



PART VIII

ESEA Program Components

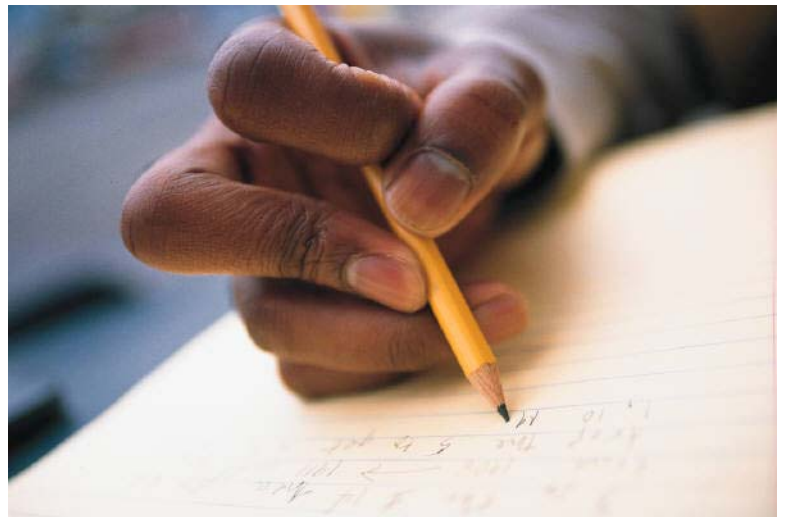
The local school system must complete and forward with the initial five-year comprehensive master plan, and annually thereafter, program descriptions and budget summaries for each ESEA program according to the attachments noted below. The school system will complete information requested in each of the ESEA program templates, including a summary of specific services, target dates, and the costs of allowable services for both public school and private school students and teachers. The templates for the ESEA program descriptions and proposed budget forms are available on the MSDE *Bridge to Excellence Master Plan Web Site* at www.marylandpublicschools.org.



Attachment 7	Title I, Part A
Attachment 8	Title II, Part A
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Attachment 7



Title I, Part A Improving Basic Programs Operated By Local Educational Agencies

**Local School System: Worcester County Public Schools Fiscal Year
2004**

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A. CROSS-PROGRAM THEMES IN *BRIDGE TO EXCELLENCE MASTER PLAN* -- *Strategies and activities to provide support to all public schools. Provide a description of the school system's strategies to provide high quality sustained support to all elementary, middle, and secondary schools (Title I and non-Title I) in the local school system organized around the following components:*

- 1. Helping *all* schools in the local school system to meet Maryland's academic content and student achievement standards, including how the school system will provide support and assistance to schools identified for improvement, corrective action, or restructuring.**

Worcester County Public Schools is committed to improving the achievement of all students so that they are proficient in reading and math by 2014. Eliminating the achievement gap and accelerating performance of identified children will be a top priority. In order to assist schools in reaching all children, the **LSS** will support student achievement, eliminate the achievement gap, and accelerate performance in a number of ways:

- Continue implementation of a rigorous curriculum based on state standards.
- Work with each school to develop an improvement plan which will focus on increasing student achievement, closing the achievement gap, and accelerating learning for all students. The district will provide support to each school in the development and implementation of the improvement plan.
- Support schools' efforts to extend the school day with after-school and summer programs. The effectiveness of these programs will be monitored by the LSS and technical assistance will be given to schools.
- Continue making reading and math a high priority. High quality staff development will be offered in teaching reading, math, eliminating the gap, learning styles, differentiated instruction, technology, and effective best practices that are grounded in research.
- The LSS Human Resources Department and administration will expand the recruitment efforts to find highly qualified teachers and paraprofessionals for high-need schools. The LSS will financially support efforts to continue with graduate courses for teachers and paraprofessionals.
- Offer reading courses for credit to assist teachers in the art of teaching reading and better prepare them to identify the various needs of their students, especially those at risk.
- Provide staff development opportunities to paraprofessionals to enhance their understanding of teaching reading, writing, and math.
- The Coordinator of Multicultural Education will work with each school to develop a workable plan to eliminate the achievement gap in that school. This plan will be based on each individual school's needs.
- The LSS will continue to implement all the components of its Accelerating The Achievement of African American Students.
- Tutorial Labs will continue to be implemented in reading and math and will be monitored for student success rate and number of students served.
- Schools will have individual student profiles which will allow for easier monitoring of each student's achievement levels.
- Schools will develop Individual Learning Plans on each student identified as at-risk in reading and math.
- Assistance will be provided to each school in the development of the schedule so that instructional time is maximized.
- Collection of frequent data will be completed so that intervention services can be offered in a timely fashion: Gates-Reading Test, CTBS/5, Running Records, Individual Reading Inventories, county and school developed benchmark assessments. All assessments will be evaluated at school and the local level.

- The Title I Coordinator and Coordinator of Multicultural Education will serve on each school improvement team to assist in the development and evaluation of plans.
- The Coordinator of Math, Coordinator of Reading, and Early Childhood Coordinator will assist schools in implementing appropriate best practices to assist teachers in increasing the achievement of all students.
- A District Level School Support Team will assist all schools with student achievement by providing support, assistance, expertise, and monitoring.
- A District Level Parent Involvement Committee will continue to meet with representation of staff and parents from each school. Each school will include plans in their improvement plan to improve and increase parental involvement in educational issues.
- The enrichment/remediation period will be continued in grades K-5 to allow for tutoring activities during a non-instructional time.
- All Title I schools will have full-day kindergarten with the plan of improving student achievement by providing a solid foundation in early education.

Multiple data results will be used to determine which children in ALL schools have the greatest need. The following data sources will be used:

- CTBS/5 Reading and Math Scores will be used – students scoring at or below the 40% rank in reading or math.
- Students having a wide difference between vocabulary and comprehension scores.
- Gates-MacGinitie Reading Scores – students scoring at the 40% or below.
- Metropolitan Math Test Scores.
- County Developed Reading/Language Checklists of developmentally appropriate skills to have mastered by a certain time during each grade.
- Results of Early Literacy evaluations conducted by K-1 teachers.
- MMSR results for Pre-K and K.
- Results of Individual Reading Inventories.
- Results of county and school-developed benchmark assessments of content standards in reading and math.
- Teacher and parent observations and concerns.

In addition, please refer to WCPS’ Master Plan Goals, Strategies, Performance Indicators and Objectives on pages. All activities and plans will be implemented at all schools with degrees of service to be determined by individual school need. Goal One was developed to address achievement of all students including all subgroups. Each staff at all schools will be provided with professional development, support, and guidance in helping students to meet state standards for achievement. Specifically under Goal One is a strategy to support low performing schools whether they are Title I or non-Title I, schools requesting assistance, and all Title I schools. The goal, strategy and objectives that relate specifically to the support of schools is listed below.

**GOAL 1: The academic achievement of all students will increase.
(Incorporates ESEA Performance Goals 1 & 2)**

Strategy 1. G: Institute a system for technical support to low performing schools, schools requesting additional assistance, and all Title I schools.

OBJECTIVES

1. G. 1 Develop and implement a process to review annual progress according to each school’s improvement plan.
1. G.2 Develop and implement a procedure for providing technical support to schools
1. G. 3 Form and train a technical support team in best practices and assisting schools in increasing achievement.

Specific activities for the five year plan and 2003-2004 action plans are included in the master plan on pages . On these pages it is further outlined how that support will be provided.

- 2. Informing parents of each student enrolled in a school identified for improvement, corrective action, or restructuring of what the identification means, the reasons for the identification, what the school is doing to address the problem of low achievement, how parents can become involved in addressing the academic issues, and any other information required in federal or State law or regulation.**

Currently there are no Worcester County Title I schools in improvement. We have not had to notify parents about schools being identified for improvement and all of the other components of a school being in improvement. They have been informed in general of these components of NCLB.

All Title I schools conduct an annual meeting with parents to discuss Title I and its components. Parents in each Title I school are informed of the school plan for improvement. Parents serve on school improvement teams and are invited to participate in determining school needs and programs. In addition, all parents are informed of the assessment program in place and what the scores on these assessments mean for their child and their school. Parents in Worcester County have been informed about No Child Left Behind and its implications by letter, at PTA meetings, School Improvement Advisory Committee meetings, Board of Education meetings, and Back to school Nights. Parents also receive a copy of the school report card listing all of the schools scores disaggregated by subgroup each year. Parents receive a flyer which includes the Worcester County Parent Involvement Policy and specifics about the information about the school and the staff as required by NCLB.

- 3. Informing parents of students attending a Title I low performing school about student transfer and supplemental services options.**

Currently there are no Worcester County Title I schools in improvement. We have not had to notify parents about schools being identified for improvement and all of the other components of a school being in improvement. They have been informed in general of these components of NCLB.

- 4. Notifying parents whose children attend Title I schools about the qualifications of their teachers.**

Parents receive a flyer which includes the Worcester County Parent Involvement Policy and specific information about the school and the qualifications of the staff as required in NCLB.

- 5. Helping Title I schools make effective use of schoolwide programs to improve the achievement of all students, including specific steps that will be taken to review and analyze (a) how effective schoolwide programs have been in consolidating federal, state, and local funds for schoolwide programs, (b) adopting research based strategies and methods to improve student achievement, and (c) following the progress of each student subgroup.**

Please refer to question one in this section. Additional explanation and support for this question can be found throughout Goal One, Goal 2, and Goal 6 in the Master Plan. See objectives 1.A.1, 1.A.2, 1.A.4, 1.A.6, 1.A.7, 1.A.8, 1.C.1, 1.C.2, 1.C.3, 1.C.5, 1.E.1, 1.F.1, 1.F.7, 1.F.8, 1.F.9, 1.G.1, 1.G.2, 1.G.3, 2.A.5, 2.A.6, 2.B.1, 2.B.2, 4.C.6, 6.A.1, 6.A.2, 6.A.3, 6.A.4, 6.A.5, 6.A.7, 6.A.9, 6.B.1, and 6.B.4.

If these strategies are addressed elsewhere in the school systems five-year comprehensive *Bridge to Excellence Master Plan*, please indicate the section and page number(s).

B. TARGETED ASSISTANCE SCHOOLS [Section 1115].

For school year 2003-2004, Worcester County Public Schools will have no Targeted Assistance schools. All five Title I schools will operate Schoolwide Programs.

1. Describe the selection criteria the school system will use to identify eligible children most in need of services. (NOTE: Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.)
2. Describe the activities the school system will conduct to help targeted assistance schools to use effective methods and instructional strategies that are based on best practices and scientific research that strengthens the core academic program of the school and that -
 - Give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer program opportunities;
 - Help provide an accelerated, high quality curriculum, including applied learning; and
 - Minimize removing children from the regular classroom during regular school hours for instruction.

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

Local School System: Worcester County Public Schools Fiscal Year 2004

C. PARENT INVOLVEMENT POLICY [Section 1118(a)(2)]. Attach a copy of the school system's written parent involvement policy that describes how the school system will:

Worcester County Parent Involvement Policy

POL. I-C-4 Parent/Community Involvement

The Worcester County Board of Education recognizes that a child's education is a responsibility shared by the school, family, and community during the entire period the child participates in school. A mutually supportive relationship among home, school, and community contributes to the development of both the child and the community. Through such sharing, partnerships result. To accomplish the mission of the Worcester County schools to successfully educate all students, the community, the schools, the parents, and the students must work as cooperating and knowledgeable partners.

The Worcester County Board of Education will support schools in their efforts to increase student achievement by helping them to interpret the results of all assessments and to develop school improvement plans that incorporate parent/community involvement as a means for improving school performance. Specifically, the school system will:

- A. publicize its commitment to parent/community involvement in the schools;
- B. recognize exemplary programs and practices related to parent and community involvement;
- C. create an environment that is conducive to learning and supports strong comprehensive family involvement programs;
- D. seek funding sources for the development, implementation and evaluation of programs;
- E. disseminate information and research on parent and community involvement;
- F. inform and involve parents in a variety of types and degrees while recognizing the diverse needs of families in the community;
- G. provide programs that train parents in parenting skills and in assisting their children academically;
- H. make parent involvement an integral part of the school improvement process;
- I. encourage parents to become involved in their children's academic progress;
- J. assist parents in learning techniques designed to assist their children in learning at home;
- K. seek partnerships with interested businesses and service organizations.

Schools must develop innovative ways to involve and serve parents and other community members. Educators, parents, students, businesses, and other members of the community must assume joint responsibility for contributing to the fulfillment of the educational aspirations of children and adults. A community's investment in education is an investment in itself.

ADP. 8/02

POL. I-C-4

1. Involve parents in the joint development of the Title I program activities under section 1112, and the process of school review and improvement under section 1116.

At each school, parents are included on the team that develops the improvement plan and program activities. Parents are also a part of a School Improvement Advisory Committee, which meets five times per year and reviews programs, improvement plans, needs, successes and concerns about the school. This committee provides input to the administration and staff about the school.

- 2. Provide the coordination, technical assistance, and other support necessary to assist participating Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance, including the development and review of the home-school compact that each Title I school must annually develop with parents.**

A district wide Parent Involvement Committee, with representation of parents and staff from each school, meets each year to review and revise the parent involvement policy. In addition this committee reviews, revises, and determines how the home-school compact will look and be used by each school.

As a part of each school plan, a parent involvement component is required by the district office. This component is designed to increase the numbers and quality of parental involvement. A strong focus of this component is to get parents involved in the achievement of the school's students. Parents' activities are designed to provide training to both parents and teachers in working together to build a better school.

- 3. Build the schools' and parents' capacity for strong parental involvement.**

The following pieces are in Worcester County Public Schools Guidelines for Title I. These guidelines are shared with each school and describe efforts made at the district and school level to build school and parent capacity for strong parent involvement.

Each school provides:

- PROGRAM INFORMATION FOR PARENTS** - assistance to parents of participating TITLE I children in understanding the state's academic content and achievement standards, the assessments being used, the requirements of the Title I program, and how to monitor their children's progress and work with educators to improve their achievement. Records are kept of dates and attendance at these meetings.
- MATERIALS AND TRAINING** - provides materials and training in literacy and how to use technology, and how to help parents work with their children to improve achievement.
- EDUCATION FOR EDUCATORS** –educational opportunities for teachers, principals, and all school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school. Records are kept of dates and attendance at these meetings.
- PRESCHOOL COORDINATION** - each elementary school coordinates and integrates parental involvement programs with Head Start, HIPPIY, Judy Center , and other pre-school programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- UNDERSTANDABLE COMMUNICATION** – that ensures that information related to school and parent programs, meetings and other activities is sent to parents in a format, and, to the extent practical, in a language the parents can understand. A copy of communications sent to parents is maintained in the Title I notebook.
- WRITTEN POLICY** – develop a school-written parent-involvement policy in conjunction with parents.
- SCHOOL PARENT COMPACTS** –a school compact describing the school's responsibility for providing a high quality curriculum, describe the ways parents will support their child's learning; provide for parent conferences; frequent reports to parents on their child's progress.
- DISTRICT-WIDE PARENT COUNCIL** – participation in a district wide parent advisory council to provide advice on all matters related to parent involvement
- COMMUNITY INVOLVEMENT** – incorporates community-based organizations and businesses in parent involvement activities.

Each school also completes the following activities:

- Written LEA parent involvement policy with an annual review of policy. Policy will be reviewed not for increased parent involvement numbers but for increased student achievement as a result of parent involvement.
 - District parent involvement committee.
 - School-Based Parent Involvement Committee (can be in conjunction with PTA or SIAC)
 - Parent involvement activities in school plan.
 - Conduct an annual meeting to explain Title I programs to parents and their right to be involved.
 - Offer a flexible number of meetings.
 - Involve parents in an organized, ongoing and timely way in planning, reviewing and improving of Title I programs.
 - Provide timely information about its Title I programs to parents, describe the curricula, the student assessments and proficiency levels students are expected to meet.
 - Provide parents with an opportunity to submit dissenting views to the LEA if a school's Schoolwide program plan is not acceptable to them.
 - School – Parent Compacts used and retained after signing.
- 4. Coordinate and integrate Title I parental involvement strategies with parental involvement strategies under other programs, such as the Head Start program, the Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and other federal and state programs.**

Each school develops one parent involvement policy and plan that coordinates activities under all programs. The elementary schools coordinate their parent activities with Head Start, the HIPPO program and in Snow Hill the Judy Center. All trainings and materials are done in conjunction with the goals stated in each of these programs. Resources are shared and all stakeholders have input in developing the parent/community involvement plan.

5. 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.

A district Wide Parent Involvement Committee, with representation of parents and staff from each school, meets each year to review and revise the parent involvement policy. This meeting also serves as an opportunity to review Title I components with parents, discuss achievement results, work on increasing parent and community involvement in the schools, and an opportunity to provide training to parents and staff in the areas of communication and working together. In addition each school has developed a parent involvement policy that is reviewed and shared with parents each year.

6. Involve parents in the activities of the schools served under Title I.

Parents are involved in schools served under Title I in a number of ways. Each school recognizes the importance of parent involvement and helping their students achieve. Each school served under Title I has a parent involvement committee made up of parents, teachers, and administrators. This group meets monthly to discuss successes and concerns, plan events to get parents involved, and training sessions for parents. A meeting is held to describe Title I services in the school and to review the school plan. In addition the following strategies are used by all schools:

STRATEGIES to increase parent involvement:

- * Parent Involvement Committee
- * County and school parent involvement policy
- * Home/school/community liaisons
- * Parent participation on School Improvement Team, SIAC, PTA
- * Parent Inservice
- * Parent/Child Nights
- * Newsletters
- * Weekly parent folders with upcoming news, work samples, communication, etc.
- * Hotlines
- * Phone Calls
- * After-school and summer programs
- * Special events

D. EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [Section 1120]:

(SEE SECTION on NON-PUBLIC SCHOOL PARTICIPATION pages L 69-74)

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

Local School System: WORCESTER COUNTY PUBLIC SCHOOLS Fiscal Year 2004

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

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

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

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

Enter the data source(s) 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 five years.

Free Lunch

Free and Reduced Lunch - is the data source used by WCPS' to determine eligible Title I schools.

Temporary Assistance for Needy Families (TANF)

Census Poor (Children ages 5-17 based on 2000 Census Data)

Children eligible to receive medical assistance under the Medicaid program

A composite of any of the above measures (explain):

A weighted process has been used as follows:

An unduplicated count has been verified.

Local School System: WORCESTER COUNTY PUBLIC SCHOOLS Fiscal Year 2004

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

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

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

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.
2. After schools have been ranked by poverty, the school system must serve in rank order of poverty, schools above 75% poverty, including middle and high schools.
3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to (a) continue on with the district-wide raking 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 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. 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.
- 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.

35% rule -- all schools at or above 35% are eligible for services. Schools must be served in rank order of poverty. Title I –A funds may run out before serving all schools above 35%.

- 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.
- 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.

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.

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

Local School System: <u>WORCESTER COUNTY PUBLIC SCHOOLS</u> Fiscal Year <u>2004</u>

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

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

The local school system may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, calculate the district-wide average of low-income children below. If using grade span groupings, complete both Table 7-3 and Table 7-4.

<u>2305</u> Total Number of Low-Income Children Attending Public Schools	÷	<u>0</u> Total Number of Low-Income Children Attending Nonpublic Schools	=	<u>2305</u> Total Number of Low-Income Children in the Local School System
<u>2305</u> Total Number of Low-Income Children	÷	<u>6864</u> Total Local School System Student Enrollment	=	<u>33.6%</u> District-Wide Average of Low-Income Children

Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS

A school system’s organization of its schools defines its grade span groupings. For example, if the district has elementary schools serving grades K-4, 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. 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.

Grade Span Grouping	District-wide grade span poverty average
Elementary (Grades _____)	
Middle (Grades _____)	
High (Grades _____)	

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

<u>Local School System Title I-A Allocation</u>	÷	<u>Total Number of Low-Income Children in Local School System</u>	=	\$ <u>Per Pupil Amount</u>
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Per-Pupil Amount \$ _____ X 1.25 = Minimum Per Pupil Allocation \$ _____

Multiply the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation.

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

Local School System: _____	Fiscal Year 20____
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E. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-5	GRANDFATHER PROVISION	N/A
<p>Section 1113(b)(1)(C) includes a "grandfather 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.</p>		
Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty

Table 7-6	TITLE I SKIPPED SCHOOLS	N/A	
<p>Section 1113(b)(1)(d) of ESEA includes a "skipping provision" that permits the school system to not 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

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>
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F. BUDGET INFORMATION

Table 7-7 LOCAL SCHOOL SYSTEM RESERVATIONS FROM TITLE I ALLOCATION¹

Before allocating funds to schools, a school system may 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 private schools, consultation with teachers, principals, parents, and private school officials must include discussion on why the reservations are necessary.

List below the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a detailed budget description that explains how the reserved Title I funds will be used to support each activity.

ACTIVITY	AMOUNT OF RESERVATION	DETAILED BUDGET DESCRIPTION (how reservation will be used to support activities)
Administration (includes services to public and private school students)	\$160,570.00	
Professional Development	\$30,000.00	
Parent Involvement	\$30,800.00	
Capital Expenses (Non -instructional) for Private School Services		
School Improvement Initiatives		
Support to Low Performing Title I Schools	\$30,000.0	
Services to LEP Students		
Services for Neglected Children		
Services for Homeless Children		
Pre-School Programs (Local Discretion)		
Summer School Programs		
Incentives (No more than 5%)		
Other (explain)		

¹ NOTE: For local school systems applying the 125 percent rule, the minimum per-pupil amount must be calculated based on the total Title I allocation. Once the per-pupil amount has been calculated, the local school system can reserve funds from the Title I allocation to support any of the above activities.

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

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>

F. BUDGET INFORMATION

<p>Table 7-8 ESTIMATE OF TITLE I CARRYOVER (Annually as of September 30)</p> <p>Section 1127(a) of ESEA permits the 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, 2002 - September 30, 2003).</p> <ol style="list-style-type: none">1. The amount of Title I funds the school system will carryover: <u>\$ 175,000.00</u>2. The percentage of carryover Title I funds as of September 30: <u>12 %</u>3. Description of how the carryover funds will be used: <p>Carryover funds will be used to support after school programs in Title I schools; support a low achieving Title I school; for technology purchases; for materials of instruction in reading and math; for professional development to assist in high quality teachers and paraprofessionals; and additional monies in parent involvement.</p>

G. PROPOSED BUDGET FORM AND NARRATIVE

1. Complete a detailed budget on the *MSDE Title I-A Proposed Budget Form*. 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.
1. Provide a detailed Budget Narrative. The accompanying budget narrative should (a) detail how the school system will use Title I-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title I-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

**TITLE I
BUDGET NARRATIVE**

ADMINISTRATION

Audit	2,000.00
Indirect Cost	29,970.00
Salaries and Wages 1 FTE Project Director, .33 Multicultural Coordinator, .40 Secretary	112,600.00
Contracted Services	5,200.00
Supplies and Materials	4,800.00
Staff Travel & Conferences	6,000.00
Total Administration	160,570.00

INSTRUCTION

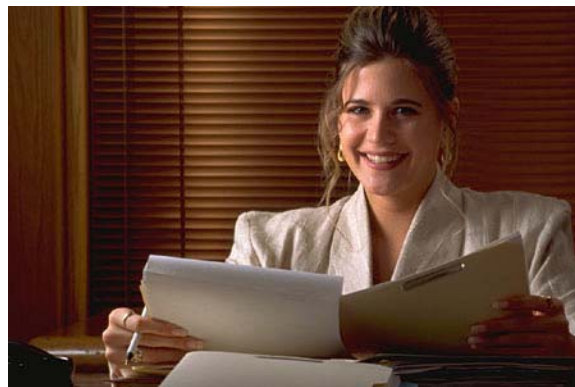
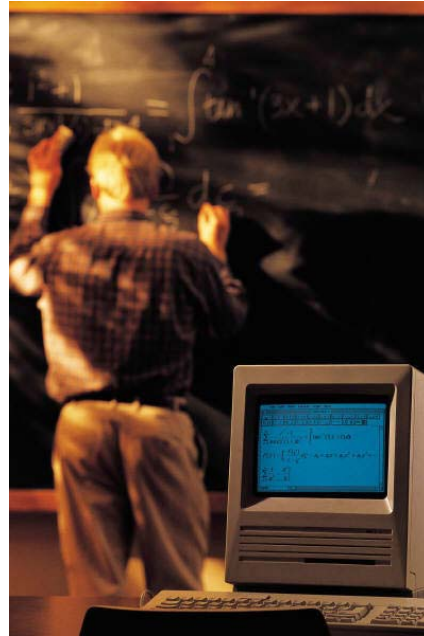
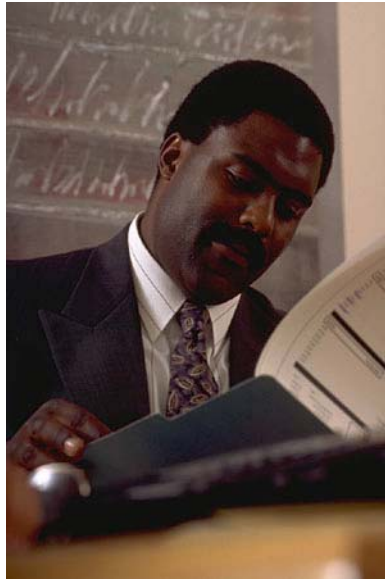
Salaries and Wages 1.1 FTE Science Teachers, 2.0 FTE Project Intervene Teachers, 3.0 FTE Reading Teachers, 2 Project Outreach Teachers, 1.0 Math Resource Teacher, .66 PreK Teacher. 18.25 FTE Educational Assistants, 8 at Buckingham Elem., 1.0 at Snow Hill Elem., 7.25 at Pocomoke Elem.	764,000.00
Materials of Instruction Buckingham Elem., Snow Hill Elem., Pocomoke Elem., Snow Hill Middle, Pocomoke Middle	106,971.00
Staff Travel	1,000.00
Parent Activities Buckingham Elem., Snow Hill Elem., Pocomoke Elem., Snow Hill Middle, Pocomoke Middle	30,800.00
Equipment (Computers for data & instruction)	50,000.00
School improvement (low performing schools)	
Salaries	2,800.00
Materials	7,000.00

**TITLE I
BUDGET NARRATIVE Cont.**

Professional Staff Development	
Salaries	9,200.00
Consultants	15,000.00
Materials	3,000.00
Meetings and conferences	2,000.00
Total Instruction	991,771.00
Fixed Charges	360,544.00
TOTAL TITLE I	1,512,885.00



Attachment 8



Title II, Part A

Preparing, Training And Recruiting High-Quality Teachers And Principals

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

Local School System: Worcester County Public Schools **Fiscal Year** 20_04

Title II-A Coordinator: Richard Walker

Telephone: (410) 632-2582 **E-mail:** dwalker@worcester.k12.md.us

A. CROSS-PROGRAM THEMES IN *BRIDGE TO EXCELLENCE MASTER PLAN* -- STRATEGIES AND ACTIVITIES TO ENSURE THAT "ALL TEACHERS MEET THE DEFINITION OF HIGHLY QUALIFIED BY THE END OF THE 2005-2006 SCHOOL YEAR." Provide a description of the school system's *strategies to improve teacher capacity and quality* organized around the following components:

- 1. Assessment of current status of teacher capacity and quality for the school system and for each elementary, middle, and high school based on:**
 - a) The hiring, recruiting, and retaining of highly qualified teachers,**

High quality personnel are vital to school success and academic success for all children. Recruiting, hiring, and retaining quality staff is a goal of the Worcester County Public Schools strategic plan. There has also been a major focus on providing personnel with support for ongoing education and high quality professional development at the district and school level. NCLB and Maryland's Bridge to Excellence also recognize the need for highly qualified personnel and places a strong emphasis on it being provided in each school district. This definition is different than what has previously been required by the state of Maryland. Part of the process of evaluating the status of high quality staff will have to include informing personnel about new requirements. The state will have to change requirements to comply with NCLB. Colleges and universities will also have to change the process by which new teachers are trained. In complying with the definition created by NCLB, WCPS recognizes that "highly qualified" staff will need more than just credentials.

The percentage of classes in core content areas being taught by "highly qualified" teachers in the aggregate and in high poverty schools is significantly lower than the number of classes in core content areas taught by certificated teachers. Ninety-three point nine percent (93.9%) of classes in core content areas are taught by Worcester County teachers who are certificated; however, only 32.5% of teachers meet the NCLB definition of highly qualified.

In high poverty schools, the ratio of classes in core content areas taught by highly qualified teachers is lower than the county aggregate (25.3% compared to 32.5%). This ratio is consistent when examining the number of classes being taught by certificated teachers

The following key findings have been identified through a review of existing data on teacher assignments and qualifications as defined by NCLB:

- Of 452 teachers teaching in content areas, 30% met the highly qualified standard and 70% did not meet the NCLB definition of highly qualified.
- Of the 318 teachers not meeting the highly qualified standard, 34% are teaching outside of their certification or teaching on a provisional certificate; 39% need to take a rigorous state evaluation to determine competency.
- Of the 318 teachers not meeting the highly qualified standard, 16% are special education teachers; 8% have early childhood certification.

- Of core content area teachers, 65% of African American teachers do not meet the highly qualified standard and 71% of white teachers do not meet the standard.
- High poverty schools (Title I schools) have a 72% rate of teachers not meeting the highly qualified standard while all other schools have a 70% rate of teachers not meeting the standard.

The following key findings relate to the number of classes in core content areas being taught by highly qualified personnel, as defined by NCLB:

- 93.9% of classes in core content areas are being taught by certificated teachers.
- 32.5% of classes in core content areas are being taught by highly qualified teachers.
- 25.3% of classes in core content areas in high poverty schools are being taught by highly qualified teachers.
- 91.2% of classes in core content areas in high poverty schools are being taught by certificated teachers.
- Berlin Intermediate School has the highest percentage of classes in core content areas being taught by certificated (98.5%) and highly qualified teachers (48.6%).
- Cedar Chapel Special School is the only school with 100% of classes being taught by certificated teachers; however, 0% of classes are taught by highly qualified teachers.
- Snow Hill Elementary School has the least number of classes taught by certificated teachers (87%); however, it has the highest percentage of classes taught by highly qualified teachers among the high poverty schools.

b) The hiring, recruiting, and retaining of highly qualified principals, and

Objective 2.B.2: Implement high quality professional development (using NCLB definition) for all administrators on needs which may include, but are not limited to:

- Leadership Skills
- Effective Communication with parents and community
- Core Content Areas – reading, math, science and social studies
- Assisting teachers in working with students

c) The major professional development and training needs;

The following key findings have been identified through a review of surveys of teachers regarding highly qualified professional development, as defined by NCLB, for the school year 2001-2002:

At the school level teachers receiving high quality professional development -

- 44% - 61% in the subject area they teach and current Maryland Content Standards
- 51% - 81% in technology
- 31% - 36% in working with special education students and English language learners
- 23% - 43% in using data to make instructional decisions
- 18% - 20% in working effectively with parents

At the district level teachers receiving high quality professional development –

- 47% - 69% in the subject area they teach and current Maryland Content Standards
- 24% - 69% in technology
- 11% - 42% in working with special education students and English language learners
- 9% - 13% in using data to make instructional decisions
- 1% -8% in working effectively with parents

At the university level teachers receiving high quality professional development –

- 11% - 31% in the subject area they teach and current Maryland Content Standards
- 4% - 9% in technology
- 3% - 13% in working with special education students and English language learners
- 2% - 8% in using data to make instructional decisions
- 1% in working effectively with parents

2. **Annual measurable objectives for the school system and for each elementary, middle, and high school that, at a minimum, include an annual increase in the percentage of highly qualified teachers at each school:**

Objective 1.C.4: Maintain Small Class Sizes.

FY 2004 Action Plan:

- Review needs in class size reduction at each level: elementary 1 to 18; middle 1 to 22; high school 1 to 25.
- Seek funding for class size reduction as needed.

3. **Annual increase in the percentage of teachers who will receive high-quality professional development.**

Objective 1.E.1: Provide high quality professional development including but not limited to the following:

- Differentiated Instruction
- Technology
- Working with Special Needs Children
- Working with English Language Learners
- Cross Cultural Strategies
- Reading
- Math
- Science
- Social Studies
- Data Driven Decision Making
- Understanding Poverty
- Invitational Learning
- Learning Styles/Multiple Intelligences
- Early Childhood Learning
- Working with Parents
- Child/Adolescent Development
- Cultural Sensitivity and Diversity
- Behavior Management
- Service Learning
- History Alive!

FY 2004 Action Plan:

- Set high quality professional development priorities and goals for the county
- Survey teachers to find comfort levels and needs with regards to professional development topics
- Based on surveys, coordinate professional development opportunities regionally and school-based
- Create indicators (at the classroom level) that will demonstrate implementation of professional development topics
- Evaluate professional development sessions regionally and school-based to determine effectiveness and changes needed.

4. **Annual increase in the percentage of teachers who will receive high-quality professional development.**

Objective 2.4 – Increase annually the percentage of teachers receiving “high quality” professional development. (ESEA Indicator 3.2) See pages G30-G37, H30-H37.

B. PERFORMANCE GOALS, INDICATORS, AND TARGETS. Using the format in Table 8-1 below, provide an analysis of current status on how the local school system is meeting each of the performance indicators for ESEA Performance Goal 3. School systems should use this analysis along with an annual needs assessment to determine the range of programs and activities for Title II-A funding.

Table 8-1		
IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS		
Performance Goal	Performance Indicators	Performance Targets
Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.	<p>4.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).</p> <p>4.2 The percentage of teachers receiving "high-quality professional development" (as the term "professional development" is defined in section 9101(34)).</p> <p>4.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d)).</p>	(MSDE will establish performance targets in August 2003. For the first year's submission of the master plan that is due to MSDE by October 1, 2003, local school systems must provide an analysis of current status using existing student performance, demographic, and other data.)

WORCESTER COUNTY PUBLIC SCHOOL MASTER PLAN Table 8-1

IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS		
GOAL	Performance Indicators	Performance Targets
WCPS' GOAL 2: All students will be taught by highly qualified personnel. (incorporates ESEA Performance Goal 3)	Increase annually the percentage of "Highly qualified teachers in the county (and in each school – with an emphasis first on high poverty schools) 100% by 2005-2006. (ESEA Performance Indicator 3.1)	Current % Teachers meeting "highly Qualified" definition of NCLB: 40% • Increase of teachers meeting NCLB high quality definition by 20%.
	Increase annually the percentage of classes being taught by "Highly Qualified Teachers" in the aggregate and in "high-poverty" 100% by 2005-2006. (ESEA Performance Indicator 3.1)	Current % of classes being taught by teachers meeting NCLB definition of "Highly Qualified": 32.5% • Increase % of classes being taught by teachers meeting NCLB definition of "Highly Qualified" by 20%.
	2.1 Increase annually the percentage of paraprofessionals who are "highly qualified" – 100% by 2005-2006. (ESEA Performance Indicator 3.3)	Current % Paraprofessionals meeting "Highly Qualified" definition of NCLB: 30% Increase % of Paraprofessionals meeting NCLB definition of "Highly Qualified" by 25%.
	2.2 Increase annually the percentage of teachers receiving "high quality" professional development. (ESEA Performance Indicator 3.2)	Current % of teachers receiving "high quality" professional development as defined by NCLB: 60% Increase % of teachers receiving "high quality" professional development as defined in NCLB by 10%.
	2.3 Increase annually the percentage of paraprofessionals receiving "high quality" staff development.	Current % of paraprofessionals receiving "high quality" professional development as defined by NCLB: 40% Increase % of paraprofessionals receiving "high quality" professional development as defined in NCLB by 10%.

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

Local School System: Worcester County Public Schools Fiscal Year 2004

C. ALLOWABLE ACTIVITIES [Section 2123]. For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, and (c) the amount of funding for services to public and nonpublic students and teachers. Use separate pages as necessary for descriptions. NOTE: If the allowable activities, services, and timelines are described elsewhere in the school system's five-year comprehensive *Bridge to Excellence Master Plan*, please indicate the section and page number(s).

(1) Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals			
Allowable Activities	Brief Description of Specific Services and Timelines or Target Dates	Public School Costs	Nonpublic Costs
<input type="checkbox"/> Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].	N/A		
<input checked="" type="checkbox"/> Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)]. *Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].	Reduce class or maintain class sizes in elementary, intermediate, middle and high schools	Salaries and Wages: \$508,900.00 Other Charges: \$149,087.00 Transfers: \$13,159.00	
<input type="checkbox"/> Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].	N/A		

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

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>
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C. ALLOWABLE ACTIVITIES [Section 2123], Continued.

(2) Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services and Timelines or Target Dates	Public School Costs	Nonpublic Costs
<input type="checkbox"/> Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in: (a) Content knowledge. Providing training in one or more of the core academic subjects that the teachers teach; (b) Classroom practices. Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [section 2123(a)(3)(A)].	N/A		
<input type="checkbox"/> Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that – <ol style="list-style-type: none"> 1.1 Involve collaborative groups of teachers and administrators; 1.2 Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency; 1.3 Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs; 1.4 Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and 1.5 Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)]. 	N/A		

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

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>
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B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

(2) Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services and Timelines or Target Dates	Public School Costs	Nonpublic Costs
<input type="checkbox"/> Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders [section 2123(a)(6)].	N/A		
(3) Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals			
<input type="checkbox"/> Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a)(4)].	N/A		
<input type="checkbox"/> Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs. [section 2123(a)(5)].	N/A		
<input type="checkbox"/> Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation [section 2123(a)(8)].	N/A		
TOTAL TITLE II-A FUNDING AMOUNTS		\$671,146.00	

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

Local School System: **Worcester County Public Schools** Fiscal Year **2004**

C. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]: (SEE SECTION on NON-PUBLIC SCHOOL PARTICIPATION pages L69-L74)

D. BUDGET INFORMATION AND NARRATIVE

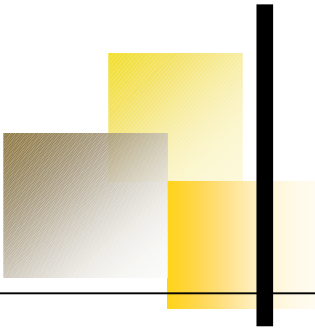
1. Provide a detailed budget on the MSDE Proposed Title II-A Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in Part C, Allowable Activities. MSDE budget forms are available through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at www.marylandpublicschools.org.
2. Provide a detailed Budget Narrative. The accompanying budget narrative should (a) detail how the school system will use Title II-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title II-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

Salaries and Wages:
13.34 teachers (10-month positions) = \$508,900.00

Other Charges:
Fixed chares (33.6% of salaries) = \$149,087.00

Transfers:
(Administrative Costs) = \$13,159.00

Total = \$671,146.00



Attachment 9



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

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

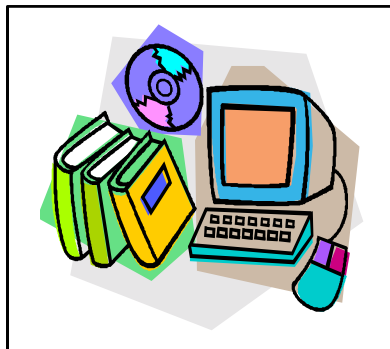
Local School System: <u>Worcester County</u> Fiscal Year <u>2004</u>
Title II-D Technology Coordinator: <u>Thomas Mascara</u>
Telephone: <u>410-632-2582</u> E-mail: <u>tmascara@worcester.k12.md.us</u>

A. CROSS-PROGRAM THEMES IN *FIVE-YEAR COMPREHENSIVE BRIDGE TO EXCELLENCE MASTER PLAN* -- Strategies and Activities to Integrate Technology Into Curriculum, Instruction, and High Quality Professional Development. Provide a description of the school system's *long-range educational technology strategies* that are aligned with the objectives of the Maryland Plan for Technology in Education 2002-2005 as follows:

- **Objective 1:** Access to high performance technology will be universal;
- **Objective 2:** All educators will be highly knowledgeable and skilled, capable of effectively using technology tools and digital content;
- **Objective 3:** Technology tools and digital content that engage students will be seamlessly integrated into all classrooms on a regular basis;
- **Objective 4:** Technology will be used effectively to improve school administrative functions and operational processes; and
- **Objective 5:** Effective research, assessment, and evaluation will result in accountability and continuous improvement in the implementation and use of technology.

If these strategies are addressed elsewhere in the school system's five-year *Comprehensive Bridge to Excellence Master Plan*, please indicate the section and page number(s).

See Bridge to Excellence Master Plan, Worcester County Public Schools, Section E, pages E 10 – E 11; Section F, page F 6; Section G, pages G 58-G73; and Section H, pages H 58- H 73.



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

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>
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B. ALLOWABLE ACTIVITIES [Section 2416]. For all allowable activities that will be implemented, (a) provide a brief description of services, (b) evidence of successful completion, (c) timelines or target dates, and (d) the amount of funding for services to public and nonpublic students and teachers. Use separate pages as necessary for descriptions. NOTE: If the allowable activities, services, and timelines are described elsewhere in the school system's five-year comprehensive Bridge to Excellence Master Plan, please indicate the section and page number(s).

(1) Strategies and Activities to Provide Ongoing, Sustained, and Intensive High-Quality Professional Development. Note: Each Ed Tech recipient must use at least 25% of its funds to provide ongoing, sustained, and intensive high-quality professional development OR, through an Ed Flex waiver request to MSDE, satisfactorily demonstrate that it already provides, to all teachers in core academic subjects, such professional development, which is based on a review of relevant research.			
Allowable Activities	Brief Description of Specific Services, Evidence of Successful Completion, and Timelines or Target Dates	Public School Costs	Nonpublic Costs
<input checked="" type="checkbox"/> Providing professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology to: (A) access data and resources to develop curricula and instructional materials, (B) enable teachers to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators and to retrieve Internet-based learning resources, and (C) lead to improvements in classroom instruction in the core academic subjects [section 2416(a)(1)].	<ul style="list-style-type: none"> • Technology Resource Teacher (TRT) will provide technology integration support to teachers in targeted schools – September to June, according to the inservice schedule. • TRT will implement the Technology Specific Curriculum K-8 in all schools, Sept. 2003. • TRT will conduct the Technology Proficiency Student Assessment in grades 3, 5, 8, 12 in Spring 2004. • TRT will revise the Technology Specific Curriculum – June 2004. • TRT will implement the Teacher Technology Proficiency Certificate Program – Summer 2003. • TRT will implement the Worcester County Technology Institutes at the elementary, middle, and high school levels – Summer 2003. • TRT will evaluate the Technology Institutes in awarding the Technology Proficiency Certificate – Fall 2003. • TRT will co-create on-line professional development opportunities in the integration of technology – Fall 2003/Spring 2004. • TRT will develop a procedure for monitoring effective use of technology by staff – Fall 2003. 	<ul style="list-style-type: none"> • \$29,675.00 salary • \$ 6,845.00 fringe benefits 	
(2) Strategies and Activities to Integrate Technology into the Educational Process			
<input type="checkbox"/> Developing and adapting or expanding applications of technology to enable teachers to increase student academic achievement, including technology literacy, through teaching practices that are based on the review of relevant research and through use of innovative distance learning strategies [section 2416(b)(2)].	N/A		
<input type="checkbox"/> Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging state academic content and student achievement standards [section 2416(b)(3)].	N/A		

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

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>
--

B. ALLOWABLE ACTIVITIES [Section 2416], Continued:

Allowable Activities	Brief Description of Specific Services, Evidence of Successful Completion, and Timelines or Target Dates	Public School Costs	Nonpublic Costs
(2) Strategies and Activities to Integrate Technology into the Educational Process			
<input type="checkbox"/> Utilizing technology to develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement, to foster increased communication about curricula, assignments, and assessments between students, parents, and teachers, and to assist parents to understand the technology being applied in their child's education, so that parents are able to reinforce at home the instruction their child receives at school [section 2416(b)(4)].	N/A		
<input type="checkbox"/> Preparing one or more teachers in schools as technology leaders who will assist other teachers, and providing bonus payments to the technology leaders [section 2416(b)(5)].	N/A		
(3) Strategies and Activities to Improve Access to Technology			
<input type="checkbox"/> Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase awareness to technology for students and teachers, with special emphasis on the access of high-need schools to technology [section 2416(b)(1)].	N/A		
<input checked="" type="checkbox"/> Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology to support the school reform effort and to improve student academic achievement, including technology literacy [section 2416(b)(6)].	TRT will research, purchase, and conduct inservice on software that supports state content standards and county curriculum in reading and math for grades 3, 5, 8, and 10 – Summer/Fall 2003.	\$ 3,165.00	

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

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>
--

B. ALLOWABLE ACTIVITIES [Section 2416], Continued.

Allowable Activities	Brief Description of Specific Services, Evidence of Successful Completion, and Timelines or Target Dates	Public School Costs	Nonpublic Costs
(3) Strategies and Activities to Improve Access to Technology			
<input type="checkbox"/> Acquiring connectivity linkages, resources, and services (including the acquisition of hardware and software and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media centers, in order to improve student academic achievement [section 2416(b)(7)].	N/A		
<input type="checkbox"/> Developing, enhancing, or implementing information technology courses [section 2416(b)(10)].	N/A		
(4) Strategies and Activities to Assess/Evaluate Effectiveness of Technology (At least 3 percent of Ed tech funds must be used to assess/evaluate effectiveness of technology)			
<input type="checkbox"/> Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts [section 2416(b)(8)].	N/A		
<input checked="" type="checkbox"/> Implementing performance measurement systems to determine the effectiveness of education technology programs funded under Title II-D Ed Tech, particularly in determining the extent to which Ed Tech activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards [section 2416(b)(9)].	TRT will determine change or improvement in: <ul style="list-style-type: none"> Teachers at Advanced Level for technology integration (MSDE) – Winter of 2002 and 2003. Teachers holding Worcester County Technology Proficiency Certificate – Spring of 2003 and 2004. Student Proficiency Levels in grades 3, 5, 8, 12 – Spring of 2003 and 2004. Students regularly using technology (MSDE) – Winter of 2002 and 2003. 		
TOTAL TITLE II-D ED TECH FUNDING AMOUNTS		\$ 39,685.00	

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>

C. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]. (SEE SECTION on NON-PUBLIC SCHOOL PARTICIPATION pages L69-L74)

D. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Title II-D Ed Tech Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part C, Allowable Activities*. MSDE budget forms are available 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 accompanying budget narrative should (a) detail how the school system will use Title II-D Ed Tech funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title II-D Ed Tech program; (b) detail how the school system will use at least 25% of funds for professional development and at least 3% of funds for program evaluation; (c) demonstrate the extent to which the budget is both reasonable and cost-effective; and (d) identify other sources of funding to support the programs and activities funded under Title II-D.

Category: Salaries and Wages

Technology Resource Teacher (TRT) (10-month position). The Technology Resource Teacher (TRT) will be responsible for all Professional Development in technology for the teachers at the targeted schools. Professional development will take the majority of this position's time. Fifty percent (50%) of the salary for this position will be paid for through Ed Tech funding. The remaining 50% will be picked up through the local budget.

Technology Resource Teacher	Salary	\$29,675.00 (reflects 50%)
	Fringe	\$ 6,845.00 (reflects 50%)

Category: Supplies and Materials

An allowance for computer software will be allotted to each targeted site as identified in the Needs Assessment. The software will be selected based on recommendations of the Technology Resource Teacher as well as the Software Use Inventory administered in the Worcester County schools in the Spring of 2003. The Technology Resource Teacher will also be responsible for strategies to assess/evaluate the effectiveness of technology activities for the project.

Computer Software Allowance	\$ 3,165.00
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Total Ed Tech Funds	\$ 39,685.00
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Attachment 10



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

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

Local School System: Worcester County Public Schools Fiscal Year 2004

Title III Coordinator: Worthy Graham

Telephone: 410-632-2582 E-mail: wgraham@worcester.k12.md.us

Type of Application:

- Single Application -- for formula allocations of \$10,000 or more**
- Consortium Application -- for formula allocations less than \$10,000**

We have agreed to join in consortium with _____ as the fiscal agent. Note: Each consortium member does not need to complete the individual budget activity and budget detail since the school system serving as fiscal agent is responsible for this detail. Each consortium member must, however, provide a brief description of specific activities to demonstrate how the school system will comply with the requirements of Title III, Part A to coordinate efforts across all titles of NCLB and with the Bridge to Excellence in Education Act to develop strategies to improve the academic performance of limited English proficient students.

- A. CROSS-PROGRAM THEMES IN *BRIDGE TO EXCELLENCE MASTER PLAN* -- *Strategies For Increasing English Proficiency and Academic Achievement of Limited English Proficient Students.* There is a strong connection to accountability for improving the English language proficiency and academic achievement of limited English proficient children in both the *Bridge to Excellence Act* and Title III-A of the *No Child Left Behind Act*. As part of the school finance formula under the Bridge to Excellence in Public Schools Act, an additional amount of money is calculated for each school system according to the number of limited English proficient students receiving services.**

The *Bridge to Excellence Act* requires local school systems to include in their five-year comprehensive master plans *strategies to improve the academic achievement of students with limited-English proficiency.* The school system needs to provide a description of its *strategies for limited English proficient children* organized around the following components:

- 1. Curriculum and Instruction -- to ensure that limited English proficient children served by state, federal, and local funding sources develop English proficiency;**
- 2. High Quality Professional Development -- to ensure that teachers are able to understand and use curricula, assessment measures, and instructional strategies for limited English proficient children; and**
- 3. Annual Review of Progress Towards Measurable Achievement Objectives -- to ensure that elementary and secondary schools are held accountable for meeting annual performance targets and making adequate yearly progress for limited English proficient children.**

If these strategies are addressed elsewhere in the school system's five-year comprehensive *Bridge to Excellence Master Plan*, please indicate the section and page number(s).

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

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>
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B. PERFORMANCE GOALS, INDICATORS, AND TARGETS. Using the format in Table 10-1 below, provide an analysis of current status on how the local school system is meeting each of the performance indicators for ESEA Performance Goal 2. School systems should use this analysis along with an annual needs assessment to determine the range of programs and activities for Title III-A funding.

Table 10-1	LIMITED ENGLISH PROFICIENT STUDENTS PERFORMANCE GOALS, INDICATORS, AND TARGETS	
Performance Goal	Performance Indicators	Performance Targets
<p>Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p>	<p>2.1 The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.</p> <p>2.2. The percentage of English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for performance indicator 1.1.</p> <p>2.3. The percentage of limited English students who are at or above the proficient level in mathematics on the state's assessment, as reported by performance indicator 1.2.</p>	<p>(MSDE will establish performance targets in August 2003. For the first year's submission of the master plan that is due to MSDE by October 1, 2003, local school systems must provide an analysis of current status using existing student performance, demographic, and other data.)</p>

WORCESTER COUNTY PUBLIC SCHOOL MASTER PLAN Table 10-1

LIMITED ENGLISH PROFICIENT STUDENTS PERFORMANCE GOALS, INDICATORS, AND TARGETS		
Performance Goal	Performance Indicators	Performance Targets
<p>WCPS' GOAL 1: The academic achievement of all students will increase. (incorporates ESEA Performance Goals 1 & 2)</p> <p>Each performance indicator will be evaluated in the aggregate and in each of the following student subgroups: economically disadvantaged, major racial and ethnic groups, disabled, ESL, gender, gifted, and Career and Technology students (CTE).</p>	1.1 Meet the Maryland School Assessment (MSA) adequate yearly progress (AYP) standard in reading (all students proficient by 2013-14). (ESEA Performance Indicator 1.1, 2.2)	Current Level of Performance: To be determined by MSDE in August 2003. <ul style="list-style-type: none"> All groups met standard set by state/ or attain at least a 10% increase in students at the proficient level.
	1.2 Meet the Maryland School Assessment (MSA) adequate yearly progress (AYP) standard in math (all students proficient by 2013-14). (ESEA Performance Indicator 1.2, 2.3)	Current Level of Performance: To be determined by MSDE in August 2003. <ul style="list-style-type: none"> All groups met standard set by state/ or attain at least a 10% increase in students at the proficient level.
	1.3 Meet the Maryland School Assessment (MSA) adequate yearly progress (AYP) standard in science (all students proficient by 2013-14).	State assessment to be developed.
	1.4 Increase annually the percentage of students passing the county developed assessment in Social Studies.	Current level of performance: Establish a baseline school year 2003-2004.
	1.5 Increase annually the percentage of students achieving a passing grade on county exams/assessments in all content areas.	Current Level of Performance: Establish a baseline in Fall of 2003. <ul style="list-style-type: none"> Increase of 10% of students achieving a passing score.
	1.6 Increase annually the percentage of students in grades K-8 achieving grade level proficiency in reading on the Gates MacGinitie Reading Test.	Current Level of Performance: % of students on or above grade level – 50% Increase of at least 5% of students on or above grade level
	1.7 Increase annually the percentage of students in grades K-8 achieving grade level proficiency on the Metropolitan 9 Math Test.	Current Level of Performance: Baseline will be determined in fall of 2003. Increase of at least 5% of the students scoring above the 50 th percentile rank.
	1.8 Increase annually the total number of students achieving a passing score on the State high school assessments in English, Algebra, Biology, Government, and Geometry.	Current Level of Performance: English- 57; Biology – 57; Government – 53; Algebra – 46; Geometry – 40. <ul style="list-style-type: none"> Increase of 10% of students achieving a passing score.
	1.9 Increase annually the percentage of students fully ready to enter first grade as measured on the MMSR.	Current Level of Students Ready to Enter K: 42% Increase of at least 5% of students entering kindergarten fully ready.
	1.10 Increase annually the average score of all students on the PSAT and the SAT.	Current Level of Performance: SAT: Verbal – 473; Math – 479; PSAT : Verbal – 38.5; Math 40.3 Increase of at least a five point gain on PSAT scores. Increase of at least a five point gain in both verbal and math areas of the SAT.
	1.11 Increase annually the percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the year. (ESEA Performance Indicator 2.1)	Current percentage of ESL students, determined by cohort at proficiency level in English: 15% Increase of 10% of students achieving English proficiency who have been in the program for at least 3 years.

		<p>1.1 10% of each cohort NEP/LEP students having received 3 or more years of ESL instruction in Worcester County schools will have attained English proficiency by the end of the school year.</p> <p>1.2 10% of limited English students having received 3 or more years of ESL instruction in Worcester County schools will be at or above the proficient level in reading/language arts on the state's assessment, as reported by performance indicator 1.2.</p> <p>1.3 10% of limited English students having received 3 or more years of ESL instruction in Worcester County schools will be at or above the proficient level in mathematics on the state's assessment, as reported by performance indicator 1.2.</p>
		<p>80% of NEP/LEP students have been enrolled three years or fewer in Worcester County Public Schools.</p> <p>(MSDE will establish performance targets in August 2003. For the first year's submission of the master plan that is due to MSDE by October 1, 2003, local school systems must provide an analysis of current status using existing student performance, demographic, and other data.)</p>

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

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>
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C. ALLOWABLE ACTIVITIES [Section 3115]. For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, and (c) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*
NOTE: If the *allowable activities, services, and timelines* are described elsewhere in the school system's five-year comprehensive *Bridge to Excellence Master Plan*, please indicate the section and page number(s).

(1) To increase the English proficiency of LEP children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects.			
Allowable Activities	Brief Description of Specific Services and Timelines or Target Dates	Public School Costs	Nonpublic Costs
<input type="checkbox"/> Upgrading program objectives and effective instruction strategies [section 3115(d)(1)].	N/A		
<input checked="" type="checkbox"/> Improving the instruction program for LEP children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	Secure ESL curricula and mandated assessment instruments. (Revised IPT tests – all grades/all forms, replacement and new curriculum materials)	\$ 4,800.00	
<input type="checkbox"/> Providing tutorials and academic or vocational education for LEP children [section 3115(d)(3)(A)].	N/A		
<input type="checkbox"/> Providing intensified instruction for LEP children [section 3115(d)(3)(B)].	N/A		
<input type="checkbox"/> Improving the English proficiency and academic achievement of LEP children [section 3115(d)(5)].	N/A		
<input type="checkbox"/> Providing for the acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].	N/A		
<input type="checkbox"/> Providing for access to, and participation in, electronic networks for materials, training, and communication [section 3115(d)(7)(B)].	N/A		
<input type="checkbox"/> Incorporation of educational technology and electronic networks into curricula and programs [section 3115(d)(7)(C)].	N/A		

Local School System: **Worcester County Public Schools** Fiscal Year **2004**

C. ALLOWABLE ACTIVITIES [Section 3115], Continued.

(2) To provide high-quality professional development to classroom teachers (including teachers in classroom setting that are not the setting of language instruction educational programs), principals, administrators, another school or community-based organizational personnel. Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. Also, high quality professional development shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [Section 3115(c)(2)(D)].

Allowable Activities	Brief Description of Specific Services and Timelines or Target Dates	Public School Costs	Nonpublic Costs
<input checked="" type="checkbox"/> Providing for professional development designed to improve the instruction and assessment of LEP children [section 3115(c)(2)(A)].	Provide ESL strategies professional development to regular teachers with NEP/LEP children in their classrooms. (15 teachers – 3 days)	\$ 5,365.00	
<input checked="" type="checkbox"/> Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for LEP children [section 3115(c)(2)(B)].	Staff development using best practices and research based for ESL staff. (6 staff – 3 - ½ days)	\$ 1,000.00	
<input type="checkbox"/> Providing for professional development based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)].	N/A		
<input type="checkbox"/> Providing for professional development of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom [section 3115(c)(2)(D)].	N/A		
(3) To provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families.			
<input type="checkbox"/> Providing programs to improve the English language skills of LEP children [section 3115(d)(6)(A)].	N/A		
<input checked="" type="checkbox"/> Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].	Secure translation program to facilitate parent/school outreach and communications. Lease July, 2003.	\$ 2,000.00	
TOTAL TITLE III-A FUNDING AMOUNTS			

D. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]: (SEE SECTION on NON-PUBLIC SCHOOL PARTICIPATION pages L69-L72)

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

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>

E. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Title III-A Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part C, Allowable Activities*. MSDE budget forms are available 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 accompanying budget narrative should (a) detail how the school system will use Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

**TITLE III, PART A
BUDGET NARRATIVE**

INSTRUCTION

Special Programs

Contracted Services

Communications package (Trans Act)	2,000.00
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Materials of Instruction

(Includes MSDE mandated assessments)	4,800.00
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Software	1,192.00
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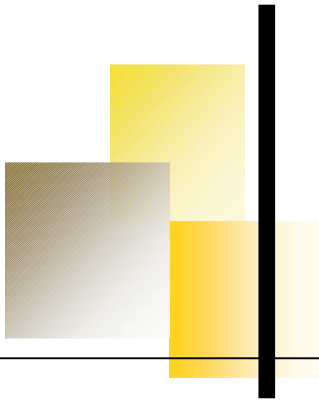
Instructional Staff Development

Salaries	6,365.00
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Total Instruction	14,357.00
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Fixed Charges	509.00
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TOTAL TITLE III, PART A	14,866.00
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Attachment 11



Title IV, Part A Safe And Drug Free Schools And Communities

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

Local School System: Worcester County Public Schools Fiscal Year 2004

Title IV-A, SDFSC Coordinator: Rick Lambertson

Telephone: 410-632-2582 E-mail: rlambertson@worceste.k12.md.us

A. CROSS-PROGRAM THEMES IN BRIDGE TO EXCELLENCE MASTER PLAN -- *Comprehensive Strategies for Drug and Violence Prevention*. Provide a description of the school system's *comprehensive strategies for drug and violence prevention* that focus on the following program components:

1. POLICY (Worcester County Public Schools)

Drug and Alcohol Abuse by Students

The following procedures shall apply with student violations of the drug/alcohol policy. Drug/alcohol violations include the use, actual or constructive possession, or distribution of drugs. It also includes being on school premises or at a school activity while intoxicated or under the influence of a drug. However, the policy shall not apply to a student's entering school premise or attending a school activity after the consumption of an alcoholic beverage as part of a recognized religious communion service.

DEFINITIONS

Authorized Legal Drugs – All medications prescribed for a student by a physician in accordance with the Worcester County Board of Education Medication Policy.

Constructive Possession – Inferred possession of an item found in close proximity to a person or a place controlled by the person (such as a student's backpack.)

Distribute – To deliver or attempt to deliver a drug to another person with or without remuneration.

Drug – Includes alcohol, controlled dangerous substances (CDS), non-controlled substances falsely represented to be controlled dangerous substances (including look-alikes), unauthorized legal drugs, and drug paraphernalia.

Drug Paraphernalia – All equipment, products and materials of any kind used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled dangerous substance. It includes, but is not limited to, items found in Article 27, Section 287A, and Annotated Code of Maryland.

Extracurricular Activities – School activities that are not part of the school curriculum and are conducted outside of the school day, (athletic events, graduation activities, awards programs, and holding student leadership positions, e.g., officers of clubs and other school organizations.) Participation in extracurricular activities is regarded as a privilege.

Participation – Training, practicing, spectating or otherwise being present at an extracurricular activity, or public performance.

Possession – The actual or constructive control over a thing.

Public Performances – A curricular activity performed outside the school day (e.g., band, choral, drama, color guard and other music programs).

School Day – The time between when school begins and ends for students.

School Premises – Area within school property boundaries, a school bus, or a school bus stop area.

PRO.IV.2

Special Procedures for Drug and/or Alcohol Abuse

- A. All suspected violations shall be reported directly to the principal. (Exception: bylaw-drug counseling and/or student information-seeking session)
- B. If a violation of the law is suspected, the principal shall inform the student’s parents of the suspected violation and the principal’s responsibility to report the suspected violation to law enforcement authorities. The principal shall report the student to the appropriate law enforcement authorities for action. If an officer fails to respond or does not charge the student, the principal shall notify the Assistant Superintendent for Pupil and Administrative Services.
- C. Students suspected of being under the influence of or intoxicated by drugs shall be referred to the school nurse for evaluation and the parent(s) will be notified immediately. The school shall offer the parents the opportunity to obtain an immediate drug test (urinalysis) for the student to refute the accusation. If in the judgment of the school nurse, the student is in need of immediate medical attention or evaluation (e.g. loss of consciousness, inability to communicate coherently, or threat of suicide); the student shall be referred to a medial facility for evaluation and emergency medical care as necessary. Any medical treatment shall be a matter between the physician, student and parent(s).
- D. A staff member who discovers a substance suspected of being an illegal drug shall (1) place the suspected substance in an envelope and record on the envelope the date, time, amount, circumstances of obtaining and student’s name (except in counseling session), and (2) give the suspected substance to the principal or designee. Under no circumstances shall the staff member taste the substance.**
- E. The principal or designee shall keep the substance under lock and key, notify parents, notify police, and turn over the substance to the police officer investigating the matter.**

Penalties for Drug/Alcohol Violations

- A. A student who violates the drug policy shall be suspended for ten (10) school days, excluded from participation in all extracurricular and public performance activities for ninety (90) consecutive school days, and required to attend the next scheduled Saturday School Program at the Worcester County Health Department (Board Policy IV-C-9). If the violation occurs during a student’s senior year, the student shall be excluded from graduation exercises. In addition, in cases of distribution of drugs, (not including alcohol), the student shall be recommend by the principal to the superintendent for expulsion.**

PRO.IV.2

Smoking/Tobacco Procedure (Middle School)

The following procedures are to be used for violations of the Smoking/Tobacco Policy (IV-C-11):

- First violation - parent/student conference and verbal warning, citation and referral to the Worcester County Health Department's Pre-screening Program.
- Second violation – parent notification, night school and citation
- Third violation – in-school suspension and parent conference
- Subsequent violations – suspension

Smoking/Tobacco Procedure (High School)

- First violation – parent notification and night school, citation and referral to the Worcester County Health Department's Pre-screening Program.
- Second violation – in-school suspension, parent conference and citation
- Subsequent violations – suspension

- B. Any student who violates the drug policy more than once during his/her high school career in the Worcester County Public Schools shall be recommended for expulsion and, if expelled, shall be excluded from participation in all extracurricular and public performance activities for ninety (90) consecutive school days upon readmission to school.
 - If participation in a public performance is required for a grade, a student suspended for violation of the drug alcohol policy shall be given an alternative assignment for credit.

These procedures do not change a school official's legal responsibilities under Section 7-410 of the Public School Laws of Maryland (Preservation of Rights of Students Seeking to Overcome Drug Abuse). This provides immunity from subpoena to an educator acting as a counselor to help a student overcome drug abuse. Should illegal drugs come into the possession of a principal or a member of his/her staff as a result of counseling a student, he/she is required to give those drugs to the local law enforcement authorities, even though he/she may or may not disclose the name of the student from whom the drugs were received.

Harassment of Students

All students in Worcester County Public Schools have a right to an educational environment that is safe, promotes optimal academic achievement and is free from any form of harassment. The Board of Education is committed to providing a nurturing, respectful educational environment, where the worth and dignity of individuals are valued and their safety and rights are protected. Behaviors that compromise this environment, interfere with school operations or are otherwise contrary to the basic mission of public schools will not be tolerated. This policy is intended to apply to the harassment of students by Board of Education employees or other students.

I. Definition

- A. Harassment exists when there is a sufficiently severe action or persistent, pervasive pattern of actions or statement, directed at an identifiable individual or group, that are intended to be, or which a reasonable person would perceive as ridiculing, demeaning or threatening. Harassment is defined as unwelcome and inappropriate verbal, written or physical conduct directed toward other persons based upon sex, age, religion, race, national origin, physical characteristics or disability that takes place under any of the following circumstances:
 1. when submission to such conduct is made explicitly or implicitly, a term or condition of educational development, academic status or participation in other school activities; or
 2. when such conduct has the effect of unreasonably interfering with the student's academic performance by creating an intimidating, hostile or offensive learning environment.

- B. Forms of harassment may include but are not limited to the following:**
1. verbal harassment, such as derogatory or offensive comments, jokes, slurs or gossip; and
 2. physical harassment, such as inappropriate or offensive touching, impeding or blocking movement; and
 3. visual harassment, such as derogatory or offensive writing, posters, pictures, objectives, cards, cartoons, graffiti, drawings, gestures or prolonged staring/leering; and
 4. other forms of harassment, which may include hazing, bullying, and teasing.

II. Application to Employees

This policy also applies to harassment of students by Board of Education employees. Any employee who is found to be responsible for harassment of a student will be subject to disciplinary action. Also, any employee having knowledge of harassment of a student who fails to report it will be subject to disciplinary action.

III. Application to Students

Harassment committed by students against students constitutes inappropriate behavior. The principal or designee will investigate all allegations. Depending on the severity of the offense, appropriate action will be taken. Any student who is found to have violated this policy (IV-C-12) will be subject to disciplinary action.

IV. Complaint/Reporting

- A. **Students who believe they have been subject to harassment, or who have knowledge of employees or students who may be engaging in harassment, shall report such conduct promptly to the principal or designee or office of the Superintendent. Students employed by the Board of Education shall report harassment to their immediate supervisor or office of the Superintendent. Retaliation against a student making a complaint in good faith is prohibited.**
- B. **Grievances that students are not able to resolve informally should be presented in accordance with the provisions of policy VII-A-6, Title IX Grievance Procedure Policy.**

V. Investigation

The principal or designee shall conduct an investigation of an alleged incident of harassment. The investigation shall be completed in a timely manner. The principal or designee shall determine whether the allegations have been substantiated and the complainant informed of the finding.

Complaints of harassment of a student by an employee will be forwarded to the Superintendent or designee for investigation. The Superintendent or designee shall determine whether the allegations have been substantiated and the complainant informed of the finding.

VI. Confidentiality

Confidentiality will be maintained to the extent possible. The identify of the complainant, the subject, and witnesses will be protected to the extent possible.

VII. Notification

Notice of the policy prohibiting harassment of students will be included in student handbooks and reviewed annually with all students.

2. K-12 Prevention Curriculum

Grades K-5: The Great Body Shop/DARE

- Grade 6: DARE
- Grades 6-8: Botvin's Life Skills to be implemented 2003-04
- Grade 7: Second Step Violence Prevention to be implemented 2003-04
- Grades 9-12: Glencoe's Health Program

3. Early Identification and Intervention

MSAP

Each middle and high school in Worcester County has a MSAP team consisting of an administrator, teachers, school nurse, and guidance counselor. The Student Assistance Program is used in schools that provide a systematic procedure of early identification, intervention, referral and follow-up of "at-risk" students. These students are "at risk because of dysfunctional behavior patterns which may be related to their involvement with alcohol, tobacco, and other drugs.

PST

Each school in Worcester County has a fully functioning Pupil Service Team. Each team is comprised of an administrator, nurse, counselor, and the teachers of the student being discussed. The purpose of a PST is to conduct a meeting of appropriate staff to discuss, access and provide assistance to students who are having difficulty being successful academically or socially in and out of school.

The Judy Center

The Judy Center at Snow Hill Elementary School has been established by Worcester County public Schools, through a grant from the Maryland State Department of Education, as a school-lined center to assure school readiness for all students entering kindergarten. Our goal is to enhance existing early childhood education services in Snow Hill by creating a network of education, health and social services. Judy Center partnership's include: Worcester County Board of Education, Worcester County Infant and Toddler's Program, Snow Hill Head Start, Snow Hill Christian Nursery School, Worcester County Adult Education Program, Worcester's Initiative to Preserve Families, The Lower School Child Care Resource Center, The Worcester county Health Department, and the Worcester County Department of Social Services. The Judy Center Offers families in Snow Hill and the surrounding communities service coordination, support nights, and parent resources. Families in the Snow Hill area have the opportunity to receive comprehensive, full-day, full-year, services that promote school readiness for all children birth through age five.

DadCare Program

Established through The Judy Center at Snow Hill Elementary School, DadCare is designed to meet the needs of the fathers in the Snow Hill community. Based on the latest research on the involvement of fathers, DadCare offers guest speakers at parent nights, parent/child activities, and parent resources for the fathers of children in our community. Through a grant from The Worcester County Court System, DadCare will be implementing Mark Perelman's Nurturing Father's Program. Currently, The Judy Center is providing refreshments, daycare, and transportation for DadCare's participants.

Worcester County HIPPY
(Home Instruction for the Parents of Preschool Youngsters)

Home Instruction for the Parents of Preschool Youngsters (HIPPY), is a home visiting program that empowers the parents of children ages three through five to be their child's first teacher. Parents receive a set of carefully developed materials, a curriculum, and books designed to strengthen their child's thinking skills, nurture reading readiness skills, and enhance social and emotional development. The HIPPY model used role-playing to enhance physical well-being and motor development, social and emotional development, language development, and cognition and general knowledge. Parents are required to participate in family group meetings that focus on parenting skills, health issues, and services that are provided in their community. The Judy Center Early Childhood and Education Grant funded a home educator and curriculum for the Snow Hill area and Worcester's Initiative to Preserve Families provided the resources for the Berlin community.

PBIS

The Positive Behavior Intervention Programs in Worcester County focuses on changing the Environment while traditional programs focus on primarily changing the student. PBIS is an application on a behaviorally based systems approach. It is based on research regarding behavior in the context of the setting where it occurs. Schools, families, and the community work with this approach to design effective environments to improve student behavior.

Character Education

Two middle schools use Character Education to help make a difference in the lives of its students. Character Education helps students understand and act on core ethical and citizenship values. It fosters qualities that will help students be successful as citizens and in the work place. It lays the foundation for future success. Character Education Programs help students develop good self-esteem as a product of responsible behavior, assume responsibility for their actions, respect the rights of others, work cooperatively with others, develop decision-making and problem-solving skills, use self-discipline to achieve goals and resist negative peer pressure.

Red Ribbon Program

This program is designed to bring awareness to the use of alcohol. Schools have Red Ribbon Coordinators who assist students in conducting activities during a designated week of the school year to make all students and staff members aware of the dangers associated with alcohol.

4. Peer Leadership and Support

Mentoring...from a Greek word meaning enduring, is defined as a sustained relationship between a youth and an adult. Through continued involvement, the adult offers mentoring support, guidance, and assistance as the younger person goes through a difficult period, faces new challenges, or works to correct earlier problems. In particular, where parents are either unavailable or unable to provide responsible guidance for their children, mentors in Worcester County schools can play a critical role in helping to shape the lives of students.

Peer Mediation

Peer Mediation is a process that allows students to confront their differences with trained facilitators. The students who chose mediation elect to discuss the problem and learn strategies to them control anger and avoid conflict, particularly if one has a weapon. With an opportunity to mediate, both students learn to reach a reasonable solution to their problem in an adult manner, and therefore avoiding inappropriate confrontation.

SHOUT

In addition to the peer mediation programs described above, Worcester County Public Schools have active SHOUT (Students Helping Others and Understanding Themselves) in two of our three middle schools. These organizations meet once a month after school to plan and implement a variety of activities. These activities are designed to involve students in community and school activities while building leadership skills. Safe and Drug Free Schools money is used to assist in funding these organizations.

Peer Leadership Academies

All Worcester County Public Middle and Intermediate Schools are involved in the 21st Century School Programs with After-School Academies. Safe and Drug Free School funds are also used to provide a Peer Leadership Academy in each of these schools. These academies meet at least once a week with their sponsor to develop and implement school and/or community activities focusing on tobacco, alcohol, and drug and violence prevention.

SADD

For several years two of Worcester County Public High Schools have had active SADD (Student's Against Destructive Decisions Clubs). In 2002-03, the third high school came on board. These groups focus on keeping students involved in meaningful activities and decision-making. They are active on After Prom parties and the "Play-It Safe" promotion in Ocean City, MD.

Peer Support/Peer Helpers/Peer Mediation

These are programs, provided through counseling services, of prevention and intervention. High school students (middle and elementary to a degree) assist their peers in a variety of ways. Some services provided include:

- Academic tutoring
- Conflict resolution and mediation
- Career development
- Mentoring

5. Community and Family Connection

Worcester County Public Schools and Worcester County Health Department (Office of Prevention) work closely together on many projects. Partial funding for SHOUT, SADD, and the After School Peer Leadership Programs is received from them. In addition, the Office of Prevention has provided staff and student training for each of these programs, funding for Lifeskills materials, and the ROPES course activities with our alternative school students. The Safe and Drug Free Schools coordinator serves on a variety of county committees led by the Office of Prevention, including but not limited to, Highway Safety, Tobacco Coalition, The Cancer Coalition, Worcester County Drug and Alcohol Task Force, and the ICAPPP.

The Worcester County Sheriff's Department provides a DARE officer to our schools full-time. He teaches the elementary program in grades K, 2 and 4 and the CORE curriculum in grade 6. Safe and Drug Free Schools funds provide curriculum materials.

The Safe and Drug Free Schools coordinator also serves on the School Health Council.

6. Comprehensive Youth Strategies Plans

Worcester County Public School's Safe and Drug Free School Coordinator attends these meetings. No funds from this plan have funded public school programs.

If the *comprehensive strategies for drug and violence prevention* are addressed elsewhere in the school system's five-year comprehensive *Bridge to Excellence Master Plan*, please indicate the section and page number(s).

B. PERFORMANCE GOALS, INDICATORS, AND TARGETS. The school system, at a minimum, must adopt the performance goal, performance indicators, and performance targets discussed below in Table 11-1. Using the format in Table 11-1, provide an analysis of current status on how the local school system is meeting each of the performance targets. School systems should use this analysis along with an annual needs assessment to determine the range of drug- and violence prevention programs and activities for Title IV-A funding.

Table 11-1		
SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES PERFORMANCE GOALS, INDICATORS, AND TARGETS		
Performance Goal	Performance Indicators	Performance Targets
Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.	4.1 The number of persistently dangerous schools, as defined by MSDE. 4.2 The level of substance abuse in middle and high schools, according to the Maryland Adolescent Survey. 4.3 The number of school suspensions and expulsions, by offense.	(MSDE will establish performance targets by July 1, 2003 that local school systems are expected to meet)

WORCESTER COUNTY PUBLIC SCHOOL MASTER PLAN Table 8-1

IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS		
GOAL	Performance Indicators	Performance Targets
WCPS' GOAL 3: All students will be educated in learning environments that are safe, drug free, and conducive to learning. (incorporates ESEA Performance Goal 4) Each performance indicator will be evaluated in the aggregate and in each of the following student subgroups: economically disadvantaged, major racial and ethnic groups, disabled, ESL, gender, gifted, and Career and Technology students (CTE).	3.1 Maintain at 0 the number of persistently dangerous schools as defined by the state. (ESEA Performance Indicator 4.1)	<ul style="list-style-type: none"> Current # of schools defined as persistently dangerous. Maintain # of schools defined as persistently dangerous at 0.
	3.2 Decrease annually the number of instructional programs in "inappropriate spaces" as defined by the school system.	<ul style="list-style-type: none"> Current number of programs in inappropriate spaces: 145. Decrease number of classes in inappropriate spaces by 5%.
	3.3 All schools will be rated adequate or better on the Educational Facilities Master Plan.	<ul style="list-style-type: none"> Current # of schools rated adequate or better on the Educational Facilities Master Plan: 14. Maintain current # of schools rated very good or better at 14.
	3.4 Reduce annually the number and percent of middle and high school students reporting the use of tobacco, alcohol, and other drugs as measured by the Maryland Adolescent Survey.	<ul style="list-style-type: none"> Current # data on tobacco, alcohol and drug use (2000): Grade 6: 3.5%; Grade 8:17%; Grade 10:29%; Grade 12: 33%. Reduce percentage of students reporting use of tobacco, alcohol, and drugs by grade 6 – 1%; Grade 8 – 4%; Grade 10 - 6%; Grade 12- 6%.
	3.5 Reduce annually the suspension/expulsion rates of all students.	<ul style="list-style-type: none"> Current percentage of expulsions = 1%; suspensions = 11.8%. Reduce suspension rate by 3% and expulsions by .5%.
	3.6 Reduce annually the number of office referrals.	<ul style="list-style-type: none"> Current # of office referrals for all schools: 6444. Reduce annual number of suspensions by 10% (644).
	3.7 Achieve a ratio of 250:1 students to guidance counselors.	<ul style="list-style-type: none"> Current ratio of guidance counselors to students. Hire 1.5 guidance counselors per year over five years to achieve ratio of 250:1.
	3.8 Achieve a ratio of 750:1 students to school nurses.	<ul style="list-style-type: none"> Current ratio of students to nurses: Maintain present ratio of students to school nurses.
	3.9 Increase annually the percentage of students developing a personal fitness plan.	<ul style="list-style-type: none"> Current level of performance: Establish a baseline school year 2003-2004.
	3.10 Increase annually the percentage of students participating in an athletic program that are on the honor roll.	<ul style="list-style-type: none"> Current level of performance: Establish a baseline school year 2003-2004.

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

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>
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C. ALLOWABLE ACTIVITIES [Section 4115(b)(2)]. For all allowable Title IV-A activities that will be implemented, (a) provide a brief description of services, (b) how the services will be targeted to schools and students with the greatest need, and (c) timelines or target dates. Provide the amount of funding for Title IV-A services to students and teachers in public schools and in nonpublic schools. Use separate pages as necessary for descriptions. NOTE: If the allowable activities, services, and timelines are described elsewhere in the school system's five-year comprehensive *Bridge to Excellence Master Plan*, please indicate the section and page number(s).

(1) Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief Description of Specific Services, Targeting of Services, and Timelines or Target Dates	Public School Costs	Nonpublic Costs
<input checked="" type="checkbox"/> Age appropriate and developmentally based activities that <ul style="list-style-type: none"> • Address the consequences of violence and the illegal use of drugs, as appropriate; • Promote a sense of individual responsibility; • Teach students that most people do not illegally use drugs; • Teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use; • Teach students about the dangers of emerging drugs; • Engage students in the learning process; and • Incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools [section 4115(b)(2)(A)]. <p>Note: For curriculum programs and activities, complete information in Part D, Table 11-2.</p>	During the 2003-04 academic year, Worcester County Public Schools will replace <i>Project Alert</i> with the approved program of <i>Life Skills</i> . We are planning to utilize this program in grades 7 and 9 at this time. In the past we utilized the program <i>Second Step Violence Prevention</i> in one school. Unfortunately, we had no one trained to teach this program during 2002-03. We are, therefore, planning to implement this program during 2004. In addition, we will be reviewing elementary and high school curricula for possible adoption in order to meet NCLB criteria.	\$12,000.00	
<input type="checkbox"/> Activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs [section 4115(b)(2)(B)].	N/A		
<input checked="" type="checkbox"/> Disseminating information about drug and violence prevention to schools and the community [section 4115(b)(2)(C)].	Worcester County Public Schools will produce a brochure highlighting programs that emphasize prevention of tobacco, drug and other use. We would also like to highlight these on our web-site.	\$1200.00	
<input type="checkbox"/> Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention [Section 4115(b)(2)(E)(i)].	N/A		

<input checked="" type="checkbox"/> After School Activities/Summer School	<p>Each Middle and High School in Worcester County has active SHOUT/SADD teams which meet regularly as a part of our After School Program. SDFS provides staffing for middle school programs and partial funding for supplies and materials. These groups provide direct instruction in decision-making and peer leadership training.</p> <p>All elementary schools in Worcester County provide an elementary summer school program for students. This program follows the regular school format, and therefore, has elements of Health Education built in. Funds totaling \$19,500.00 indicated here will support Title I schools.</p>	<p>\$28,610.00</p>	
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**ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES**

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>
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C. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

(1) Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief Description of Specific Services, Targeting of Services, and Timelines or Target Dates	Public School Costs	Nonpublic Costs
<input checked="" type="checkbox"/> Providing professional development and training for, and involvement of, school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention [section 4115(b)(2)(D)].	Staff implementing Second Step: Violence Prevention will need training. Supplemental training will be needed for Life Skills. The SDFS Coordinator will need to travel to conferences, etc.	\$5862.00	
<input type="checkbox"/> Evaluating any of the allowable activities and collecting objective data to assess program needs, program implementation, or program success in achieving program goals and objectives [section 4115(b)(2)(F)].	N/A		
<input type="checkbox"/> Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers [section 4115(b)(2)(E)(vii)].	N/A		
<input type="checkbox"/> Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities [section 4115(b)(2)(E)(viii)].	N/A		
<input type="checkbox"/> Alternative education programs or services for violent or drug abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from the regular educational settings, including programs or services to assist students to make continued progress toward meeting the State academic achievement standards and to reenter the regular education setting [section 4115(b)(2)(E)(ix)].	N/A		
<input type="checkbox"/> Drug and violence prevention activities designed to reduce truancy [section 4115(b)(2)(E)(xii)].	N/A		

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

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>
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C. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

(1) Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief Description of Specific Services, Targeting of Services, and Timelines or Target Dates	Public School Costs	Nonpublic Costs
<input checked="" type="checkbox"/> Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use [section 4115(b)(2)(E)(xi)].	Early Intervention/Student Assistance Team Meetings and Services	\$2500.00	
<input type="checkbox"/> Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs [section 4115(b)(2)(E)(x)].	N/A		
<input type="checkbox"/> Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence [section 4115(b)(2)(E)(xiii)].	N/A		
<input type="checkbox"/> Emergency intervention services following traumatic crisis events, such as a shooting, major accident, or a drug-related incident that have disrupted the learning environment [section 4115(b)(2)(E)(xv)].	N/A		
<input type="checkbox"/> Establishing or implementing a system for transferring suspension and expulsion records, consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g), by a local school system to any public or private elementary school or secondary school [section 4115(b)(2)(E)(xvi)].	N/A		
<input type="checkbox"/> Community service, including community service performed by expelled students, and service-learning projects [section 4115(b)(2)(E)(xix)].	N/A		

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

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>
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C. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

(1) Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief Description of Specific Services, Targeting of Services, and Timelines or Target Dates	Public School Costs	Nonpublic Costs
<input type="checkbox"/> Developing and implementing character education programs, as a component of drug and violence prevention programs, that consider the views of students and parents of the students for whom the program is intended, e.g., a program described in subpart 3 of part D of Title V [section 4115(b)(2)(E)(xvii)].	N/A		
<input type="checkbox"/> Conducting a nationwide background check of each local school system employee regardless of when hired, and prospective employees for the purpose of determining whether the employee or prospective employee has been convicted of a crime that bears upon the employee's fitness [section 4115(b)(2)(E)(xx)].	N/A		
<input type="checkbox"/> Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help youth at risk of suicide [section 4115(b)(2)(E)(xxi)].	N/A		
<input type="checkbox"/> Programs to meet the needs of students faced with domestic violence or child abuse [section 4115(b)(2)(E)(xxii)].	N/A		
<input type="checkbox"/> Consistent with the fourth amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the students, if the local school system elects to test or inspect [section 4115(b)(2)(E)(xiv)].	N/A		
<input type="checkbox"/> Establishing and maintaining a school safety hotline [section 4115(b)(2)(E)(xviii)].	N/A		
SUBTOTAL -- TITLE IV-A FUNDING AMOUNTS FOR PROGRAM ACTIVITIES		\$50,172.00	

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

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>
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C. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

(2) Specific Programs to Promote and Implement Security Measures. Note: No more than 40 percent of the Title IV, Part A funds may be used to carry out activities identified with an asterisk (*). Of this 40 percent, not more than 50 percent (i.e., no more than 20 percent of the total Title IV-A distribution) may be used for security measures or activities identified with a plus (+), <u>only if funding for these activities is not received from other federal agencies.</u>			
Allowable Activities	Brief Description of Specific Services, Targeting of Services, and Timelines or Target Dates	Public School Costs	Nonpublic Costs
<input type="checkbox"/> *+Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies. [section 4115(b)(2)(E)(ii)].	N/A		
<input type="checkbox"/> *+Reporting criminal offences committed on school property [section 4115(b)(2)(E)(iii)].	N/A		
<input type="checkbox"/> *+Developing and implementing comprehensive school security plans or obtaining technical assistance concerning such plans, which may include obtaining a security assessment or assistance from the School Security and Technology Resource Center at the Sandia National Laboratory located in Albuquerque, New Mexico [section 4115(b)(2)(E)(iv)].	N/A		
<input type="checkbox"/> *+Supporting safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safety programs [section 4115(b)(2)(E)(v)].	N/A		
<input type="checkbox"/> *The hiring and mandatory training, based on scientific research, of school security personnel (including school resource officers) who interact with students in support of youth drug and violence prevention activities under this part that are implemented in the school [section 4115(b)(2)(E)(vi)].	N/A		
SUBTOTAL -- TITLE IV-A FUNDING AMOUNTS FOR SECURITY MEASURES			
TOTAL -- TITLE IV-A FUNDING AMOUNTS			

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

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>
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D. SCIENTIFICALLY BASED RESEARCH CURRICULUM AND PROGRAMS. Using the format in Table 11-2 below, provide a brief description of the research based curricula and programs that will be implemented. *Use separate pages as necessary for descriptions.* (NOTE: Under section 4115(a)(3), MSDE may waive the scientifically based research requirement in instances where a school system implements innovative programs and/or activities that demonstrate substantial likelihood of success but do not meet the scientifically based definition. See Section G, Table 11-3 for the waiver request.

TABLE 11-2 SCIENTIFICALLY BASED RESEARCH CURRICULUM AND PROGRAMS			
Grade	Curriculum/Program (i.e., <i>Life Skills, Here's Looking At You, Second Step</i>, etc.)	Number of Hours	Subject in which Taught (i.e., Health, English, etc.)
K	The Great Body Shop and DARE	5 hours	Teaching of this content varies in each school. The Great Body Shop is taught by classroom teachers. DARE is taught by a trained DARE officer.
1	The Great Body Shop	2.5 hours	Classroom teachers
2	The Great Body Shop and DARE	5 hours	See Kindergarten comment
3	The Great Body Shop	2.5 hours	Classroom teachers
4	The Great Body Shop and DARE	5 hours	See Kindergarten comment
5	The Great Body Shop	2.5 hours	Classroom teachers
6	DARE	17 hours	DARE officer
7	Life Skills	17 hours	To Be Determined
8	Life Skills	5 hours	To Be Determined
9	Currently we are teaching this as a part of the Health Education requirement using Glencoe's Health series.	8 hours	Certified Health Educators
10			
11			
12			

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

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>
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E. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501].] (SEE SECTION on NON-PUBLIC SCHOOL PARTICIPATION pages L69-L74)

F. BUDGET INFORMATION AND NARRATIVE

1. Complete a detailed budget on the *MSDE Title IV-A Proposed Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part C, Allowable Activities*. MSDE budget forms are available 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 accompanying budget narrative should (a) detail how the school system will use no more than 2% of the funds for administrative costs, and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

Safe and Drug Free Schools Budget Narrative

INSTRUCTION

Salaries and Wages for After School Program	\$ 2880.00
Materials of Instruction	
DARE	\$ 5000.00
After School Program (SHOUT/SADD/PEER LEADERSHIP)	\$ 6000.00
Summer School (Title I Schools)	\$ 19500.00
Second Step Violence Prevention	\$ 1000.00
Life Skills	\$ 1000.00
Elementary/High Program	\$ 5000.00

TOTAL INSTRUCTION **\$ 40380.00**

INSTRUCTIONAL STAFF DEVELOPMENT

Salaries and Wages (Stipends)	\$ 2520.00
Supplies and Materials (Workshop Supplies)	\$ 642.00
Other (Travel to Professional Meetings and Conferences)	\$ 2498.00

TOTAL INSTRUCTIONAL STAFF DEVELOPMENT **\$ 5660.00**

PARENT EDUCATION AND INVOLVEMENT

Development and Printing of SDFS Program Literature	\$ 1200.00
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STUDENT SUPPORT SERVICES

Early Intervention/Student Assistance Programs	\$ 2500.00
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FIXED CHARGES **\$ 432.00**

TOTAL SDFS BUDGET **\$50172.00**

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

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

TABLE 11-3	PROGRAM ACTIVITY WAIVER REQUEST FORM							
<p>Background: Section 4115 of Title IV-A indicates that all programs or activities must comply with Principles of Effectiveness. Principle three requires that all programs or activities developed or implemented using Title IV-A funds must be based on scientifically based research that provides evidence that the program or activity will reduce violence and/or illegal drug use. In accordance with section 4115(a)(3), this scientifically based research requirement may be waived by the Maryland State Department of Education (MSDE) in those instances where a local school system implements innovative programs and/or activities that demonstrate substantial likelihood of success but do not meet the scientifically based definition.</p> <p>Directions to Request a Waiver: Provide supporting information in the space below to justify why a waiver should be granted by MSDE. Describe the program or activity that the local school system would like to implement and how this program or activity demonstrates a substantial likelihood of success.</p>								
<p>Name of program/activity: DARE</p> <p>Brief description of the program/activity and how it demonstrates a substantial likelihood of success: For the past ten years Worcester County Public Schools has been in partnership with the Worcester County Sheriff and Maryland State Police to provide the DARE program to students in grades K, 2, 4, and 6. Plans for 2003-04 are to continue with the new DARE program using Worcester County Sheriffs only. This program has been quite successful in Worcester. As demonstrated in the table below, Worcester Youth have demonstrated a significant decline in drug and alcohol use as indicated by the MAS. In addition, this program consistently demonstrates a 30 – 40 % gain in knowledge based on pre/post test results. We are also quite pleased with the relationships students build with officers as they gain respect for them and the laws they enforce.</p>								
<p>COMPARISON OF WORCESTER MAS RESULTS PERCENT OF STUDENT REPORTING SUBSTANCE USE BY GRADE LEVEL IN THE LAST 30 DAYS</p>								
Substance	Grade 6		Grade 8		Grade 10		Grade 12	
	1994	2001	1994	2001	1994	2001	1994	2001
Cigarettes	9.7	2.5	21.4	13.1	32.7	17.6	33.9	21.4
Smokeless Tobacco	2.3	1.4	3.6	2.3	3.1	2.4	6.4	5.0
Beer, Wine, or wine coolers	13.1	3.0	30.1	22.8	45.6	38.2	56.0	46.5
Liquor (such as rum, vodka, whiskey)	4.4	1.9	19.4	15.4	34.8	29.2	42.4	37.8
Any form of alcohol	14.0	3.7	31.7	25.0	45.9	41.9	60.0	52.9
Any drug other than alcohol or tobacco	10.6	3.7	23.9	19.0	30.4	31.1	35.5	33.5

Signature – Title IV, SDFSC Project Director

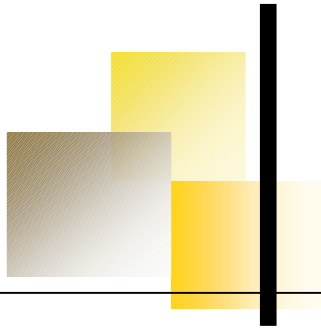
Date

----- MSDE Use Only -----

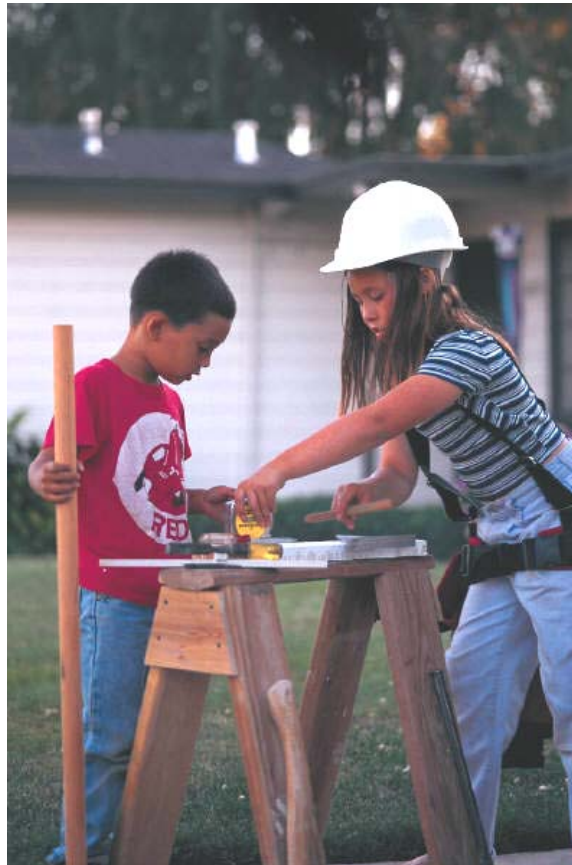
Waiver Granted **Waiver Denied** **Remarks:**

Signature – Title IV, SDFSC Project Director

Date



Attachment 12



Title V, Part A Innovative Programs

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

Local School System: <u>Worcester County Public Schools</u> Fiscal Year 20 <u>04</u>
Title V Coordinator: <u>Leanne Therres, Staff Accountant</u>
Telephone: <u>(410) 632-2582</u> E-mail: <u>ltherres@worcester.k12.md.us</u>

A. ALLOWABLE ACTIVITIES [Section 5131]: For all allowable activities that will be implemented, provide a brief description of services that are based on locally identified needs. Discuss in the description how the services will contribute to improving student academic achievement or improving the quality of education for students. Provide the amount of funding for Title V-A services to public schools and nonpublic (private) schools. *Use separate pages as necessary for descriptions.*

(1) Projects and Activities to Promote Education Reform and School Improvement			
Allowable Activities	Brief Description of Specific Services and How They Will Improve Student Achievement or the Quality of Education	Public School Costs	Nonpublic Costs
<input type="checkbox"/> Promising education reform projects, including magnet schools [section 5131 (a)(4)].	N/A		
<input type="checkbox"/> School improvement programs or activities under sections 1116 and 1117 of the ESEA [section 5131 (a)(9)].	N/A		
<input type="checkbox"/> Programs to establish smaller learning communities [section 5131(a)(19)]. (For further guidance, see USDE's guidance on the Smaller Learning Communities (SLC) program).	N/A		
<input checked="" type="checkbox"/> Activities that encourage and expand improvement throughout the area served by the local school system that are designed to advance student academic achievement [section 5131(a)(20)].	WeXL Scholastic Recognition, Student Competition, and Educational Excellence Legal Intern Program Administrative Costs	\$12,379.00 \$ 4,800.00 \$ 881.00	
<input type="checkbox"/> Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching [section 5131(a)(22)].	N/A		
<input type="checkbox"/> Programs that employ research-based cognitive and perceptual development approaches and rely on diagnostic-prescriptive models to improve student's learning of academic content at the preschool, elementary, and secondary levels [section 5131(a)(26)].	N/A		

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

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>
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A. ALLOWABLE ACTIVITIES [Section 5131], Continued:

(2) Projects and Activities to Promote Teacher Quality, Professional Development, and Class-Size Reduction			
Allowable Activities	Brief Description of Specific Services and How They Will Improve Student Achievement or the Quality of Education	Public School Costs	Nonpublic Costs
<input type="checkbox"/> Supplemental educational services, as defined in Section 1116(e) of the ESEA [section 5131(a)(27)]. (For further guidance, see final regulations for the Title I, Part A program.)	N/A		
<input type="checkbox"/> Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with Title II of the ESEA, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic content standards and student achievement standards [section 5131(a)(1)]. (For further guidance, see USDE's guidelines on the Title II, Part A program, December 20, 2002).	N/A		
(3) Projects and Activities to Promote Parental Options			
<input type="checkbox"/> The planning, design, and initial implementation of charter schools as described in Part B of Title V of the ESEA [section 5131(a)(8)].	N/A		X
<input type="checkbox"/> Activities to promote, implement, or expand public school choice [section 5131(a)(12)].	N/A		
<input type="checkbox"/> School safety programs, including programs to implement the unsafe school choice policy in Section 9532 of the ESEA, and that may include payment of reasonable transportation costs and tuition costs for students who transfer to a different school under the policy [section 5131(a)(25)].	N/A		
<input type="checkbox"/> Programs to provide same-gender schools and classrooms (consistent with applicable law and USDE guidelines for same gender schools and classrooms) [section 5131(a)(23)].	N/A		

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

Local School System: <u>Worcester County Public Schools</u>	Fiscal Year <u>2004</u>
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A. ALLOWABLE ACTIVITIES [Section 5131], Continued:

(4) Projects and Activities to Promote the Use of Technology and Educational Materials			
Allowable Activities	Brief Description of Specific Services and How They Will Improve Student Achievement or the Quality of Education	Public School Costs	Nonpublic Costs
<input type="checkbox"/> Technology activities related to the implementation of school-based reform programs, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classroom and the school library media centers involved [section 5131(a)(2)].	N/A		
<input type="checkbox"/> Programs for the development or acquisition and use of instructional and educational material, including library services and educational materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student achievement, and that are part of an overall education reform program [section 5131(a)(3)].	N/A		
(5) Projects and Activities to Promote Literacy, Early Childhood Education, and Adult Education			
<input type="checkbox"/> Programs to improve the literacy skills of adults, especially the parents of children served by the local school system, including adult education and family literacy programs [section 5131(a)(6)].	N/A		
<input type="checkbox"/> Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of financial management skills (including the basic principles involved with earning, spending, saving, and investing) [section 5131(a)(11)].	N/A		
<input type="checkbox"/> Activities to establish or enhance prekindergarten programs for children [section 5131(a)(16)].	N/A		

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

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>
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A. ALLOWABLE ACTIVITIES [Section 5131], Continued:

(6) Projects and Activities for Students with Special Needs			
Allowable Activities	Brief Description of Specific Services and How They Will Improve Student Achievement or the Quality of Education	Public School Costs	Nonpublic Costs
<input type="checkbox"/> Programs to improve the academic achievement of educationally disadvantaged elementary and secondary school students, including activities to prevent students from dropping out of school [section 5131(a)(5)].	N/A		
<input checked="" type="checkbox"/> Programs to provide for the educational needs of gifted and talented children [section 5131(a)(7)].	Gifted and Talented Teachers	\$27,174.00	
<input type="checkbox"/> Alternative educational programs for students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative programs [section 5131(a)(15)].	N/A		
<input type="checkbox"/> Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging State academic achievement standards or not completing secondary school [section 5131(a)(17)].	N/A		
(7) Projects or Activities to Promote Community Service and Community Involvement			
<input type="checkbox"/> Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage [section 5131(a)(10)].	N/A		
<input type="checkbox"/> Initiatives to generate, maintain, and strengthen parental and community involvement [section 5131(a)(21)].	N/A		
<input type="checkbox"/> Service learning activities [section 5131(a)(24)].	N/A		

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

Local School System: <u>Worcester County Public Schools</u> Fiscal Year <u>2004</u>
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A. ALLOWABLE ACTIVITIES [Section 5131], Continued:

(8) Projects and Activities to Promote Health Services			
Allowable Activities	Brief Description of Specific Services and How They Will Improve Student Achievement or the Quality of Education	Public School Costs	Nonpublic Costs
<input type="checkbox"/> Programs to hire and support school nurses [section 5131(a)(13)].	N/A		
<input type="checkbox"/> Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided by qualified school-based mental health services personnel [section 5131(a)(14)]	N/A		
<input type="checkbox"/> Programs for cardiopulmonary resuscitation (CPR) training in schools [section 5131(a)(18)].	N/A		
TOTAL FUNDING AMOUNTS			

B. ANNUAL EVALUATION OF TITLE V-A PROGRAM ACTIVITIES: The local school system must annually evaluate its Title V-A programs and submit the evaluation to MSDE as part of the annual update to the *Bridge to Excellence Master Plan*.

6.2.a.1. The evaluation must describe how the Title V-A programs affected student academic achievement.

6.2.a.2. At a minimum, the evaluation must:

- a) **Include information and data on the use of funds, the types of services provided, and the students served by the programs, and**
- b) **Contain sufficient information for the services that were provided and the effect on academic achievement.**

3. The school system must use the information gleaned from the annual evaluation to make decisions about appropriate changes in programs for the subsequent year.

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

C. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [Section 5142] (SEE SECTION on NON-PUBLIC SCHOOL PARTICIPATION pages L69-L72

D. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Title V-A Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part A, Allowable Activities*. MSDE budget forms are available 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 accompanying budget narrative should:
 - a) Detail how the school system will use Title V-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title V-A program. These costs may include the costs of "systematic consultation" with parents, teachers, and administrative personnel and the costs associated with the provision of services for private school children.
 - b) Demonstrate the extent to which the budget is both reasonable and cost-effective.

Budget Narrative:

Salaries: \$20,400.00

Materials and Supplies: \$12,539.00

Contracted Services: \$4,800.00

Other Charges (Fixed Charges): \$7,474.00

Transfers (Administrative Costs): \$881.00

Attachment to All ESEA Components – Title I, Title II, Title III, Title IV, Title V



Non Public School Participation Worcester County Public Schools

H. EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [Section 1120]:

Participating Private Schools and Services: Complete information in Attachment 6 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title services. Include written affirmation signed by officials at each participating nonpublic school that consultation has occurred.

For all ESEA services, each non-public school in our county is sent a letter inviting them to attend the planning sessions of these programs and to determine if they wish to participate. A certified letter was mailed to each of the following non-public schools in our district:

Beary Best Day Care
Worcester Prep
Ocean City Christian School
Snow Hill Mennonite School

This letter invited them to participate in all or any of the ESEA programs (Title I, Title II, Title III, Title IV, and Title V). It contained a return sheet for sign off from each school indicating their preferences.

A public planning meeting was held to talk with any non-public school that wished to participate.

In addition, a letter was sent to a new school (Most Blessed Sacrament) that has not yet completed building its school or determined its enrollment. This school was notified that we were having planning meetings and if they wanted to, we would work with them this year as they plan their school program, so that they would be eligible for services next year.

None of the non-public schools in our district have chosen to participate in any of the ESEA programs. See attachments on following pages.

Participating Private Schools and Services: Complete information in Attachment 6 regarding the names of participating private schools and the number of private school staff that will benefit from the Title services.

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

- a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title services;
- b) The basis for determining the needs of private school children and teachers;
- c) How services, location of services, and levels or areas of services were decided and agreed upon; and
- d) The basis for determining the professional development needs of private school teachers and other staff;
- e) The differences, if any, between the Title I-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title I-A services the district provides to the public school children. The expenditures for such services, however, must be equal to the proportion of funds allocated to participating Title I schools based on the number of low income children from low-income families who attend private schools, which the local school system may determine each year or every 2 years
- f) The differences, if any, between the Title services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title services provided to public school children.)



Attachment 13



Title I, Part D Prevention And Intervention Programs For Children And Youth Who Are Neglected, Delinquent, Or At-Risk

**Not Applicable to WORCESTER COUNTY
PUBLIC SCHOOLS**



Attachment 14



Title VI, Part B, Subpart 2 Rural Education Achievement Program Rural And Low Income Schools

**Not Applicable to WORCESTER COUNTY
PUBLIC SCHOOLS**