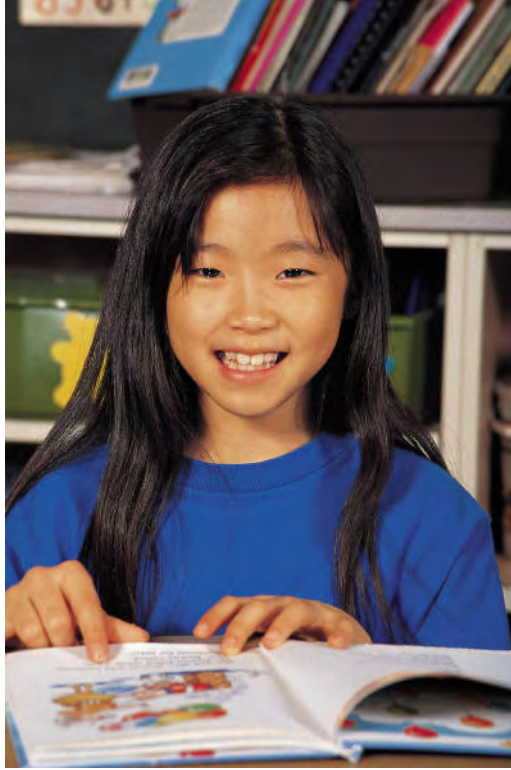


Attachment 7



Title I, Part A Improving Basic Programs LEA: 13-Howard SY 2010-2011

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

<p>Local Educational Agency: 13-Howard Fiscal Year 2011</p> <p>Title I Coordinator: Caroline Walker</p> <p>Telephone: E-mail: caroline_walker@hcpss.org</p>
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I. TITLE I THEMES IN THE BRIDGE TO EXCELLENCE MASTER PLAN

Describe the LEA’s strategies to provide high quality sustained support to all Title I elementary, middle, and secondary schools. Label each question and answer. Be sure to **address each lettered and/or bulleted item separately.** **ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND SUBMITTED AS SECTION IV.**

A. *SCHOOLS IN IMPROVEMENT:*

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

- a. Based on the 2010 administration of the Maryland School Assessment, does the LEA have any Title I schools **IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS**?

No, the Howard County Public School System does not have any Title I Schools in the comprehensive needs or developing needs pathway.

If “No”, proceed to Highly Qualified.

- b. Describe the methods used to inform parents about the status of their child’s school if it is in **THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS**. Include in this description the timeline and the names/positions/departments/schools responsible.

- c. Describe how parents who enroll their child/children later in the school year are notified.

2. DOCUMENTATION: Include sample copies of letters that will be used for school year 2010-2011 documentation to support that items a-f below have been included in the parent notification letter(s). **If** the LEA has schools **IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS** funded by **Title I ARRA**, please include documentation for those schools with this application.

- a. what the identification means;

- b. the reasons for the identification;
- c. what the school is doing to address the problem of low achievement;
- d. how the LEA and MSDE are helping the school address the achievement problem;
- e. how parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and,
- f. how the school compares to others.

3. DESCRIPTION of the process including specific timelines/dates that the Local Educational Agency will use to inform parents of students attending a Title I school IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS about student transfer and Supplemental Educational Services (SES) options. Sec. 1116 (b)(6)(F)

- a. What date(s) were parents notified about their School Choice options?

- b. Will the LEA be offering SES this year? ____Yes ____No
- c. What date(s) were parents notified about the SES option? _____
- d. Describe how the LEA informs parents about the SES program and their choices of Providers.
- e. What is the projected start-up date for these services? _____
- f. Will the LEA provide summer SES program? ____Yes ____ No

If yes, what is the projected start-up date _____ **and** what is the projected duration of the program? _____
- g. Describe how parents who enroll their child/children later in the school year are notified of their School Choice and SES options.

4. DOCUMENTATION: Include sample copies of English and translated notification letters and their attachments for School Choice and Supplemental Educational Services options the Local Educational Agency will use for the 2010-2011 school year. Attachments should include supporting information for parents, i.e. current profiles of test scores for the home school and the receiving schools, provider profiles, etc. **If** the LEA has schools IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS funded by **Title I ARRA**, please include documentation for those schools with this application.

5. DESCRIBE the process to ensure that the 10 Requirements for School Improvement are part of the development, implementation, and monitoring of School Improvement Plans.

6. If any of the 10 Requirements for school improvement are not adequately addressed, **describe** steps the LEA will take to ensure that revisions to the school improvement plans occur in a timely manner.

B. HIGHLY QUALIFIED:

1. **DESCRIBE** the process **including specific timelines/dates** used to notify parents whose children attend Title I schools about the qualifications of their teachers **by addressing each lettered item separately**. Sec. 1111 (h)(6)(A)

- a. Describe how and when (date) the school or LEA notifies the parents of each child attending any Title I schools that they may request information regarding the professional qualifications of their child's classroom teacher (known as "Parent's Right to Know").
 - Principals will send home the Superintendent's letter to all families of students in Title I schools. This letter will inform parents of their "right to know" teacher qualifications by October 31st. The letter is translated into Spanish, Korean, Chinese, and Vietnamese. If additional languages are needed translation or interpreting will be provided. (Refer to Appendix A for a copy of the Superintendent's 2010-2011 letter.)
 - Schools will also place this information in newsletters, websites and other tools to communicate to parents at least one other time during the year.
- b. Describe the process of providing timely notice (letter) to parents when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who is not highly qualified.
 - Principals will send home letters to parents of students in Title I schools not taught by highly qualified teachers within one week of the distribution of the Superintendent's Letter and within four weeks of when staff assignments change. (Refer to Appendix B for a copy of the principal's 2010-2011 letter.) The letters will be translated into Spanish, Korean, Chinese, and Vietnamese. If additional languages are needed provisions will be made.
 - After receiving the principal's letter, parents who call the school to discuss the not highly qualified identification of their child's teacher will be invited to the school for a principal/parent conference.
- c. Identify by name, title, and department the person(s) responsible for ensuring compliance with Section 1111(h)(6)(A).
 - Lois Witte, Manager of Certification/Licensure and Accountability in the Office of Human Resources will ensure the activities will take place.

d. Describe how the LEA coordinates Highly Qualified notification between Human Resources, the Title I Office, and school administration (for a. **and b.** in this section).

- Prior to the start of school, the HCPSS's Office of Human Resources will notify Title I principals and Caroline Walker, Coordinator of Academic Intervention and Title I Programs, the names of specific staff members believed not to be highly qualified. The Title I principals are Sean Martin, Principal of Bryant Woods, Cynthia Hankin, Principal of Deep Run, Genee Varlack, Principal of Guilford, Peggy Dumler, Principal of Laurel Woods, Cathy Nowack, Principal of Longfellow, Pam Akers, Principal of Phelps Luck, Troy Todd, Principal of Running Brook, Ron Morris, Principal of Stevens Forest, Molly Ketterer, Principal of Swansfield, and Nancy Thompson, Principal of Talbott Springs.
- Principals will meet privately with specific staff members to determine if the not highly qualified identification is appropriate. For example, some teachers may have completed course work or tests during the summer break but have not notified the Office of Human Resources of the pending change in their credentials.
- Within four weeks of the start of school year 2010-2011, Caroline Walker will meet with Title I Administrators and the Elementary Administrative Directors to discuss the processes for identifying substitutes and determining highly qualified status.
- If, during the year, students receive instruction by a not highly qualified teacher or long-term substitute in the core academic content areas, principals will send home letters to the parents of these students.
- Quarterly, Suzanne Zilber, Manager of Classified and Temporary Services, Lasheda Young, Specialist, Teacher Certification, and Julie Knauer, Title I Technical Assistant, will review the substitute reports to ensure all long-term (more than four weeks) substitutes are highly qualified.

e. Describe how the LEA ensure the Highly Qualified status of teachers assigned to Title I schools is maintained.

- The Highly Qualified status of teachers is ensured by:
 1. The regular review of certification/highly qualified status of teachers of record.
 2. Teacher candidates are reviewed to ensure highly qualified status.
 3. Administrators will consider certification/highly qualified status as part of the transfer process.
- Additionally, The Howard County Public School System, Office of Human Resources, will communicate with appropriate central office staff, Title I school principals, and teachers who are not highly qualified throughout the year.
- The Office of Human Resources will continue to notify schools that Maryland's High, Objective, Uniform State Standard of Evaluation (HOUSSE) is available on the MSDE web site and in print format in the

HCPSS Certification Office. This guide provides teachers with methods to achieve “highly qualified” status using one of several options under NCLB.

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

2. **DOCUMENTATION:** Include sample copies of English and translated letters that will be used to meet the requirements (for **a.** and **b.**) in school year 2010-2011. **If** the LEA has schools funded by **Title I ARRA**, please include documentation for those schools with this application.

See Attachments A and B.

3. Are all paraprofessionals in Title I schoolwide schools qualified?

Yes No Not Applicable

4. Are all paraprofessionals paid with Title I funds in targeted assistance schools qualified? Yes No Not Applicable

C. SCHOOLWIDE PROGRAMS:

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

1. For LEAs with Title I schoolwide programs, **DESCRIBE** the steps taken to help the Title I schools make effective use of schoolwide programs **by addressing each lettered item separately**. Reg. 200.25-28 and Sec. 1114.
 - a. Describe how the system will assist schools consolidate funds for schoolwide programs. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.

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

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

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

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

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

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

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

After the November review, Caroline Walker, Coordinator of Academic Intervention and Title I Programs, and Amy Tieperman, Title I Support Teacher will meet with the schoolwide programs and instruct them to revise their schoolwide plans in accordance with the *10 Components*, if any

have not been addressed. Follow-up from Marion Miller or Arlene Harrison, Elementary Administrative Directors, will be provided as needed.

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

During the 2010-2011 school year, the Title I School Programs will be reviewed and analyzed in the following ways:

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

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

Extended learning time is coordinated by the Title I participating schools. Title I school administrators work with Title I teachers to maximize extended learning time. Schoolwide Title I administrators include Peggy Dumler, Principal of Laurel Woods, Rhonda Inskip, Assistant Principal of Laurel Woods, Ron Morris, Principal of Stevens Forest, and Sharon Lewandowski, Assistant Principal of Stevens Forest. Intervention teachers frequently provide extended support to individual students in addition to providing instruction to their scheduled groups. While students are preparing to end the day, some teachers continue to work with the students assigned to them for supplemental services. Title I teachers have received training through the Title I Office in Knowing the Learner. These extensions in support services facilitate excellence in teaching and learning. For the 2010-2011 school year, all Title I schools will have tutoring in mathematics provided by the Howard County Public School System for below grade level students. The mathematics tutoring will be supervised by the mathematics support teachers at each school and centrally by Kay Sammons, Coordinator of Elementary Mathematics. All Title I schools may have additional reading and/or math tutoring funded by Title I. In conjunction with the Title I Coordinator, this tutoring will be supervised by Fran Clay, Coordinator of Elementary Reading. All tutors will be highly qualified Howard County teachers who work with below grade level students to accelerate their reading and mathematics skills. Both of the Title I schoolwide schools (Laurel Woods and Stevens Forest) are also 21st Century Community Learning Centers. These programs are supervised by Marty Cifrese, BRIDGES Program Manager. These programs

run over 70 days afterschool during the regular school year and provide both academic instruction and enrichment activities. In addition to the LSS Title I Coordinator, Amy Tieperman, Title I Support Teacher, will be responsible for monitoring the parent involvement activities of the Title I schools. Students in who are performing below grade level in reading and/or mathematics are invited to attend the extended year Academic Intervention Summer Program. The Academic Intervention Summer Program is organized by the Office of Academic Intervention and Title I Programs lead by Caroline Walker, Coordinator of Academic Intervention and Title I Programs. This program provides 19 half-days of accelerated instruction in reading and mathematics. Transportation is provided for all participants at no charge to the families. Parents are invited to a program orientation, and receive newsletters and progress reports from the teachers during the four weeks of the program. They are notified if the child is absent on any day that the program is in session. Assessments are given to monitor student progress. Because of the Howard County Public School System's emphasis on continuous improvement, the extended-year Academic Intervention Summer Program increases opportunities for accelerated learning and the elimination of achievement gaps. For Academic Intervention Summer School 2011, Title I will fund additional teachers and materials at the two participating Title I schoolwide schools.

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

In the Department of Student, Family, and Community Services, in addition to the LSS Title I Coordinator, Caroline Walker, the Title I Support Teacher, Amy Tieperman, will be responsible for monitoring the activities of the Title I schools. Diane Martin, Director of Student, Family, and Community Services and Clarissa Evans, Executive Director of Secondary Curricular Programs will provide support and monitoring for the Title I Office. Title I administrators Peggy Dumler, Principal of Laurel Woods, Rhonda Inskeep, Assistant Principal of Laurel Woods, Ron Morris, Principal of Stevens Forest, and Sharon Lewandowski, Assistant Principal of Stevens Forest, are responsible for monitoring their individual school plans. The Administrative Directors and Director of Elementary Curricular Programs, Marie DeAngelis, Director of Elementary Curriculum and Instruction, Marion Miller, Director of Elementary School Administration, and Arlene Harrison, Director of Elementary School Administration, will provide additional support and supervision to the schools and their administrative staff members. The Title I Coordinator and Title I Technical Assistant, Julie Knauer, support the schools with fiduciary compliance. Terry Brukiewa, Senior Accountant in Accounting Services, supports the Title I Office in meeting fiscal requirements. He is supervised by the Director of Finance, Beverly Davis.

D. TARGETED ASSISTANCE SCHOOLS:

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

- 1. DESCRIBE the step-by-step process including timelines/dates used to identify eligible children most in need of services. Include in the description how students are**

ranked using multiple selection (academic) criteria. (NOTE: Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.)
Section 1115(b)(1)(B)

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

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

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

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

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

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

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

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

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

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

As students transfer into Title I schools, they may be added to the ranking. Between September and November, students will be ranked in schools planning to serve kindergarten students. Students will additionally be re-ranked prior to the spring semester. This data will form a list of

students that will receive academic interventions in reading and mathematics. After receiving the ranking, the Title I schools will engage in data conversations to establish groups based on the needs of students. The schools will flexibly group, progress monitor, and make changes to groups as needed. The schools will also use the data conversations to inform instruction, specifically, by using exit tickets, unit tests, and local assessments to determine which skills students are failing to master and then adjust instruction accordingly. They will use the ranking to schedule interventions and inform families of the students' participation in Title I.

2. **DESCRIBE** how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and **supplemental** instructional strategies **for small groups of identified students.** (*In Maryland, small group constitutes no more than 8 students to one teacher.*) These strategies must be based on best practices and scientific research to strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c)(1)(C).
 - a. Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities.

Extended learning time is coordinated by the Title I participating schools. Title I school administrators work with Title I teachers to maximize extended learning time. Title I administrators include Sean Martin, Principal of Bryant Woods, Winnie Dreier, Assistant Principal of Bryant Woods, Cynthia Hankin, Principal of Deep Run, Julie Moraz, Assistant Principal of Deep Run, Genee Varlack, Principal of Guilford, Connie Stahler, Assistant Principal of Guilford, Cathy Nowack, Principal of Longfellow, Laurel Marsh, Assistant Principal of Longfellow, Pam Akers, Principal of Phelps Luck, Nancy Ottey, Assistant Principal of Phelps Luck, Troy Todd, Principal of Running Brook, Deborah Caldwell, Assistant Principal of Running Brook, Molly Ketterer, Principal of Swansfield, Lisa Ciarapica, Assistant Principal of Swansfield, Nancy Thompson, Principal of Talbott Springs, and Michael Caldwell, Assistant Principal of Talbott Springs. Title I teachers frequently provide extended support to individual students in addition to providing instruction to their scheduled groups. While students are preparing to end the day, some teachers continue to work with the students assigned to them for supplemental services. Title I teachers have received training through the Title I Office in Knowing the Learner. These extensions in support services facilitate excellence in teaching and learning. For the 2010-2011 school year, all Title I schools will have tutoring in mathematics provided by the Howard County Public School System for below grade level students. The mathematics tutoring will be supervised by the mathematics support teachers at each school and centrally by Kay Sammons, Coordinator of Elementary Mathematics. All Title I schools may have additional reading and/or math tutoring funded by Title I. In conjunction with the Title I Coordinator, this tutoring will be supervised by Fran Clay, Coordinator of Elementary Reading. All tutors will be highly qualified Howard County teachers who work with below grade level students to accelerate their reading and mathematics skills. Seven of the Title I TAS schools (Bryant Woods, Deep Run, Guilford, Phelps Luck, Running Brook, Swansfield, and Talbott Springs) are also 21st Century Community Learning Centers. These programs are supervised by Marty Cifrese, BRIDGES Program Manager. These programs run over 70 days afterschool during the regular school year and provide both academic instruction and enrichment activities. Because Longfellow does not have a BRIDGES program, they have beyond school day mathematics and reading interventions which run approximately 30 days. In addition to the LSS

Title I Coordinator, Amy Tieperman, Title I Teacher, will be responsible for monitoring the parent involvement activities of the Title I schools. Students in all eight participating Title I TAS schools who are performing below grade level in reading and/or mathematics are invited to attend the extended year Academic Intervention Summer Program. The Academic Intervention Summer Program is organized by the Office of Academic Intervention and Title I Programs lead by Caroline Walker, Coordinator of Academic Intervention and Title I Programs. This program provides 19 half-days of accelerated instruction in reading and mathematics. Transportation is provided for all participants at no charge to the families. Parents are invited to a program orientation, and receive newsletters and progress reports from the teachers during the four weeks of the program. They are notified if the child is absent on any day that the program is in session. Assessments are given to monitor student progress. Because of the Howard County Public School System's emphasis on continuous improvement, the extended-year Academic Intervention Summer Program increases opportunities for accelerated learning and the elimination of achievement gaps. For Academic Intervention Summer School 2011, Title I will fund additional teachers and materials at the eight participating Title I TAS schools for identified targeted assistance students. The Title I funded teachers will be teaching students identified as targeted assistance students only.

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

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

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

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

- Valuable instructional time is lost when students walk from their classroom to another location in the building.
- Low-performing students need fewer, not additional, interruptions to their classroom routine.
- For the classroom teacher to recognize improvement, he or she must see a student's accelerated progress within the classroom setting.
- By providing the supplemental service within the team area, flexible grouping is more likely to occur.

- When a highly qualified classroom teacher and a highly qualified Title I teacher work together to provide accelerated instruction for low-performing students, opportunities for success increase.
- When the Title I teacher works with low-performing students in close proximity to the classroom, the reading and mathematics support teachers are available to observe the lesson and provide support.
- Classroom teachers and Title I teachers have opportunities to develop a collaborative mentoring relationship when they work in close proximity.

For the above reasons, it is the position of the Howard County Title I Office that, whenever possible, interventions will occur within physical proximity of the classroom and in the presence of the classroom teacher. Title I school administrators support Title I teachers in locating appropriate intervention sites. During the 2010-2011 school year, Title I teachers will keep records of their collaboration with the regular education teachers.

- 3. DESCRIBE** how the LEA/school provides additional opportunities for professional development with Title I resources, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff.

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

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

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

Each of the Howard County schools was invited to the 2010 Summer Institute. During this two-day event at the end of June, school administrators and key staff members met to work on the 2010-2011 School Improvement Plans. Work will continue throughout the summer and early September. Title I School administrators will work with the School Improvement Team and be ready to share the plans with the Title I Coordinator, Caroline Walker, during mid-September. The Title I Coordinator will evaluate the plans to be sure they address the components of a Targeted Assistance School:

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

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

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

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

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

During the 2010-2011 school year, the Title I Targeted Assistance Program will be reviewed and analyzed in the following ways:

- At each school, the Title I teachers will collect the following types of documentation:

- Eligibility and progress monitoring documentation
 - Schoolwide ranking by multiple selection criteria
 - Teachers' schedules with groups of students being served
 - Master lists of Title I students
 - Documentation of professional development events funded by Title I that directly support the needs of targeted students
 - Professional Development activities for Title I teachers that directly and specifically address student academic needs
 - Documentation of collaboration with regular education.
- The Title I Office staff will regularly review the documentation the Title I teachers are collecting.
 - Administrators of the Title I schools will regularly observe and monitor the Title I programs at their schools.
 - The Title I Office staff will informally and formally observe the Title I teachers a minimum of two times per semester then meet with them within a week of the observation, usually the same day, to conference and provide feedback.
 - Each Title I school will have data discussions to monitor student progress.
 - The Title I Office staff will work with Title I teachers at regular Title I meetings and at school level meetings to assess student progress.
6. In addition to the LEA Title I coordinator, **identify** by name, title, and department the person/s responsible for **monitoring** the required components in targeted assistance plans, the effectiveness of the targeted assistance programs, and fiduciary issues.

In the Department of Student, Family, and Community Services, in addition to the LSS Title I Coordinator, Caroline Walker, the Title I Support Teacher, Amy Tieperman, will be responsible for monitoring the activities of the Title I schools. Diane Martin, Director of Student, Family, and Community Services and Clarissa Evans, Executive Director of Secondary Curricular Programs will provide support and monitoring for the Title I Office. Title I administrators Sean Martin, Principal of Bryant Woods, Winnie Dreier, Assistant Principal of Bryant Woods, Cynthia Hankin, Principal of Deep Run, Julie Moraz, Assistant Principal of Deep Run, Genee Varlack, Principal of Guilford, Connie Stahler, Assistant Principal of Guilford, Cathy Nowack, Principal of Longfellow, Laurel Marsh, Assistant Principal of Longfellow, Pam Akers, Principal of Phelps Luck, Nancy Ottey, Assistant Principal of Phelps Luck, Troy Todd, Principal of Running Brook, Deborah Caldwell, Assistant Principal of Running Brook, Molly Ketterer, Principal of Swansfield, Lisa Ciarapica, Assistant Principal of Swansfield, Nancy Thompson, Principal of Talbott Springs, and Michael Caldwell, Assistant Principal of Talbott Springs are responsible for monitoring their individual school plans. The Administrative Directors and Director of Elementary Curricular Programs, Marie DeAngelis, Director of Elementary Curriculum and Instruction, Marion Miller, Director of Elementary School Administration, and Arlene Harrison, Director of Elementary School Administration, will provide additional support and supervision to the schools and their administrative staff members. The Title I Coordinator and Title I Technical Assistant, Julie Knauer, support the schools with fiduciary compliance. Terry Brukiewa, Senior Accountant in Accounting Services, supports the Title I Office in meeting fiscal requirements. He is supervised by the Director of Finance, Beverly Davis.

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

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

8. Identify the school(s) by name and assigned MSDE ID number that are implementing a targeted assistance program in 2010-2011 and are planning to become Schoolwide for the 2011-2012 school year.

Conditioned on achievement of the 40% poverty threshold based on the September 30, 2010 enrollment and October 31, 2010 Free and Reduced Meals (FARMs) data, and MSDE approval, Bryant Woods (0510), Phelps Luck (0612), and Talbott Springs (0609) elementary schools will begin the process to conversion for the following school year.

E. PARENT INVOLVEMENT:

To encourage parent involvement, LEAs **and** schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. [Section 1118(a)(2)] Parent involvement strategies should be woven throughout each system's Master Plan.

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

Parents are surveyed for feedback at the Annual Meetings at the Title I schools. If feedback requires changes, the Board of Education will receive the feedback and review the policy. Title I schools conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving academic quality of the schools served under Title I during the Annual Meetings at each of the schools. The Howard County Public School System Title I Parent, Family, and Community Involvement Plan explains how the Title I Office works with the parents and families of Title I students to assist them in accelerating their children's academic achievement. This document is in alignment with the Howard County Public School System Policy 10000, Parent, Family, and Community Involvement, the Bridge to Excellence Master Plan and the has been developed through ongoing collaboration with the parents and families of Title I students. The Title I Office staff will involve parents in the development and evaluation of the HCPSS Title I Parent, Family, and Community Involvement Plan by meeting with parents at least annually of Title I students at each of the Title I schools for feedback on the Plan's content and effectiveness. The Title I Office staff works with the schools

to ensure that parents participate in an annual survey to gain input on the content and effectiveness of the plan (either in person, by phone, or in a written format) on the Title I Plan.

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

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

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

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

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

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

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

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

Parents are surveyed for feedback at the Annual Meetings at the Title I schools. If feedback requires changes, the Board will receive the feedback and review the policy. Title I schools conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving academic quality of the schools served under Title I during the Annual Meetings at each of the schools.

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

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

4. School-Parent Compact

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

All Title I schools have adopted school-level Home/School Compacts. Schools have begun to review the Home/School Compacts. They will continue this review until October. The Title I Coordinator and Support Teachers will review each Title I school's 2010-2011 school-level Home/School Compact. This Compact will be shared with all Title I families after the review.

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

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

5. Monitoring Parent Involvement

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

During the 2010-2011 school year, the HCPSS parent involvement requirements in Title I schools will be reviewed and analyzed in the following ways:

- At each school, the Title I teachers will collect the following types of documentation:
 - The school's Parent Involvement Plan
 - Evidence of parent input into the plan
 - Evidence the edited plan has been distributed

- Evaluation/feedback/surveys/focus group notes from parents on the content of the plan
 - Evidence of interpretation/translation where applicable.
- Evidence of the distribution of the HCPSS’s Parent Involvement Policy and feedback from parents
- The school’s compact
 - Evidence of parent input into the revision of the compact
 - Evidence the edited compact has been distributed
 - Signed compacts
 - Evaluation/feedback/surveys/focus group notes from parents on the content of the compact
 - Evidence of interpretation/translation where applicable.
- Evidence of the Title I Annual Meetings
- Evidence of Parent Workshops
- Evidence of school staff professional development on parent engagement
- Evidence of coordination of parent involvement programs with other programs.

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

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

In addition to the LSS Title I Coordinator, Amy Tieperman, the Title I Support Teacher, will be responsible for monitoring the parent involvement activities of the Title I schools.

6. Distribution of Parent Involvement Funds

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

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

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

The school administrators, the Title I teachers, and the families of Title I students budget the 1/10th of the 1% based on their schoolwide Parent Involvement Plan. The Title I Office Staff

monitors participation through attendance at family activities where the discussion takes place, the collection of agendas and notes that indicate the conversations took place, and examples of activities done to prioritize needs.

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

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

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

1. Participating private schools and services: **COMPLETE INFORMATION IN ATTACHMENT 6 A** regarding the names of participating private schools and the number of private school students that will benefit from the Title I-A services. Refer to the *Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003*.
2. **DESCRIBE** the LEA's process for inviting private schools to participate in the Title I, Part A program.

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

At the meeting, the Title I staff shares the names of participating Title I schools and general information about Title I. Poverty data collection procedures are agreed upon. Free or reduced meal information will be used for the 2010-2011 school year. Written affirmation from private school officials takes place during this meeting, confirming that timely initial consultation has occurred.

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

After the initial consultation, the private school officials complete a letter of intent indicating that they have eligible low-income students and that they are interested in receiving Title I services

for the eligible low-performing students. Private schools must submit this information to the Title I Office by the end of January.

The Title I Office requests that the private schools that have indicated intent to participate submit the addresses of potentially qualifying students receiving free or reduced meals at their schools. This information must be received by the Title I Office by the last week of February. Upon receipt of this information, the Title I Office confirms the addresses of private school students from low-income families against Title I participating public school attendance areas. The Title I Office sends a verified list to the private schools confirming the students eligible for funding. In March, the Title I Office staff meets with the private schools that have eligible low-income students in kindergarten through 5th grade. During this meeting, a consultation calendar is established. The following topics are discussed: poverty data, amount of *estimated* instructional funds generated and if funds will be pooled, and the multiple educationally related criteria used to select eligible students. Academically low performing students must reside in the Title I attendance areas. At this time, the Title I Office obtains written affirmation from private school officials or their representatives that timely and meaningful consultation has occurred. In April, the Title I Office sends an email to the private school officials requesting names, addresses, and grades of private school students who meet the multiple educationally related criteria. Upon receipt of this information, the Title I Office matches addresses of private school Title I eligible students to participating Title I public school attendance areas. The Title I Office sends a verified list of students who will be eligible to receive services during the following school year back to the private school.

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

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

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

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

The Title I Office, in consultation with the private school, determines the professional development and parent involvement needs of private school teachers and families of eligible

students. The Howard County Public School System’s procedures for private school concerns will be shared with the private school officials. At the close of this meeting, we will obtain written affirmation from private school officials or their representatives that timely meaningful consultation has occurred.

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

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

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

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

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

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

5. DELIVERY OF SERVICES

- a. Will LEA staff be providing the services directly to the eligible private school students? Yes No
If yes, when will services begin? September 2010
- b. Will the LEA enter into a formal agreement with other LEA(s) to provide services to private school students? Yes No
If yes, identify the LEA(s) involved and the date the services will begin.

- c. Will the LEA enter into a third party contract to provide services to eligible private school students? _____ Yes No
 If yes, when will services begin? _____

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

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

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

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

II. TABLES AND WORKSHEETS

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

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

A Local Educational Agency must use the same measure of poverty for:

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

PUBLIC SCHOOLS:

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

	A.	Free Lunch	
X	B.	Free and Reduced Lunch	
	C.	Temporary Assistance for Needy Families (TANF)	
	D.	Census Poor (Children ages 5-17 based on 2000 Census Data)	
	E.	Children eligible to receive medical assistance under the Medicaid program	

	F.	A composite of any of the above measures (explain): <input type="checkbox"/> A weighted process has been used as follows: <input type="checkbox"/> An unduplicated count has been verified.	
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PRIVATE SCHOOLS:

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

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

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

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

	any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. Complete Tables 7-3 and 4.
	35% rule -- all schools <i>at or above 35%</i> are eligible for services. Schools must be served in rank order of poverty. Title I - A funds may run out before serving all schools above 35%. Complete Tables 7-3.
	Grade-span grouping/35% rule -- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. Complete Tables 7-3 and 7-4.
	Special Rule: Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. Complete Tables 7-3 and 4.
NOTE REGARDING GRADE-SPAN GROUPING: The same rule must be used for all groups if grade-span grouping is selected. If there are three grade-span groups, the school system must use the 35% rule for all three or the district-wide average for all three. The district may not have three groups with one group using the 35% rule and one group using the district-wide average. Schools above 75% poverty must be served before lower ranked schools.	

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

Table 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN				
The LEA may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, CALCULATE the district-wide average of low-income children below. Use the official number of students approved for FARM as of October 31, 2009 to complete this table along with the September 30, 2009 enrollment data. <i>Beginning in SY 2007-2008 Pre-K should be included in these numbers.</i>				
7,374 Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2009)	÷	50,641 Total LEA Student Enrollment (September 30, 2009)	=	14.56% District-Wide Average (percentage) of Low-Income Children

Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging.)				
A school system's organization of its schools defines its grade span groupings. For example, if the district has elementary schools serving grades Pre-K-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. Pre-K-6, K-8, 6-9) the school system may include a school in the grade span in which it is most appropriate. Based on the data source(s) noted in Table 7-1 and the district-wide average in Table 7-3, INDICATE below the district-wide grade span poverty averages for each grade span groupings.				
DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS				
Grade Span Write Grade Spans in Spaces Below.	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary ()	3,386	÷	21,774	15.55%
Middle ()	1,846	÷	12,108	15.25%
High ()	2,142	÷	16,759	12.78%

Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT THAT SERVE SCHOOLS BELOW 35% POVERTY (125% RULE)			
1,798,570.00 Local Educational Agency Title I-A Allocation (Taken from Table 7-10) (Should match # on C-1-25)	÷	7,379 Total Number Of Low-Income Public and Private Students (Add the total public students presented above and the private student number presented on Table 7-9.)	=
			\$243.74 Per Pupil Amount
<p>Per-Pupil Amount \$243.74X 1.25 = Minimum Per Pupil Allocation \$304.68 MULTIPLY the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation.</p>			

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

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

Table 7-7 TITLE I SKIPPED SCHOOLS			
<p>Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The school meets the comparability requirements of section 1120(A)(c). <input type="checkbox"/> The school is receiving supplemental funds from other state and local sources that are spent according the requirements of section 1114 and 1115. <input type="checkbox"/> The funds expended from these other sources equal or exceed the amount that would be provided by Title I. 			
Name of School(s)	Percent Poverty	Title I Allocation	Amount and Source of Other Funding

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B. BUDGET INFORMATION

TABLE 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION

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

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

Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION¹

Total Title I 2010-2011 Allocation		\$ 1,798,570.00 (Taken from the C-1-25)	
Reservations	ACTIVITY	RESERVATION	DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)

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

	<p>1 District-wide Title I instructional Program(s) Reservation Federal Register(Reg), Sec.200.64, and District-wide Professional Development(Not to include required PD for low performing schools).34 CFR Sec.200.60, Sec. 9101(34) of ESEA</p>	<p>145,143.00</p>	<p>A beyond the school day/week tutoring program will be provided in the Title I schools: Workshop Wages \$42,000, FICA = \$3,213. For Academic Intervention Summer School 2011, Title I will fund additional teachers at the ten participating Title I schools. The Title I office will provide 33 additional teachers for 19 days and preparation before and during the program 27 hrs* \$20/hr * 33 = \$17,820; teaching 19 days * 3 hrs * \$30/hr * 33 = \$56,430. Total Workshop Wages \$74,250. FICA = \$5,680 Materials = \$10,000. Material distribution for interventions = \$10,000.</p>
	<p>2 Parent involvement (not less than 1%) Sec.1118 (a)(3)(A)</p>	<p>21,009.53</p>	<p>Workshop wages = \$12,020. Presentations: 10 schools, 3 sessions per school, 3 hours per session (includes set-up and breakdown) 4 teachers per session, 9 hours * 4 teachers = 36 hours * 10 schools = 360 hours at \$30 = \$10,800. Planning: 61 hrs. at \$20 per hour = \$1,220. FICA = \$919.53. Contracted Services = \$2,700, including interpreters, translators, taxi cabs, and buses (\$22 per hour for interpreters * 10 schools * 7.5 hours = \$1,650; \$35 per hour for translators * 10 schools * 2 hours = \$700; \$6 cab ride * 25 rides = \$150; \$100 per bus to shared events * 2 events = \$200). Materials for families include books, manipulatives, newsletters, and snacks/meals = \$5,370.</p>

	3	Professional Development to train teachers to become highly qualified (not less than 5%). If a lesser amount or no monies are needed, a description as to why should be provided. Reg, Sec.200.60(a) 2 and Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A.	No Longer Applicable, due to NCLB Highly Qualified Deadline.	
	4	TOTAL reservations requiring equitable Services.	166,152.53	

Reservations Not Requiring Equitable Services	5	Administration (including mid-level) for services to public and private school students and non-instructions: capital expenses to private school participants Reg Sec.200.77(f)(Present this number in Table 4.A School System Administration.)	252,091.70	Business Support = \$35,266.00 (Allocation times .02 divided by 1.02). Salary and Workshop Wages = \$157,404; Salary 1.0 Technical Assistant = \$54,160; Workshop Wages Administrative Support - \$21,702; Title I Support Teacher Salary - \$81,542. Fixed Charges = \$53,373.41 (FICA = \$12,041; Retirement = \$19,460.41; Health = \$21,872. Contracted Services = \$3,050: Mileage = \$2,000 (Title I Support Staff 4,000 miles * \$.50 per mile = \$2,000); Conferences = \$1,050 (MSDE Conference for 3 staff members \$350 * 3 = \$1,050). Materials to support Title I office = \$2998.29
	6	School improvement initiative under NCLB (not less than 20% of which 5% is for choice and 5% for SES) Sec 1116 (b)(10)(A) and Sec. 1116(e)(6)	0.00	There are no identified Title I schools in school improvement for the school year 2010-2011.
	7	Support to Low Performing Title I Schools(i.e. Schools in improvement) Sec. 1116(b)(4)A-B Local Discretion. This reference describes required technical assistance. Instructional services are not allowable in this reservation.	0.00	
	8	Services to Neglected Children Must reserve funds if N & D programs exist.	0.00	HCPSS does not have any local institutions that provide services to neglected children.
	9	Services for Homeless Children (must)	2,500.00	Workshop wages = \$2,000. A beyond the school day tutoring program for homeless students will be provided in schools with the highest number of homeless students. FICA = \$153. Materials = \$347.
	10	Professional Development for LSS in Improvement (not less than 10%) (must)	0.00	The HCPSS has not been identified as a district for improvement.

		Note: 1. If there are no Title I schools identified for improvement in a system identified for improvement, the LEA must still set aside 10% for professional development for any Title I school to help them remain out of improvement status. Please provide an explanation.	
		2. School level PD funds can be included when factoring the 10%.	
	11	Incentives for Title I Teachers (Local Discretion) (not more than 5%) for schools in improvement, corrective action, and restructuring. Sec. 1113(c)4 of ESEA	0.00
	12	TOTAL Reservations Not requiring equitable Services	254,591.70
	13	Total Reservations Requiring Equitable and Non Equitable Services minus Administration	168,652.53
			Total Non-Equitable LINE 12 \$254,591.70 Plus Equitable Reservations LINE 4 \$166,152.53 Equals \$420,744.23 Minus Administration – LINE 5 \$252,091.70 Equal: \$168,652.53

B. BUDGET INFORMATION

Table 7-9				
COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1120(a) of NCLB and Sec 200.64 & 200.65 in 34CFR.) Monies calculated for equitable services to private school participants, their families, and their teachers.				
<u>District-wide Instructional Program(s) Reservation and District Professional Development</u>				
5	÷	1,803	=	0.0028
Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs (Residing in Title I School attendance area) (Use the total number reported in the Title I Allocation Worksheet.)		Total # of <u>public school children</u> from low-income families (in Title I public schools) plus private school children from low-income families (Use the total numbers reported in the Title I Allocation Worksheet.)		Proportion of reservation
0.0028	x	145,143.00	=	402.50
Proportion of reservation		reservation (Use # from Table 7-8, Line 1)		Proportional monies available for equitable services to private school participants
<u>Parental Involvement Reservation</u>				
5	÷	1,803	=	0.0028

Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs (Residing in Title I School attendance area) (Use the total number reported in the Title I Allocation Worksheet.)		Total # of <u>public school children</u> from low-income families (in Title I public schools) plus <u>private school children</u> from low-income families (Use the total numbers reported in the Title I Allocation Worksheet.)		Proportion of reservation
0.0028 Proportion of reservation	x	21,009.53 reservation (Use # from Table 7-8, Line 2)	=	58.26 Proportional monies available for equitable services to parents of private school participants
TOTAL: proportional funds from reservations for equitable instructional service, professional development and parent involvement (Total from Table 7-9 ADD to Table 7-10 LINE 3)				Total \$460.77

B. Budget Information

Table 7-10			
BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)			
1	Total Title I Allocation (Use amount shown on C-1-25)	----	1,798,570.00
2	Total reservations requiring equitable services. (Present final figure in Table 7-8, LINE 4)	minus	166,152.53
3.	Equitable share Total reported in Table 7-9	minus	460.77
4.	Total Reservations not requiring Equitable Services (Use number presented in Table 7-8 LINE 12.)	minus	254,591.70
5.	Total Title I LEA allocation minus all reservations: Title I allocation (LINE 1 above) minus all Reservations (LINES 2, 3 &4 above). (All LEAs, except for those serving schools below the 35% poverty line, should use this number to determine the per pupil allocation.) This number should equal the total of the remaining amount box (WDCS) on the Title I Allocation Worksheet.	equals	1,377,365.00
6.	Total PPA Allocation (set aside for instructional services) for eligible private school children. This total comes from the Title I Allocation Worksheet. (Present this number in Attachment 4-A Nonpublic Cost.)	----	3,950.00
7.	Total Nonpublic Cost equals line 6 plus line 3.	----	4,410.77

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

C. CARRYOVER INFORMATION

Table 7-11	<u>ESTIMATE OF TITLE I CARRYOVER</u> (Annually as of September 30)
<p>Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2006 - September 30, 2007). LEAs have two options for the use of carryover funds: 1) add carryover funds to the LEA's subsequent year's allocation and distribute them to participating areas and schools in accordance with allocation procedures that ensure equitable participation of non-public school children; 2) designate carryover funds for particular activities that could best benefit from additional funding. (Non-Regulatory Guidance, LEA Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to those Areas and Schools, August 2003, Question 3, page 8.)</p>	
1.	Total amount of Title I 2009-2010 allocation: \$ 1,815,243.00
2.	The estimated amount of Title I funds the school system will carryover: \$194,111.74
3.	Explain why this Carryover may occur. Title I Technical Assistant position was vacant since February 2010 and did not get filled until late July 2010, realizing unspent workshop wages. Also, spending was reduced on summer school and afterschool programs.
4.	The estimated percentage of carryover Title I funds as of September 30, 2010 11.00% (THIS IS A PROJECTION.)
5.	Within the past 3 years, has the system been granted a waiver? Yes 2008

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

Note: Final Carryover Report should be submitted with the October Master Plan Update submission. If appropriate, the carryover budget, any amendments and revised narrative should be submitted with the final Master Plan Update submission.

III. BUDGET INFORMATION- SUBMIT THIS INFORMATION AFTER SECTION II

PROPOSED BUDGET FORM AND NARRATIVE FOR SY 2010-2011

1. **COMPLETE** a detailed BUDGET on the MSDE Title I, PART A proposed budget form (*C-1-25*). The proposed budget must reflect how the funds will be spent and organized

according to the budget objectives. MSDE budget forms are available through the local finance officer or at the *MSDE BRIDGE TO EXCELLENCE MASTER PLAN* web site at: WWW.MARYLANDPUBLICSCHOOLS.ORG.

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

Title I Budget Narrative

	Salaries/ Wages	Contracted Services	Supplies and Materials	Other Charges	Equip- ment	Trans- fers	Budget by Cat/Prog
Administration							
<u>Business Support</u>						<u>\$35,266.00</u> Allocation times .02 divided by 1.02	<u>\$35,266.00</u>
<u>Instructional Administration and Supervision</u>	<u>\$75,862</u> Salary 1.0 Technical Assistant <u>\$54,160</u> Administra- tive Support <u>\$21,702</u>		<u>\$2,998.00</u> Routine purchases throughout the year for Title I office use	<u>\$3,050</u> Mileage - <u>\$2,000</u> (Title I Support Staff 4,000 miles \$.50= <u>\$2,000</u>) Conferenc es - <u>\$1,050</u> (MSDE			<u>\$81,910.00</u>

				conference for 3 staff members $\$350 * 3 =$ $\\$1,050$			
--	--	--	--	---	--	--	--

Instruction Categories							
<u>Regular Programs</u>	<u>\$1,107,327</u>	<u>\$2,700</u>	<u>\$25,370</u>			<u>\$461.00</u>	<u>\$1,135,858.00</u>
<p>Strategy: Staffing for successful practices, such as the use of mathematics and reading support teachers, academic intervention, and implementation of the co-teaching intervention model</p> <p>Strategy: Expansion of the school based Epstein school-family partnerships model to increase the engagement of all families, including the use of family and student liaisons, parent information and leadership development programs, and continued use of translation and interpretation services</p>	<p>Title I teacher salaries \$933,157 A beyond the school day/week tutoring program will be provided in the Title I schools Workshop Wages \$42,000</p> <p>For Academic Intervention Summer School 2011, Title I will fund additional teachers at the ten participating Title I schools. The Title I office will provide 33 additional teachers for 19 days and preparation before and during the program 27 hrs* \$20/hr * 33 = \$17,820; teaching 19 days * 3 hrs * \$30/hr * 33 = \$56,430 Total Workshop Wages \$74,250</p> <p>Title I tutors Swansfield, Longfellow, and Bryant Woods 15 hrs/wk* \$30 * 34 weeks =</p>	<p>\$2,700 Contracted Services</p> <p>Interpreters Translators Taxicabs Buses</p> <p>\$22 per hour interpreter* 10 schools*7.5 hours= \$1,650</p> <p>\$35 per hour translator*10 schools*2 hours= \$700</p> <p>\$6 cab ride * 25 rides= \$150</p> <p>\$100 per bus buses to shared events*2 events = \$200</p>	<p>A beyond the school day tutoring program will be provided in the Title I schools Supplies/ Materials \$10,000</p> <p>For Academic Intervention Summer School 2011, Title I will fund additional teachers at the ten participating Title I schools. Supplies/ Materials \$10,000</p> <p>Materials for families including books, manipulatives, newsletters, and snacks/meals= \$5,370</p>			<p>will be set aside for the private schools for materials to be used during interventions and activity packets for over the break and used during parent meetings</p>	

	<p>\$15,300* 3 tutors = \$45,900</p> <p>Family programs</p> <p>10 schools, 3 sessions per school, 3 hours per session (includes set-up and breakdown) 4 teachers per session, 9 hours * 4 teachers = 36 hours * 10 schools = 360 hours at \$30 = \$10,800</p> <p>Planning: 61 hrs. at \$20 per hour = \$1,220</p>						
--	--	--	--	--	--	--	--

<p><u>Special Programs</u></p> <p>Strategy: Staffing for successful practices, such as the use of mathematics and reading support teachers, academic intervention, and implementation of the co-teaching intervention model</p>	<p><u>\$5,600</u></p> <p>A beyond the school day tutoring program will be provided in schools with the highest number of homeless students for homeless students. Workshop Wages \$2,000</p> <p>A tutoring program will be provided in eligible private schools. Workshop Wages \$3,600</p>		<p><u>\$379.00</u></p> <p>A beyond the school day tutoring program will be provided in schools with the highest number of homeless students for homeless students. Supplies/ Materials \$347</p> <p>Materials for private schools \$31.97</p>				<p><u>\$5,979.00</u></p>
--	--	--	--	--	--	--	---------------------------------

<p><u>Instructional Staff Development</u></p> <p>Strategy: Emphasis on the power of professional learning communities by supporting school-based professional development and regular data conversation.</p>	<p><u>\$88,462</u></p> <p>Title I Support Teacher Salary \$81,542</p> <p>Substitutes \$85/day*18/quarter*4 quarters for joint planning, data discussions, and professional development to support TA students. \$6,120</p> <p>Workshop Wages \$20/hr.*10 hrs.* 4 quarters for joint planning, data discussions, and professional development to support TA students. \$800</p>		<p><u>\$9,168</u></p> <p>Professional materials for Title I teachers \$9,168</p>			<p><u>\$97,630</u></p>
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Fixed Charges							
				<u>\$441,927.00</u>			<u>\$441,927.00</u>
				<u>FICA</u>			
				\$5,803.44			
				Administrative			
				\$84,710.52			
				Regular			
				\$428.40			
				Special			
				\$6,767.34			
				Staff Develop-			
				ment			
				\$97,709.00			
				<u>Retirement</u>			
				\$7,767			
				Administrative			
				\$139,973.27			
				Regular			
				\$11,693			
				Staff			
				Development			
				\$159,433.00			
				<u>Health</u>			
				\$5,795			
				Administrative			
				\$162,912			
				Regular			
				\$16,077			
				Staff			
				Development			
				\$184,784			

Total \$1,798,570
Target \$1,798,570

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

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

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

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

**Attachment 6A & B: Nonpublic School Information for ESEA Programs
SY 2010-2011**

IV. REQUIRED DOCUMENTATION

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

Submission Information

- 1. Convert all documents to a PDF** and submit Attachment 7 at the same time as the Master Plan Update. This document will not be embedded in Part II of the Master Plan Update.
- 2. The following information will stay embedded in Part II of the Master Plan Update:**

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

Be certain to complete all appropriate templates in Part II:

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

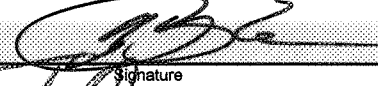
Attachment 5A & B: Transferability of ESEA Funds & Consolidation of ESEA Funds for Local Administration


Attachment 6A & B: Nonpublic School Information for ESEA Programs
SY 2010-2011

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

ORIGINAL GRANT BUDGET	1,798,570	AMENDED BUDGET #		REQUEST DATE	11/17/10
GRANT NAME	ESEA, Title I Part A	GRANT RECIPIENT NAME	Howard County Public School System		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	ESEA, Title I	RECIPIENT AGENCY NAME	Howard County Public School System		
FUND SOURCE CODE		GRANT PERIOD	1-Jul-10	30-Jun-12	

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						35,266.00	35,266.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	75,862.00		2,998.00	3,050.00			81,910.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	1,107,327.00	2,700.00	25,370.00			461.00	1,135,858.00
Prog. 02 Special Prog.	5,600.00		379.00				5,979.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	88,462.00		9,168.00				97,630.00
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				441,927.00			441,927.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	1,277,251.00	2,700.00	37,915.00	444,977.00	0.00	35,727.00	1,798,570.00

Finance Official Approval: TERRY BRUKIOWSKI  11/22/10 410-313-1596
 Name: Terry Brukiowski Signature: [Signature] Date: 11/22/10 Telephone #: 410-313-1596

Supt./Agency Head Approval: Sydney L. Cousin  11/22/10 410-313-1677
 Name: Sydney L. Cousin Signature: [Signature] Date: 11/22/10 Telephone #: 410-313-1677

MSDE Grant Manager Approval: _____
 Name: _____ Signature: _____ Date: _____ Telephone #: _____

MPU Allocation Worksheet - Final

LEA # 13

Notations	SW or TAS	MSDE Sch ID#	Public School Name	Grade Span	Poverty %	Public School Enrollment (as of 9/30 Prior Year)	Number of Low Income - Public School Children (as of 10/31 Prior Year)	FTE Low Income Public School Children	Number of Low Income Private School Children	FTE Low Income Private School Children	Per Pupil Allocation	Public School Allocation	Allocation for Private School Children
		0080	Homewood School	H	55.93220339	118	66		0				
	TAS	0510	Bryant Woods Elementary	E	43.62606232	353	154	148	1	1	\$790.00	\$116,920.00	\$790.00
	SW	0618	Laurel Woods Elementary	E	42.53075571	569	242	231.5	0	0	\$790.00	\$182,885.00	\$0.00
	TAS	0612	Phelps Luck Elementary	E	42.650	650	273	263.5	0		\$790.00	\$208,165.00	\$0.00
	TAS	0609	Talbott Springs Elementary	E	40.60606061	495	201	192	1	1	\$790.00	\$151,680.00	\$790.00
	SW	0608	Stevens Forest Elementary	E	39.24914676	293	115	115	0		\$790.00	\$90,850.00	\$0.00
		0600	Cradlerock School	M	38.80126183	951	369		0				
	TAS	0517	Swansfield Elementary	E	36.43564356	505	184	181.5	1	1	\$790.00	\$143,385.00	\$790.00
	TAS	0515	Running Brook Elementary	E	36.17511521	434	157	151	0		\$790.00	\$119,290.00	\$0.00
		0610	Oakland Mills Middle	M	35.1543943	421	148		0				
	TAS	0514	Longfellow Elementary	E	32.13429257	417	134	129	1	1	\$790.00	\$101,910.00	\$790.00
	TAS	0602	Guilford Elementary	E	31.89823875	511	163	159.5	1	1	\$790.00	\$126,005.00	\$790.00
		0512	Wilde Lake Middle	M	30.5907173	474	145		0				
		0624	Murray Hill Middle	M	29.49852507	678	200		0				

	0518	Harpers Choice Middle	M	28.37573386	511	145		0				
	0611	Oakland Mills High	H	28.24427481	1,179	333		0				
TAS	0103	Deep Run Elementary	E	28.04487179	624	175	167.5	0	0	\$790.00	\$132,325.00	\$0.00
	0620	Bollman Bridge Elementary	E	27.10743802	605	164		0			\$0.00	\$0.00
	0621	Patuxent Valley Middle	M	25.21367521	702	177		0				
	0613	Jeffers Hill Elementary	E	24.54308094	383	94		0			\$0.00	\$0.00


no iframe support?

Title I, Part A
GENERAL ASSURANCES

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

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

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

 Superintendent of Schools/Head of Grantee Agency	11/22/2010 Date
---	--------------------

October, 2010

Dear Parents:

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

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

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

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

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

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

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

Sincerely,



Sydney Cousin
Superintendent

2010年 10月

亲爱的家长：

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

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

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

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

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

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

谢谢您支持孩子的教育。学校系统欢迎您的参与，帮助我们达到这一目标。

此致

敬礼！

Sydney Cousin

总监

2010년 10월

부모님들께:

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

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

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

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

1. 각 학생들은 인종, 민족, 사회경제적 상태, 장애, 혹은 성별에 구별없이 엄격한 성취 수준에 도달하거나 초과해야 한다. 졸업장을 받기 위해 공부하는 모든 학생들은 모든 학과목에서 제학년 수준이나 그 이상의 수준에 도달해야 한다.

2. 하워드 카운티 공립학교 시스템은 다양성과 공통성을 존중하는 안전하고 면학적인 학교 환경을 제공한다.

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

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

감사합니다.

시드니 커즌
교육감

Octubre 2010

Estimados Padres:

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

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

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

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

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

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

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

Atentamente,

Sydney Cousin
Superintendente

October, 2010

Kính gửi Phụ huynh:

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

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

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

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

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

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

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

Kính thư,

Sydney Cousin
Giám Đốc Học Vụ

October, 2010

Dear Parents,

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

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

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

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

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

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

Sincerely,

Principal

2010年10月

亲爱的家长，

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

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

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

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

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

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

此致，

敬礼！

校长

2010 년 10 월

부모님께,

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

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

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

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

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

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

감사합니다.

교장

Octubre 2010

Estimados padres,

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

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

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

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

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

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

Atentamente,

Director/a

October, 2010

Kính gửi Phụ Huynh,

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

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

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

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

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

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

Kính thư,

Hiệu Trưởng

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

* Two local assessments

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

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

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



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

Effective: January 23, 2007

I. Policy Statement

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

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

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

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

II. Purpose

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

III. Definitions

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

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

IV. Standards

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

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

V. Compliance

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

VI. Delegation of Authority

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

VII. References

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

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



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

Foundations

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

Parenting

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

Communicating

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

Volunteering

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

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

Learning at Home

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

Decision Making

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

Collaborating with the Community

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

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

Foundations

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

Parenting

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

Communicating

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

Learning at Home

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

Decision Making

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

Collaborating with the Community

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

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

Foundations

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

Parenting

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

Communicating

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

Volunteering

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

Learning at Home

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

Decision Making

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

Collaborating with the Community

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

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

Foundations

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

Parenting

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

Communicating

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

Volunteering

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

Learning at Home

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

Decision Making

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

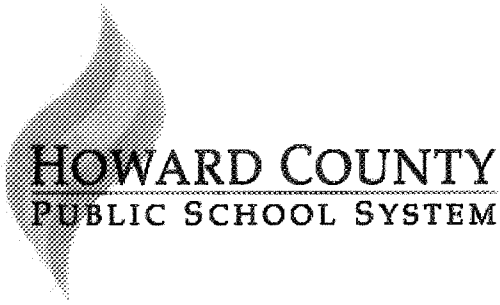
Collaborating with the Community

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

ADOPTED: November 22, 1994

AMENDED: November 9, 2006

EFFECTIVE: January 23, 2007



I. 규칙 문 (Policy Statement)

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

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

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

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

II. 목적 (Purpose)

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

III. 정의 (Definitions)

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

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

IV. 표준 지침(Standards)

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

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

V. 준수 (Compliance)

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

VI. 권위의 이양 (Delegation of Authority)

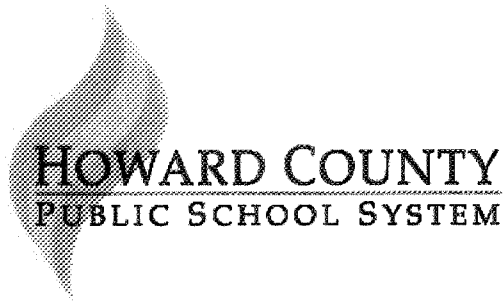
교육감은 이 정책의 이행을 위한 절차를 개발할 권위를 갖는다.

VII. 참고 문헌 (References)

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

Policy 11200 Public Hearings
Policy 11500 Civility

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



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

기초 (Foundations)

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

부모 역할 (Parenting)

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

의사 교환 (Communicating)

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

자원 봉사 (Volunteering)

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

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

가정 학습 (Learning at Home)

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

의사 결정 (Decision Making)

- K. 학부모, 가족, 그리고 지역사회원들이 자녀들을 위한 옹호자로 역할을 다할 권리를 존중한다; 그들이 공개된 정보와 적절한 절차를 접할수 있도록 보조해 주어서 이러한 옹호 활동을 지원하고 격려한다.
- L. 학부모 단체들을 격려해서 그룹들의 목적들과 가능한 부합할 정도로 까지 학교 구성원들의 다양성을 반영하도록 하고, 그러한 노력들을 지원한다.
- M. 학부모들과 지역사회를 적절한 의사 결정 과정의 참여자로 인정하고 그들의 지도력을 관리, 자문, 및 옹호 역할에서 발휘할 수 있도록 안내한다.
- N. 학교 개발 계획의 수립, 시행, 그리고 평가에 참여하는 학부모 및 지역사회를 포함하는 학교 향상 팀을 설립한다. 그 팀의 회원 구성은 타이틀 I (Title I) 해당 학교들에 다니는 타이틀 I (Title I) 학생들의 학부모들을 포함하여 최대한 학교/지역사회의 다양성을 반영하게 될 것이다.
- O. 지속적인 향상을 확보하기 위하여 참여 기회에 대한 학부모들로 부터의 반응을 수집하고 분석하기 위한 시스템을 개발하고 시행한다.
- P. 타이틀 I (Title I) 해당 학교들에 다니는 타이틀 I 학부모들을 다음의 사항들에 참여케 한다.

1. 이 정책의 연례 평가회
2. 타이틀 I 학교 전반에의 학부모 참여 계획과 타이틀 I 학교(Title I School) - 학부모들의 협정 개발, 시행, 및 연례 평가. 타이틀 I 학교(Title I School) - 학부모 협정은 학생들의 학업 성취를 향상시키기 위한 책임감을 공유하기 위한 것으로, 학부모와 전 교직원 및 학생들이 실행하여야 할 활동들을 파악하는 타이틀 I, Part A 에 참여하는 학생들의 학부모들과 학교 사이에 맺어진 동의서이다.

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

지역사회와의 협력 (Collaborating with the Community)

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

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

기초 작업 (Foundations)

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

부모 역할 (Parenting)

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

의사 전달 (Communicating)

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

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

가정에서의 학습 (Learning at Home)

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

의사 결정 (Decision Making)

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

지역사회와의 협조 (Collaborating with the Community)

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

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

기초 (Foundations)

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

학부모 역할 (Parenting)

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

의사 교환 (Communicating)

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

자원 봉사 (Volunteering)

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

N. 학생 기록의 비밀 유지를 존중해 준다.

가정 학습 (Learning at Home)

O. 자녀들의 학습 활동에 함께하는 시간을 갖는다.

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

의사 결정 (Decision Making)

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

지역사회와의 협조 (Collaborating with the Community)

R. 학생들의 건강과 복지를 촉진시키는 활동들에 참여한다.

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

기초 (Foundations)

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

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

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

부모 역할 (Parenting)

D. 가정을 강화시켜주는 정보와 서비스들 그리고 자원들을 공유한다.

의사 교환 (Communicating)

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

자원 봉사 (Volunteering)

F. 학생들의 개인 기록의 비밀을 존중한다.

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

H. 학교 자원 봉사 및 멘터 프로그램을 지원하고 참여한다.

가정 학습 (Learning at Home)

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

의사 결정 (Decision Making)

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

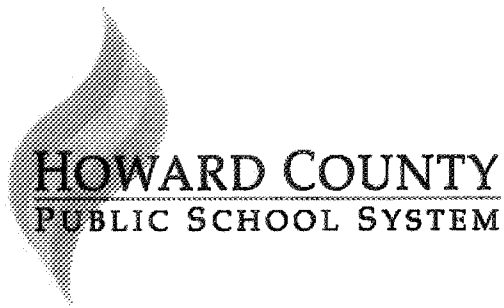
지역사회와의 협조 (Collaborating with the Community)

- K. 학생들이 지역 봉사활동에 참여할 기회들을 제공한다.

ADOPTED: November 22, 1994

AMENDED: November 9, 2006

EFFECTIVE: January 23, 2007



JUNTA DE EDUCACIÓN
NORMA 10000
PARTICIPACIÓN DE LOS PADRES,
LA FAMILIA Y LA COMUNIDAD

Vigencia: 23 de enero del 2007

I. Declaración de la Norma

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

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

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

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

II. Objeto

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

III. Definiciones

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

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

IV. Principios

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

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

V. Cumplimiento

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

VI. Delegación de Autoridad

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

VII. Referencias

- A. Legales

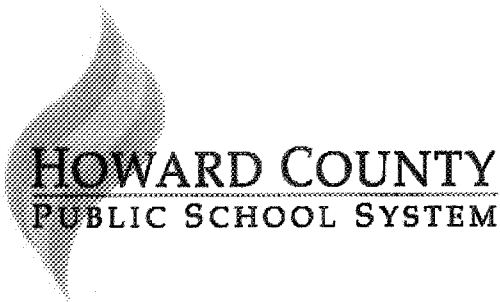
Ley Ningún Niño Se Queda Atrás del 2001 (Secciones 1112, 1116, y 1118)

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

B. Otras Normas de la Junta

Norma 1005 Defensor del Pueblo
Norma 1211 Comités de Asesoramiento de Ciudadanos a la Junta de Educación y
el Sistema Escolar
Norma 1221 Comité de Asesoramiento de Ciudadanos a la Junta de Educación
Norma 11200 Audiencias Públicas
Norma 11500 Cortesía

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



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

Vigencia: 23 de enero del 2007

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

Bases

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

Crianza

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

Comunicación

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

Voluntariado

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

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

Aprendizaje en el Hogar

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

Toma de Decisiones

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

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

Colaboración con la Comunidad

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

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

Bases

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

Crianza

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

Comunicación

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

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

Aprendizaje en el Hogar

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

Toma de Decisiones

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

Colaboración con la Comunidad

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

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

Bases

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

Crianza

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

Comunicación

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

Voluntariado

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

- M. Apoyar actividades escolares.
- N. Respetar la confidencialidad de los archivos de los estudiantes.

Aprendizaje en el Hogar

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

Toma de Decisiones

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

Colaboración con la Comunidad

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

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

Bases

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

Crianza

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

Comunicación

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

Voluntariado

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

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

Aprendizaje en el Hogar

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

Toma de Decisiones

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

Colaboración con la Comunidad

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

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

Private School Procedures Timeline

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

Howard County Public School System
Title I Program Consultation Form for Private Schools
2010 - 2011 School Year

Affirmation of Consultation

I am an administrator of **Bright Stars**, a private school with students living in an eligible Title I attendance area of Howard County. I hereby affirm that in a series of meetings, Howard County Public School System and **Bright Stars** private school engaged in meaningful consultation about Title I, Part A of the No Child Left Behind Act of 2001 for the 2010 - 2011 school year.

Please check all that apply:

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

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

Please check all that apply:

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

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

Please check all that apply:

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

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

Please check all that apply:

What services will Howard County Public School System offer:

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

Please check all that apply:

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

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

Please check all that apply:

How Howard County Public School System will identify student needs:

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

1 - Howard County PRIAG Assessment

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

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

Please check all that apply:

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

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

Please check all that apply:

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

• Teachers:

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

• Parents:

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

Cooperation by School

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

Caroline Walker

Signature of Authorized Title I Official

T. Pandora Johnson

Signature of Authorized Private School Official

Bright Stars Learning Academy

Name of Private School

5-14-10

Date

HCPSS

Name of School System

(410) 313-6761

Telephone Number

caroline_walker@hcpss.org

Email Address

Howard County Public School System
Title I Program Consultation Form for Private Schools
2010 - 2011 School Year

Affirmation of Consultation

I am an administrator of **St. Louis**, a private school with students living in an eligible Title I attendance area of Howard County. I hereby affirm that in a series of meetings, Howard County Public School System and **St. Louis** private school engaged in meaningful consultation about Title I, Part A of the No Child Left Behind Act of 2001 for the 2010 - 2011 school year.

Please check all that apply:

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

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

Please check all that apply:

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

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

Please check all that apply:

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

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

Please check all that apply:

What services will Howard County Public School System offer:

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

Please check all that apply:

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

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

Please check all that apply:

How Howard County Public School System will identify student needs:

- Assessments will be used to determine the academic need of recommended students who meet the Title I residency requirement. The following assessments must be used to evaluate educational need and program effectiveness:
 - All grades - Teacher Judgment (with documentation)
 - All grades – Chapter review tests
 - Grades 3-5 – Standardized testing results
 - Grade 1-2 – Work samples

- Selection of students based on multiple criteria. This criteria may include:
 - All grades – Parent judgment (with documentation)
 - Any combination of assessments listed above

- Classroom teachers will use report card data and complete assessments to determine academic needs, review of assessment data and other criteria with a team comprised of administrator, Title I teacher, and central office instructional specialist/administrator.

Please check all that apply:

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

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

Please check all that apply:

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

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

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

Cooperation by School

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

Caroline Walker

Signature of Authorized Title I Official

Maureen Osborn

Signature of Authorized Private School Official

St Louis School

Name of Private School

5/14/10

Date

Howard County Public School System

Name of School System

(410) 313 6761

Telephone Number

caroline - walker @ hcpsd.org

Email Address