

American Rescue Plan (ARP)
Elementary and Secondary School
Emergency Relief (ESSER) III Fund

FREDERICK COUNTY PUBLIC SCHOOLS
Application and Certification
August 17, 2021



PROGRAMMATIC, FISCAL, REPORTING, AND OTHER ASSURANCES

Programmatic Assurances

1. The Local Educational Agency (LEA) will use ARP ESSER funds for activities allowable under Section 2001(e) of the American Rescue Plan Act of 2021 (ARP). (See Appendix A.)
2. The LEA will implement evidence-based interventions as required under section 2001(e)(1) of the ARP Act.
3. The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act.

Reporting Assurances

4. LEAs comply with all reporting requirements at such time, and in such manner, and containing such information as the Secretary may reasonably require, including on matters such as:
 - a. How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
 - b. Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
 - c. Data on each school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
 - d. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
 - e. LEA uses of funds to sustain and support access to early childhood education programs;
 - f. Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
 - g. Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
5. The LEA will provide the required data to ensure the LEA has met the Maintenance of Equity Requirement per Section 2004 of the American Rescue Plan Act of 2021.

Fiscal Assurances

6. The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the United States Department of Education (USDE) and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
7. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
8. The LEA will submit the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, upon request.
9. The LEA will sign and return the Assurances page of the Notice of Grant Award (NOGA) which includes a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
10. To the extent applicable, a LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
11. The LEA will comply with the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §200.400-475) to ensure that LEAs, including charter schools that are LEAs, are using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP Act.
12. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Non-procurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the USDE in 2 CFR part 3474.

SIGNATURE PAGE

LEA ESSER Fund Contact/Title: Heather Clabaugh

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Local School System Superintendent (Printed Name): Dr. Theresa R. Alban

Signature: _____ Date: _____

Elementary and Secondary School Emergency Relief Fund (ARP ESSER) American Rescue Plan Act of 2021

Maryland Local School System Application

Part I – Safe Return to In-person Instruction and Continuity of Services

1. In accordance with Section 2001(i) of the ARP, please provide a link to the LEA’s Safe Return to In-person Instruction and Continuity of Services Plan. *Link to the LEA’s Plan:*

https://campussuite-storage.s3.amazonaws.com/prod/33903/86de7fb0-3a18-11e6-b537-22000bd8490f/2296634/c50cab9a-f0aa-11eb-b808-0a8619b835f7/file/2021_SchoolOpeningPlan.pdf

- A. Please provide a description of the prevention and mitigation policies that have been implemented, including how the LEA has revised policies to ensure alignment with current Centers for Disease Control (CDC) guidance for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

Frederick County Public Schools (FCPS) has implemented a series of Standard Operating Procedures regarding COVID-19 prevention and mitigation. The FCPS process for adopting and revising policies and regulations is lengthy and prevents the ability to rapidly respond to revised national, state or local guidance or a change in Frederick County or FCPS health metrics.¹ Thus, FCPS has not adopted any specific COVID-19 policies or regulations. Rather, the COVID-19 Standard Operating Procedures allow us to quickly pivot as changes become necessary.

However, FCPS revised Policy 439, Dress Code for Students, to include face mask/face covering as part of the dress code. Specifically, the policy states that, “Unless excused by identified exemption, students are required to follow rules imposed as they relate to face masks/face coverings.” The revised policy was approved by the Frederick County Board of Education on 10 February 2021. <https://apps.fcps.org/legal/doc.php?number=439>

The COVID-19 Standard Operating Procedures are updated regularly based on current health recommendations from the Centers for Disease Control (CDC), the Maryland Department of Health and the Frederick County Health

¹ FCPS maintains a Health Metrics Dashboard to provide data for families, staff and community members. The data dashboard also provides updated county and state metrics via direct links to official county and state reporting sites. <https://www.fcps.org/dashboard>

Department. The procedures address the following strategies to maintain the health and safety of students, educators and other staff:

- Masks: FCPS implemented a universal mask mandate for the start of the school year. Beginning 9 August 2021, all staff and students are required to wear masks in buildings when students are present. If no students are in the buildings, masking is required in situations when physical distancing is not feasible. Masks are not required outdoors, but are strongly encouraged for those who are unvaccinated. Lastly, masks are required on school buses. Masks will be provided to students and staff, as needed.
- Physical Distancing: To the greatest extent possible, schools will maintain at least 3 feet of physical distance between students in classrooms, cafeterias, hallways and other indoor spaces. Multiple entrances and exits will be used during arrival and dismissal to allow for physical distancing.
- Handwashing Etiquette: Frequent handwashing will continue to be widely promoted and hand sanitizer will be available in every classroom and at key touch points throughout school buildings.
- Illness: Schools will have a room available for persons who become ill during the day that is separate and distinct from other spaces and provides the appropriate level of safety and supervision needed for an ill student. In addition, students, teachers and staff will continue to be advised to stay home if -
 - They have any COVID-19 symptoms
 - They have been in close contact with someone diagnosed with COVID-19 or suspected of having COVID-19 and are not vaccinated
 - They are waiting for results from a COVID-19 test
 - They have been diagnosed with COVID-19 and have not completed isolation
- Contact Tracing: Schools will follow the MDH/MSDE guidance, “Response to Confirmed Case of COVID-19 and Persons with COVID-19 Symptoms in Schools and Childcare.” A COVID-19 Communication Process has been developed and shared with building administrators as well as communication templates.
- Cleaning & Maintaining Healthy Facilities: Buildings will be cleaned and disinfected throughout the school day, to the greatest extent possible, with an emphasis on high touch surfaces, e.g., door handles, handrails and sink faucets. To facilitate efficient disinfection, all FCPS schools have received one electrostatic backpack sprayer. In addition, each

secondary school has received one fogger machine to facilitate disinfecting in large areas.

- Ventilation: All FCPS classrooms have been equipped with a portable air purifier. In addition, the FCPS Maintenance Department has modified ventilation schedules to bring in more outside air by starting the “occupied” mode two hours prior to staff arrival and continued throughout the school day.

- B. Please identify the amount of ARP ESSER funds, if any, that will be used to implement prevention and mitigation strategies that are consistent with the most recent CDC guidance. In the response, please include a general description and timeline for the planned use of the funds. A more detailed description is required in the Budget Narrative.

Through other CARES Act funding (Reopening Grant, ESSER and ESSER2), FCPS has purchased sufficient quantities of masks and other Personal Protective Equipment (PPEs); no funds are budgeted in our ARP ESSER application for these items. CARES Act funds also allowed us to purchase a portable air purifier for every FCPS classroom, one electrostatic backpack sprayer for each school and one fogger machine for each secondary school, which is used to facilitate disinfecting in large areas.

Our ARP ESSER grant includes \$8,017,342 in heating, ventilation and air conditioning (HVAC) enhancements to improve air quality in three of our schools: Career & Technology Center, Kemptown Elementary and Glade Elementary.

Efficacy of the Activity

The air quality of schools is central to ensuring a safe and healthy return to in-person learning for all students and staff. According to the U.S. Centers for Disease Control and Prevention (CDC), “Some infections can be spread by exposure to virus in small droplets and particles that can linger in the air for minutes to hours,” (Centers for Disease Control, 2020).

The American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) frames the problem by stating that the transmission of the COVID-19 virus “through the air is sufficiently likely that airborne exposure to the virus should be controlled. Changes to building operations, including the operation of heating, ventilating and air-conditioning systems, can reduce airborne exposures,” (ASHRAE, 2020).

School buildings may have extremely high and extremely low humidity depending on the time of year; both have been linked to adverse health effects

(Angelon-Gaetz, et al., 2015). Indoor dampness has been associated with asthma exacerbation, coughing, wheezing, bronchitis and upper respiratory infections (Ibid.). Both excessive moisture and excessive dryness may also increase transmission and survival of upper respiratory viruses (Ibid.).

AIR QUALITY ENHANCEMENTS

The Career & Technology Center (CTC) is a specialized school that offers high school students in grades 10-12 opportunities to enhance their academic studies with specialized programs in competitive fields. Students from all ten comprehensive FCPS high schools may apply to attend CTC for a specialized career and/or technical education program. CTC enrollment averages 815 annually - which makes its enrollment larger than two of our comprehensive high schools. Most CTC programs require two years of study and many prepare students for national and state certification. CTC programs of study include:

- Agri-business
- Construction - Carpentry, Electricity, HVACR/Plumbing, Welding
- Environmental Landscape Design & Management
- Automotive Technology and Autobody Collision/Repair
- Technology - Architectural CAD, Engineering CAD, CISCO Networking, Computer Technician/Analyst, Digital Design & Printing, TV/Multimedia Production, Web Technology
- Academy of Health Professions
- Biomedical Sciences
- Cosmetology
- Culinary Arts
- Homeland Security/Criminal Justice
- Physical Rehabilitation
- Teacher Academy

The CTC was constructed in 1977. The central plant equipment is relatively new; the chiller was replaced in 2009 and the boiler was replaced in 2014. The remaining weakness of the hydronic HVAC system is the terminal units. With ARP ESSER funds, a qualified contractor will be hired to replace the air handlers and other terminal units at the CTC to improve the school's indoor air quality without requiring a large-scale renovation.

Kempton Elementary School was constructed in 1981 and Glade Elementary School in 1995. The existing HVAC systems at the two schools struggle to control indoor air quality, and specifically relative humidity. This lack of

control leads to relative humidity levels above 60% (the upper limit specified in the *Maryland Public School Facilities Educational Sufficiency Standards*). High relative humidity levels lead to discomfort and can promote an indoor environment that allows for mold growth. With ARP ESSER funds, a qualified contractor will modify and reconfigure the HVAC systems at both schools so they can control relative humidity. The improved indoor air quality will impact the instructional environment for 608 students at Kemptown and 581 students at Glade, as well as school staff and the numerous community groups that use both schools.

Through a competitive bidding process, FCPS has contracts in place with several HVAC vendors to provide equipment, installation and related services. Quotes will be obtained from the approved vendors with contracts awarded based on pricing and ability to perform the work in summer 2022.

Table 1 TIMELINE OF PREVENTION & MITIGATION ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
September 2021	Obtain quotes
October 2021	Award contracts
June – August 2022	Construction

- C. Please provide a description of the LEA’s plan for periodic review and update of the plan, including a description of the LEA’s inclusion of public comments in the development of the plan, as well as the inclusion of public comments in any revisions to the plan.

FCPS values the knowledge, experiences and expertise of the entire Frederick County community. For this reason, FCPS engaged a large and diverse group of stakeholders to provide input during the development of our ARP ESSER plan. This collaboration will continue throughout the plan’s implementation. Stakeholder groups that provided input during the development phase included:

- Asian American Center of Frederick
- Board of Education Citizens Advisory Council
- Board of Education Racial Equity Committee
- Board of Education Special Education Citizens Advisory Committee
- Centro Hispano of Frederick
- Frederick Association of School Support Employees (FASSE)
- Frederick County Administrative and Supervisory Association (FCASA)
- Frederick County Teachers Association (FCTA)
- FCPS Principals Advisory Council
- FCPS Teachers Advisory Council
- Spanish Speaking Communities of Maryland
- Student Homelessness Initiative Partnership

In addition, student feedback was provided in May 2021 through synchronous focus groups facilitated by Central Office staff. Focus groups were held at five elementary, four middle and three high schools. During the focus groups, students were asked -

- Moving into next school year, is there anything you would like to share with your school and/or teachers that would be helpful?
- What suggestions/recommendations do you have that FCPS should consider when planning for next school year?

FCPS engaged in broad stakeholder feedback by surveying the Frederick County community on its ARP ESSER plan. On 21 July 2021, a Find Out First² alert was sent to 72,896 subscribers to solicit public comment on our ARP ESSER plan. A press release was also issued to media outlets, which resulted in an article in the Frederick News-Post. Lastly, a banner regarding the survey was placed on the landing page of the FCPS website. The survey was open for 14 days. A summary of the proposed uses of ARP ESSER funds was shared along with the survey; the proposed uses were broken into six themes:

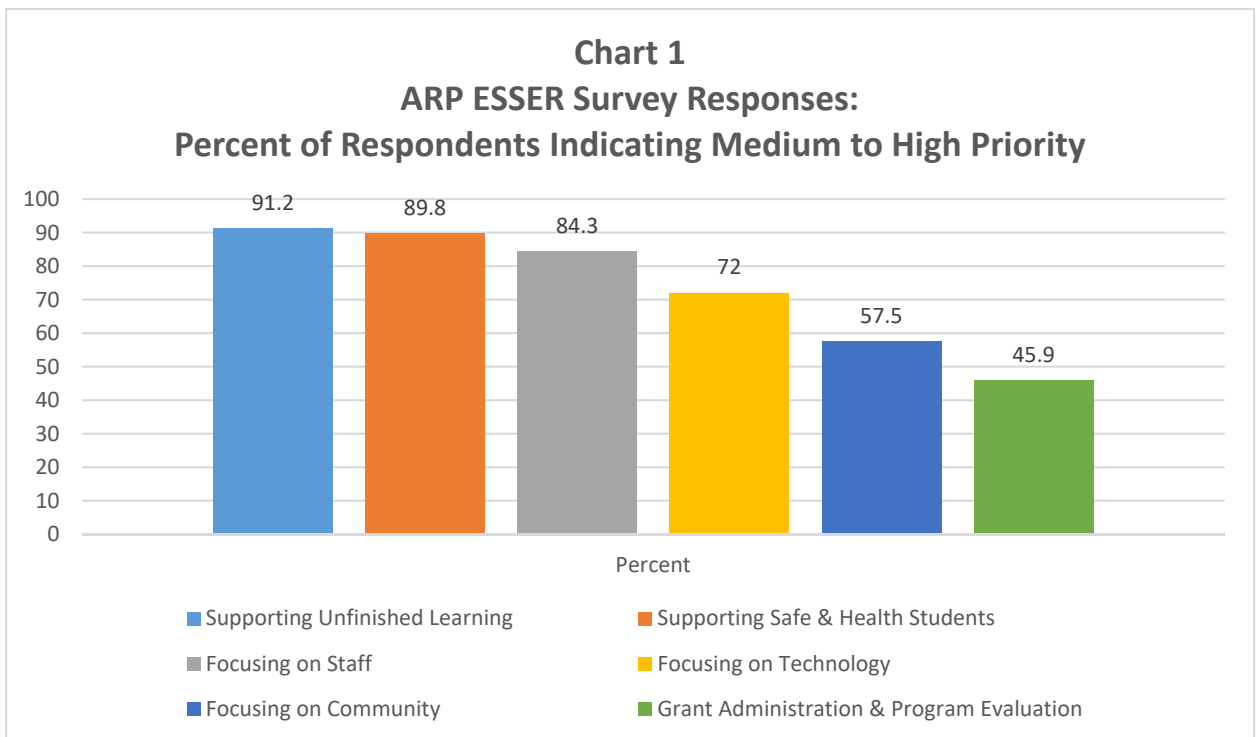
- *Supporting Unfinished Learning*, which included software to support student learning, coaches for English Learner high school students, Elevate Summer Academy, extended learning opportunities before and after school, high dosage tutoring during the school day, mobile learning labs for elementary students, additional academic support teachers in our elementary schools and additional special education teachers.
- *Supporting Safe & Healthy Students*, which included HVAC upgrades at Glade and Kemptown Elementary Schools and the Career & Technology Center, an additional school psychologist for the Child Find program, additional counselor positions in our elementary schools, an additional Teacher Specialist for Behavioral Interventions and Supports, purchasing and piloting a social-emotional learning curriculum for high school students, support for grieving students, contracted therapy services for uninsured students, professional learning for our CASS Coordinators³ and a Hospital Transition Program for students transitioning back to school after psychiatric hospitalization.
- *Focusing on Staff*, which included support for the Teachers Advisory Council, retention incentive for teachers, recruitment and retention incentives for bus drivers and Food & Nutrition Services workers and incentives for substitute teachers.

² Find Out First is the FCPS email and emergency-closing text messaging service. The service is available to any member of the Frederick community.

³ Community Agency School Services (CASS) is a program of the FCPS Student Services Department. CASS promotes school success by providing support services to middle school students experiencing social, emotional or behavioral challenges. Licensed certified social workers (CASS Coordinators) provide clinical case management to assist students and their families.

- *Focusing on Community*, which included an online student enrollment system and videoconferencing capabilities in all of our schools.
- *Focusing on Technology*, which included Chromebook repair and replacement, cybersecurity enhancements, technology infrastructure upgrades and contracted services for subject matter expertise.
- *Grant Administration & Evaluation*, which included a Grant Coordinator, Grant Specialist, Teacher Specialist for Systemic Strategic Improvement and a Program Evaluation Specialist.

Of the 2,122 survey respondents, 78.8% had children currently enrolled in FCPS and 76.2% were FCPS educators. Chart 1, below, indicates that we have broad community backing for the activities in *Supporting Unfinished Learning*, *Supporting Safe & Healthy Students* and *Focusing on Staff*. Support decreased somewhat for our technology-related activities, but with a majority of respondents still in favor of including those activities in the plan. And while a majority of respondents thought *Support for the Community* was a medium to high priority, we were surprised that it lagged behind the other areas given that both an online enrollment system and school-based videoconferencing are designed to improve and facilitate parental/guardian access to and engagement with FCPS. The community was not supportive of Grant Administration and Program Evaluation. However, these activities are necessary for effective and compliant implementation of our ARP ESSER plan.



Immediately upon closure of the survey on 3 August 2021, key Central Office staff met to review the 803 open-ended survey comments. Upon review, we found one area that was identified by the community that was not addressed in our ARP ESSER plan - arts education. To that end, we revised our plan to include arts education activities.

Every six months, FCPS will engage with our stakeholder groups - most notably the Citizens Advisory Council, the Racial Equity Committee, the Special Education Citizens Advisory Committee, Principals Advisory Council and FCPS Teachers Advisory Council - to solicit feedback on the implementation of our ARP ESSER plan. In addition, we will conduct an annual survey of the Frederick County community to seek its opinion on our ARP ESSER implementation. We fully expect that community comments will be included in any revisions to the plan, particularly since they were instrumental in validating the plan and identifying arts education as an effective strategy in improving student social and emotional well-being.

2. An LEA that receives ARP ESSER funds must reserve at least 20% of the funds to measure and address the academic impact of lost instructional time on all students, through the implementation of evidence-based interventions, such as interventions implemented through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. The LEA must also ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the COVID-19 pandemic on groups of students disproportionately impacted by the pandemic.

A. Please identify the amount of funds that will be reserved for this purpose.

Twenty-percent of our ARP ESSER allocation has been reserved for activities that address lost instructional time. This totals \$7,587,045.

- B. Please identify the method(s) the LEA will utilize to measure the impact of lost instructional time, and the means that will be used to address the impact of lost instructional time, including the timeline for implementation. LEAs must identify the intervention that will be implemented, include the tier rating (Tier 1, 2, 3, or 4) for the intervention, and discuss the LEA's plan to collect and analyze data to demonstrate the impact of the intervention on student learning.

In FCPS, measuring the impact of lost instructional time is done through the School Improvement Process (SIP) and the Accelerated Learning Process (ALP). SIP is an ongoing, cyclical process that takes into consideration multiple measures, both quantitative and qualitative, to set school improvement goals and identify high-yield strategies to achieve those goals. As part of these

ongoing processes, data and evidence of work are reviewed and analyzed to measure progress; adjustments to strategies and activities are made based on that data.

ALP is a systemic process for ongoing, job-embedded professional learning, educator collaboration and the continuous, collective assessment of student learning with the specific goal of transforming teaching and learning. ALP is a flexible process in which teams of educators within a school (including general education teachers, special education teachers, English Learner teachers, specialists and administrators) engage in ongoing collective inquiry on a regular basis - at least biweekly. ALP drives daily instruction, monitors ongoing evidence of student learning and recommends adjustment to instruction based on the needs of students.

Through the School Improvement and Accelerated Learning processes, FCPS looks to accelerate learning opportunities, rather than provide remediation activities, to address lost instructional time and unfinished learning. Through a continuous cycle of data analysis and reflection, staff use high-quality curriculum and high yield instructional strategies to provide rigorous learning opportunities that are differentiated to meet the diverse needs of the learners in our classrooms.

ALP teams within schools work through the inquiry process to identify individual student needs through an analysis of student work, which identifies unfinished learning. Gaps and trends in unfinished learning are determined and their instructional implications are assessed. Instructional strategies that will have the greatest impact on student understanding are identified and implemented at the school level. Gaps and trends discovered through ALP are shared at the systemic level and district-wide interventions and strategies are put into place.

SIP teams at each school review student data to identify the school's greatest challenges and needs through a triangulation of data. School administrators and teacher leaders review multiple measures of student achievement, perceptual and observational data to determine improvement targets and identify high leverage strategies that will be implemented at the school level.

FCPS uses a variety of data to measure unfinished learning, including proficiency and growth within Scantron's Performance Series. This computer-based assessment adjusts to the student's individual ability level. Results from the assessment provide educators with information to help them understand the student's performance academically.

The detailed reports available through Performance Series allow educators to evaluate teaching, strategies and differentiation of the instructional program. The Performance Series is administered at three points during the school year - Beginning of the Year (BOY), Middle of the Year (MOY) and End of the Year (EOY). The Performance Series provides scaled scores to measure proficiency as well as national norming.

For primary students, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used to measure student academic performance and learning loss in the areas of phonological awareness, phonics, fluency, vocabulary and comprehension. DIBELS measures the basic foundational skills required for students to successfully read. Schools use this data, in conjunction with other relevant measures, to determine the instructional supports and interventions necessary to address student needs. Central Office curriculum teams have identified subtests within the DIBELS platform that focus on priority standards in each grade level. This allows school-based teams to craft intentional response plans - instructional supports, supplemental instruction and interventions - based on the specific needs of students.

At the close of the 2020-21 school year, every school performed a comprehensive review of data to assess the impact of lost instructional time on all students. The FCPS Office of System Accountability and School Improvement provided each school with a template that was pre-populated with building-level data to assist the SIP team in the analysis and triangulation of data and the identification of the most significant issues impacting student learning and success. Schools were provided with the following data points:

- Percent of students who made growth from BOY to EOY in mathematics and English/Language Arts (ELA), by grade level and student group
- Percent of students who met their EOY individual growth target in mathematics and ELA, by grade level and student group
- Student access to advanced coursework (high school level only)
- Attendance and engagement⁴, by student group
- Referrals and suspensions
- Social emotional learning student and teacher survey data
- Teacher evaluation data
- Staff capacity within the Standards-Based Learning Progress (middle school level only)

⁴ To measure student engagement during virtual learning, FCPS created a “Student Engagement” dashboard in RADAR, a systemic database. The dashboard measures student engagement at the school level based on the percent of students attending at least 96% of their classes; the percent of students logging onto at least 96% of their classes; and the percent of students without any Ds or Fs.

The comprehensive needs assessment and analysis resulted in each school identifying the impact of lost instructional time on its students. Individual school analyses were shared centrally and shaped the strategies and interventions included in our ARP ESSER plan.

ADDRESSING LOST INSTRUCTIONAL TIME

FCPS has identified several strategies to address lost instructional time caused by the pandemic. Strategies that will be supported by our ARP ESSER grant include summer learning at all 62 of our comprehensive schools and our Career and Technology Center and high dosage tutoring during both the school day and after school.

ELEVATE ACADEMY

During summer 2022, FCPS will provide students with access to robust academic and enrichment opportunities through the Elevate Academy. Elevate is not designed to be a continuation of the school year, but rather an experience for students to continue their educational process. Six goals have been identified for Elevate Academy:

- Expanding skills and knowledge
- Learning school routines and structures
- Exploring interesting topics and subjects
- Visiting with friends
- Acclimating to new environments
- Tackling new and exciting challenges
- Engaging in fun

FCPS first launched the Elevate Academy in summer 2021 through its ESSER2 grant. The summer 2021 program served 3,400 K-12 students from throughout FCPS. The program ran for 20 days, for 4.5 hours per day. Attendance and achievement data are currently being analyzed. However, student survey data tell us that Elevate was a success:

- 87.37% strongly/very strongly enjoyed attending Elevate Academy
- 85.82% agreed/strongly agreed that Elevate Academy helped them reconnect with other students
- 78.07% agreed/strongly agreed that they feel more confident about going back to school in the fall

Teacher survey responses echoed the positive impact of Elevate:

- 93.39% thought teaching/supporting at Elevate helped them feel more connected to their students
- 90.39% were satisfied/very satisfied with Elevate in meeting the social-emotional needs of students
- 86.19 satisfied/very satisfied with Elevate in meeting the academic needs of students

Elevate will run for five weeks in summer 2022 and serve 3,000 students from all 62 FCPS comprehensive schools and the Career & Technology Center. The Academy will operate on Monday - Thursday (FCPS schools and Central Offices are closed on Fridays during the summer) for a total of 20 days, for 4.5 hours/day. A total of 380 staff will be recruited to work in the ARP ESSER Elevate program, including 40 Elevate Coordinators to facilitate the program, 200 teachers, 40 counselors, 80 instructional assistants and 20 user support specialists⁵. These staff will work collaboratively to provide following activities to students:

- *Structured academic support* will be provided to students during Elevate. Mathematics and ELA Central Office curriculum teams will create a 20-day guide for teachers that determines areas of unfinished learning across FCPS, identifies priority standards that support learning needs and creates an instructional block.
- *In-school and/or virtual field trip opportunities* will be provided to students during Elevate. Students will engage in unique learning experiences that extend and enrich their learning.
- *Books* will be given to all students, purchased using grant funds, to engage them in the reading process.
- *Social and emotional support* will be provided to promote positive mental health and wellness of students. Prioritized lessons and approaches will be identified systemically, but will allow for schools to adjust for individual students as needed.

STUDENT COMMENTS: ELEVATE 2021

I'm glad I went to Elevate because now I'm not scared to go back to school in the fall.

- Elementary Student

I liked going to Elevate because I got to see faces again after one year.

- Middle School Student

Virtual honestly wasn't working for me, and this was a really good way for me to ease back into the in-person school setting.

-High School Student

⁵ Counselors and User Support Specialists will be split between schools, e.g., Middletown Primary and Middletown Elementary Schools will share a counselor.

- *Small groups* will be used to allow the program to focus on building relationships and individualizing content for students. Ratios of 1:12 (elementary and middle schools) and 1:15 (high school) will be used.

Breakfast and lunch will be provided each day by the FCPS Food Services Department. In addition, transportation will be provided to Elevate by the FCPS Transportation Department and supported by ARP ESSER monies. A nurse or other health professional will be on site each day during Elevate. Health services will be provided through our partnership with the Frederick County Health Department and Pivot Physical Therapy, or by a Certified Nursing Assistant hired by FCPS.

Student Selection: Specific criteria have been crafted to assist schools in the identification of students for Elevate Academy participation (see Table 2, below). The criteria are based on using multiple measures and data points to assist schools in the decision-making considerations.

Table 2 ELEVATE ACADEMY: STUDENT SELECTION CRITERIA	
ELEMENTARY SCHOOL	MIDDLE SCHOOL
<ul style="list-style-type: none"> <input type="checkbox"/> Below average on standardized mathematics and reading assessments <input type="checkbox"/> DIBELS well below and below average <input type="checkbox"/> Special education students who are not attending ESY <input type="checkbox"/> EL students (any ELP level) <input type="checkbox"/> Homeless students <input type="checkbox"/> Students with high CogAT verbal, quantitative, and/or non-verbal ability scores but who are underperforming academically <input type="checkbox"/> Students who are identified as gifted and talented (using local norms) at Title I/Tier 3 schools but have skills gaps <input type="checkbox"/> Attendance/ Engagement during the 2021-22 school year <input type="checkbox"/> Teacher and/or parent request (reviewed by school leadership team to determine if needed) 	<ul style="list-style-type: none"> <input type="checkbox"/> Below average on standardized mathematics and reading assessments <input type="checkbox"/> D/F in 4 core content areas <input type="checkbox"/> Double intervention students (enrolled in both mathematics and reading intervention) <input type="checkbox"/> Special education students who are not attending ESY <input type="checkbox"/> EL students (any ELP level) <input type="checkbox"/> Homeless students <input type="checkbox"/> Attendance/ Engagement during the 2021-22 school year <input type="checkbox"/> Teacher and/or parent request (reviewed by school leadership team to determine if needed)

Elevate will use a block schedule at all three instructional levels. At the elementary and middle school levels, ELA, mathematics and STEM will each have a one-hour block; thirty-minute blocks will be allocated for social-emotional learning, breakfast and lunch. Art and music programming will be provided through the use of enrichment experiences.

Staffing: Each school will enroll up to 50 students, with four teachers assigned to each school to support students. Elevate teachers will be responsible for planning and implementing the academic blocks as well as the STEM blocks. They will also supervise arrival, breakfast, lunch and dismissal. All teachers will receive 21 hours of premium per diem pay⁶ to plan and prepare for Elevate. They will be on site for 5.5 hours each program day (4.5 hours of instruction and one hour of planning) and receive premium per diem pay.

Counselors will design a program for their school that provides structure for the social and emotional needs of the students participating in Elevate, as well as whole group and individual counseling. Counselors will receive 21 hours of premium per diem pay to plan and prepare for Elevate. During program implementation, counselors will be on site for 5.5 hours each program day and receive premium per diem pay.

School secretaries and/or registrars⁷ will receive additional hours of per diem pay to place orders for instructional and STEM materials, flag students in eSchool (FCPS student information system) for transportation and evaluation purposes and process timesheets.

All schools at every level will have an Elevate Coordinator to plan, organize and implement the Academy. Elevate Coordinators will be aspiring administrators who will work to lift the burden of summer programming off the shoulders of our principals and assistant principals. Specific responsibilities will include:

- Working with school administration to select students
- Communicating with families to invite and register students
- Keeping accurate enrollment records
- Communicating Elevate Academy information with program staff
- Arranging and reserving space for program operations
- Coordinating bus routes with the FCPS Transportation Department and communicating transportation information with families
- Maintaining records related to academic progress (Spring 2022 and Fall 2022 data), attendance and family outreach
- Working with Elevate teachers to identify learning goals for each student
- Handling discipline issues as they occur within the program; working with the Elevate Academy Counselor to identify a tiered approach for solving discipline challenges as they arise
- Providing professional learning/coaching in the core content, as needed
- Ensuring that Elevate teachers are implementing content using the systemic resources provided

⁶ FCPS requires that teachers planning for instruction be paid their per diem rates. In addition, premium pay - an additional 10% over per diem - will be paid to staff planning for or working in summer programs.

⁷ In our elementary schools, secretaries act as registrars to enroll students.

- Ensuring that students are regularly assessed and monitoring their progress
- Coordinating emergency drills, including evacuations and lockdown drills
- Facilitating substitute coverage for teachers who may be absent and ensuring that emergency substitute plans are in place
- Communicating regularly with the building-level administrative team to collaborate and make decisions pertaining to the program during the program implementation
- Coordinating enrichment experiences for students
- Communicating with parents on their student's learning progress using the weekly progress reporting tool
- Assisting staff with having documents translated into the family's first language
- Ensuring that program documentation is maintained, including lesson plans and evidence of enrollment efforts
- Overseeing the organization and preparation of materials for students
- Overseeing and assisting with arrival, meals and student dismissal
- Assisting with meal accountability as needed by FCPS Food Services Department
- Communicating regularly with the School Health Nurse and Health Room Assistants

The Elevate Coordinator will receive 50 hours of premium per diem pay to plan for the Academy. The Coordinator will be on site during each program day for 5.5 hours to implement and oversee the Academy.

Serving Students Disproportionately Impacted by the Pandemic: The student selection criteria outlined above in Table 2 were used for Elevate's summer 2021 program. In reviewing the demographics of the 3,400 students who participated in Elevate 2021, we found that 19.3% were Black or African American; 29.9% were Hispanic/Latino; 18.3% were English Learner students; 49.9% qualified for Free and/or Reduced Meals (FARM); and 23.3% received special education services. The Elevate selection criteria targets specifically those students who were disproportionately impacted by the pandemic, as evidenced by the 2021 Elevate enrollment data.

Evidence of Effectiveness of Elevate Strategies: In planning and preparing for the Elevate Academy, the FCPS Central Office curriculum team identified research-based strategies that lay the foundation of our program. Table 3, below, outlines each research-based strategy, its effectiveness, its ESSA tier rating and the activities used to implement the strategy.

Table 3
ELEVATE ACADEMY: EVIDENCE OF EFFECTIVENESS

Evidence-Based Strategy 1: Provide explicit, systematic instruction through the selected priority instructional standards, as determined by the Central Office curriculum team, based on prior learning and through the analysis of data.

Effectiveness: An influential meta-analysis of interventions indicated that explicit instruction led to large improvements in student skills (Gersten, et al., 2009). In addition, the inclusion of explicit instruction in core subjects has led to improved achievement (Doabler, et al., 2015). This strategy has been shown to be effective across all grade levels and for diverse groups of students, including students with disabilities and ELLs.

ESSA Tier Rating: Tier 1 (Strong Evidence)

Activity: Teachers will clearly identify the priority skill or concept to students and connect this content to previous learning. Staff will provide precise instructions and model procedures through scaffolded instruction and by offering independent and guided practice opportunities for engagement.

Activity: Ongoing formative assessments will inform instruction.

Activity: Chunking instruction when appropriate using multiple modalities.

Activity: Through warm-up opportunities students will engage in problem solving through the activation of their prior knowledge and experiences. This will connect to the current learning through the Academy and allow students to work through the retrieval process. The warm-up activities will set the stage for the directed instructional component of the math block and serve as a springboard for this accelerated approach to learning.

Activity: Resource structures provided by Central Office curriculum teams will highlight prerequisite prior-year standards for focus of instruction.

Evidence-Based Strategy 2: All students will have access to the acceleration of grade-level content centered on learning through the development of one’s understanding, actively building new knowledge from informal experiences and prior knowledge.

Effectiveness: Children who have regular opportunities to collaborate on challenging tasks, use varied solution approaches, and focus on sense making have higher achievement. The greater the cognitive effort required to retrieve something from memory, the stronger the retention of that information. Instruction should provide opportunities for recall and to use new knowledge and skills. Studies show that students naturally forget the information that has been taught (Kaufman, 2020). Ebbinghaus’ “Forgetting Curve” shows the importance of recognizing the time between learning experiences. When content is learned in spaced intervals retention of the material taught is more successful (Ibid.).

ESSA Tier Rating: Tier 1 (Strong Evidence)

Activity: Students will engage in instructional opportunities - encouraging active recall, scheduled space practice, and vocabulary development.

Activity: Regular opportunities for students and staff to interact with one another will be provided through shared experiences and development.

Activity: Staff will engage students through the use of questioning to provide a depth to their level of understanding of the accelerated content.

<p>Activity: Through warm-up opportunities students will engage in problem solving through the activation of their prior knowledge and experiences. This will connect to the current learning through the Academy and allow students to work through the retrieval process. The warm-up activities will set the stage for the directed instructional component of the math block and serve as a springboard for this accelerated approach to learning.</p>
<p>Activity: Ongoing formative assessments will inform instruction.</p>
<p>Evidence-Based Strategy 3: Staff will provide practice in metacognition through the use of feedback. Students will learn vocabulary to assist them in the identification of their level of understanding of content and vocalize/advocate for their specific needs.</p>
<p>Effectiveness: According to John Hattie, the effect size for teaching metacognitive strategies is 0.69, one of the most effective teaching interventions (Visible Learning, 2018). In 2016, various aspects of metacognition were studied with secondary students and were found to be among the most beneficial and cost-effective learning strategies (Education Endowment Foundation).</p>
<p>ESSA Tier Rating: Level 1 (Strong Evidence)</p>
<p>Activity: Students will be provided with common language and vocabulary to assist them in their feedback and communication. Staff will use regular check-ins through Every Pupil Response techniques. Staff will instruct students on the process of asking for help and how students can move forward with his/her learning.</p>
<p>Activity: Weekly feedback reports and a conferencing process will be used.</p>
<p>Activity: Through the problem-solving process in math, students will make sense of the problem as they develop their vocabulary within the problem-solving prompt. Students will continually monitor their level of understanding to the problem to determine if solutions are reasonable. Students will connect solutions to the problem through a continual reflection process.</p>
<p>Activity: Staff will provide specific feedback to students based on their response and process.</p>
<p>Evidence-Based Strategy 4: Staff will provide instruction and practice using a concrete, pictorial and symbolic approach. Students will engage in a gradual release through problem solving.</p>
<p>Effectiveness: What Works Clearinghouse has provided an effectiveness rating of strong evidence to support the use of representations (concrete, pictorial, symbolic) in elementary math. In four of six studies, elementary students were taught to use visual representations to help them solve problems which resulted in higher achievement (Woodward, et al.).</p>
<p>ESSA Tier Rating: Level 1 (Strong Evidence)</p>
<p>Activity: Teachers will utilize resource templates (provided by central curriculum leaders) which will provide guidance related to these high-yield strategies and approaches. Teachers will provide hands-on opportunities</p>
<p>Activity: Through the problem-solving process in math, students will make sense of the problem as they develop their vocabulary within the problem-solving prompt. Students will continually monitor their level of understanding to the problem to determine if solutions are reasonable. Students will connect solutions to the problem through a continual reflection process.</p>
<p>Activity: Through warm-up opportunities students will engage in problem solving through the activation of their prior knowledge and experiences. This will connect to the current learning through the Academy and allow</p>

<p>students to work through the retrieval process. The warm-up activities will set the stage for the directed instructional component of the math block and serve as a springboard for this accelerated approach to learning.</p>
<p>Evidence-Based Strategy 5: Provide students with instruction in integrated areas to build the content knowledge needed to comprehend informational texts.</p>
<p>Effectiveness: Interdisciplinary curricula have been shown by several studies to support students' engagement and learning (Taylor & Parsons, 2011). Specifically integrating science with reading comprehension and writing lessons has been shown to improve students' understanding in both science and English language arts (Pearson, et al., 2010). Reading research (Snow, 2002) identifies the need for adequate background knowledge, technical vocabulary, motivation, and reading strategies to comprehend informational text. Because these underlying principles and findings are in effect, addressing the same cognitive abilities, they provide a strong basis for connecting science learning with reading comprehension.</p>
<p>ESSA Tier Rating: Level 1 (Strong Evidence)</p>
<p>Activity: Central curricular teams designed integrated curriculum maps and pacing guides to assist teachers in making intentional connections between content areas.</p>
<p>Activity: Books will be purchased for students to support the lesson structures and central team guidance to engage students in informational reading opportunities that are cross-curricular.</p>
<p>Evidence-Based Strategy 6: Provide an engaging enrichment program in a safe and nurturing environment that allows students to connect with caring adults and fully participate in activities that promote learning, self-confidence and resilience.</p>
<p>Effectiveness: Providing quality programs and activities in a safe and nurturing environment is at the heart of effective summer learning opportunities. To be effective, these programs must incorporate a variety of fun and engaging activities and collaborate with community groups in programming (Harvard Family Research Project, 2006).</p>
<p>ESSA Tier Rating: Level 2 (Moderate Evidence)</p>
<p>Activity: Each day, students will engage in an hour of enrichment. Students will engage in STEM activities using programs to provide opportunities in coding, meaningful computational thinking, computer programming, and robotics education. Students will interact with one another through problem solving challenges and critical thinking tasks.</p>
<p>Evidence-Based Strategy 7: Build meaningful, intimate, and satisfying social relationships within the school setting through the development of a sense of belonging.</p>
<p>Effectiveness: In four methodologically diverse studies (N = 644), researchers found correlational (Study 1), longitudinal (Study 2), and experimental (Studies 3 and 4) evidence that a sense of belonging predicts how meaningful life is perceived to be. In Study 1 (n = 126), a strong positive correlation between sense of belonging and meaningfulness was identified. In Study 2 (n = 248), initial levels of sense of belonging predicted perceived meaningfulness of life, obtained 3 weeks later. In Studies 3 (n = 105) and 4 (n = 165), participants were primed with belongingness, social support, or social value and found that those primed with belongingness (Study 3) or who increased in belongingness (Study 4) reported the highest levels of perceived meaning (Lambert et al., 2013).</p>
<p>ESSA Tier Rating: Level 1 (Strong Evidence)</p>

Activity: Staff will maintain high expectations for all students which will lead to a sense of belonging, as students will see value and purpose. Students will understand the importance in their engagement and recognize that staff want each and every student to succeed and grow through this learning experience.
Activity: Students will engage in social emotional learning experiences using the PATHS curriculum, which will connect emotion and cognition through understanding and self-regulation. High school students will engage in mindful minute exercises daily.
Activity: Provide students with multiple opportunities to voice interests, passions, and experiences to further develop connection/ relationship to content.
Activity: Elevate Academy counselors will provide group and individual counseling services.
Activity: High school students will engage in mindful minute exercises daily.

Collecting & Analyzing Data: FCPS created an “ELEVATE” flag in its student information system, eSchool, as a means of collecting and analyzing student data for the 2021 Elevate program. School secretaries or registrars flag Elevate students in eSchool prior to the start of the program. Using this flag, reports can be run at the school level and systemically on student demographics and attendance, as well as assessment data. Data trackers were used at the school level to record counselor interactions. The same data collection approaches will be used in summer 2022.

Elevate data will be analyzed by a team including the FCPS Data Analyst, ESSER Grants Coordinator, Teacher Specialist for Systemic Improvement and Program Evaluation Specialist. The latter two positions are new to FCPS and will be funded through ARP ESSER (see description of these positions on Page 80 of this application). A report on the efficacy of the Elevate Academy on student learning will be prepared by this team and shared with stakeholders.

Elevate Timeline of Activities: Table 4 highlights the Timeline of Activities necessary to plan, implement and evaluate Elevate Academy during summer 2022.

Table 4	
ELEVATE ACADEMY: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
11/2021	Reflect on the Summer 2021 Comprehensive Plan, funded by ESSER II, with school-based leaders
01/2022 - 02/2022	Grants Coordinator will develop materials for registration forms, job descriptions, etc.
01/2022	Grants Coordinator will meet with Program Evaluation Specialist to revise the summer 2021 plan for evaluation services, surveys, data collection
02/2022	Present Elevate Academy details to school-based administrative leaders
03/2022 - 05/2022	Development of Elevate Curricular Guide by Central Office curriculum team
03/2022 - 04/2022	Hire Elevate staff; identify students using Elevate student selection criteria
04/2022 - 5/2022	Notify families and begin registering students for Elevate Academy
04/2022	Grants Coordinator will meet with Evaluation Program Specialist to revise the 2021 plan for execution of multiple data measures and approaches to evaluation

04/2022	Elevate Coordinators seek approval for in-school/virtual enrichment experience requests, using provided approval form, from Grants Coordinator
05/2022	Elevate Coordinators will identify transportation needs and communicate details with the FCPS Transportation Department via eSchool platform
05/2022	Elevate Coordinators will identify classroom locations, group students
05/2022	Central Office curriculum team will finalize curricular plans; Grants Coordinator will share with Elevate Coordinators
05/2022	Schedule and finalize enrichment experiences
06/2022	Elevate Coordinators will inform Elevate families of transportation plans (i.e., bus pick up and drop off times and locations)
06/2022	Elevate staff will engage in a professional learning to prepare for program
06/2022	Elevate staff will receive planning hours to prepare for Academy implementation
06/2022 – 07/2022	Elevate Academy Implementation: Elevate staff will capture attendance, demographics, counselor interactions and academic progress in data tracker/FCPS platforms and execute the Elevate assessment schedule
07/2022	Emergency drills will be conducted at least once per site location
07/2022	Program Evaluation Specialist will conduct observations to assist with program evaluation
07/2022	Students, staff and families participating in the Elevate Academy will engage in focus groups
07/2022	Students, staff and families participating in the Elevate Academy will engage in a post-program survey
08/2022 - 10/2022	Grant Coordinator and Evaluation Program Specialist will review school-based data to identify trends in performance, measure unfinished learning compared with non-participating students and analyze data through triangulation methods (communication, family outreach, attendance, performance, demographics); host meetings to reflect on program Elevate Coordinators, school-based administrators and Central Office leadership.

SUMMER PROGRAM TRANSPORTATION

FCPS is requesting to use ARP ESSER funds to provide transportation to all students participating in FCPS programs in summer 2022.

In summer 2021, FCPS offered twelve different summer programs that served 7,500 students, all operating during the same five-week period. Forty-two (42) of our 60 schools hosted multiple summer programs. Transportation to all summer 2021 programs was funded through our ESSER2 grant.

We are expecting 2022 will be another robust summer of programming. Table 5, on the following page, indicates the programs, funding streams and the number of students expected to participate in FCPS summer 2022 programs.

The volume of students and schools, and the number of buses required, makes the summer transportation plan complex. While we transport far more students during the school year, those costs are covered by the FCPS operating budget, which makes the financial disbursement process much easier. Having separate buses for each program makes little sense from a staffing, efficiency and fuel perspective. Breaking out the transportation costs by program will be time consuming and difficult.

Table 5 SUMMER 2022 PROGRAMS		
Program	Funding Stream	# of Students
Elevate Academy	ARP ESSER	3,000
Elevate Academy	MSDE FY21 Supplemental Summer Grant	432
Elevate Academy	MSDE FY22 Supplemental Summer Grant	432
Extended School Year	IDEA, Part B Passthrough Grant & FCPS Operating Funds	800
Recovery/Compensatory Education	ESSER II	300
Young Scholars	FCPS Operating Funds	225
FAST	21st Century Community Learning Center Grant	240
New Horizons Academy	McKinney-Vento Grant	75
EL Summer School	Title III Grant	180
EL Credit Recovery Program	Title IV Grant	75
Site-Based Summer School	FCPS Operating Funds	300
Total		6,059

Evidence of Effectiveness of Transportation to/from Summer Programs: Safe, reliable transportation to and from school is vital to ensure student attendance. Lack of transportation can cause students to either be tardy or have numerous absences. Research on transportation access has focused on school choice. A 2017 report by the Urban Institute found that access to transportation plays a role in school choice decisions and that low-income parents will choose schools with easier access or when transportation is provided (Urban Institute, 2017). Given this lack of research, this strategy merits an ESSA Tier 4 rating (Demonstrates a Rationale).

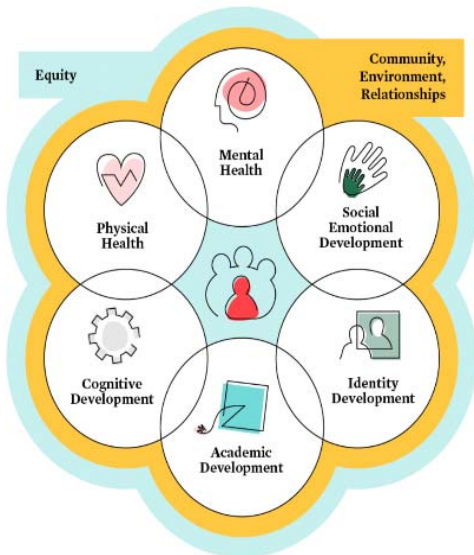
Collecting & Analyzing Data: During summer 2021, both quantitative and qualitative data was collected for all FCPS summer programs where transportation was provided through our ESSER2 grant. Flags were created in eSchool for each summer program, and every participating student was flagged in eSchool by appropriate program staff. Using this flag, we are able to run reports at the school level and systemically on student demographics and attendance, as well as assessment data. The same data collection approaches will be used in summer 2022 for all programs where transportation is provided through our ARP ESSER grant.

Student demographic and achievement data will be analyzed by a team including the FCPS Data Analyst, ESSER Grants Coordinator, Teacher Specialist for Systemic Improvement and Program Evaluation Specialist. The latter two positions are new to FCPS and will be funded through ARP ESSER (see description of these positions on Page 80 of this application). A report on the efficacy of all summer programs will be prepared by this team and shared with stakeholders.

Transportation Timeline of Activities: Table 6 highlights the Timeline of Activities necessary to plan and provide transportation for students during summer 2022.

Table 6 SUMMER TRANSPORTATION: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
11/2021	Grants Coordinator and Program Evaluation Specialist to discern summer transportation evaluation plan
03/2022 – 05/2022	FCPS Transportation Department recruits and identifies staff to work during the summer programs
05/2022	Coordinators for each of the summer programs identify transportation needs and complete the documentation required by Transportation
05/2022	Transportation will develop bus routes including bus stop locations, pickup and drop off times. This information will then be communicated with summer program coordinators.
06/2022	Summer program coordinators communicate transportation information to participating families
06/2022 – 07/2022	Summer Program implementation
8/2022	FCPS Financial Reporting Department posts bus driver costs and fuel/lube expenses to the ARP ESSER grant

SCHOOL YEAR TUTORING & EXTENSION ACTIVITIES



The Chan Zuckerberg Initiative's Whole Child Graphic (used with permission)

As FCPS prepares for students to return for the 2021-2022 school year, educators are preparing to address the challenges of lost instructional time caused by the pandemic. As part of this preparation, FCPS is implementing a “Whole Child” approach to recovery that addresses the mental, physical, social-emotional, cognitive and academic development of each child. FCPS will use ARP ESSER funds to mitigate the impact of lost instructional time and implement a Whole Child approach to recovery.

One strategy that addresses many of the Whole Child components is the development of a strategic tutoring and extracurricular extension program that is designed to provide opportunities for students to access high dosage tutoring to accelerate learning to meet or exceed grade level standards. FCPS will also provide extracurricular extension opportunities for students to attend summer camps and other recreational, leisure or physical programming, hosted by local

organizations, to support their physical, mental and social-emotional development.

While our ARP ESSER plan focuses on school year tutoring and extension activities for elementary students, our FY22 Tutoring Supplemental Grant from MSDE focuses on secondary students by providing high dosage tutoring during the school day; a Saturday Academy; an educational support system to provide virtual, on-demand, 1:1 access to 24/7 tutors; and extension activities identical to those included in our ARP ESSER plan. In addition, our MSDE FY22 Transitional Supplemental Instruction Grant provides before and after school high dosage tutoring in our elementary schools. These three funding streams (ARP ESSER, Tutoring Supplemental Grant and Transitional Supplemental Instruction Grant) must be viewed together in order to discern the scope of FCPS' efforts to address the impact of lost instructional time.

Arrival & Dismissal Coverage Assistants: Our elementary teachers play a role in the arrival and dismissal of students and are thus unavailable to work one-on-one with students at the start of the day, when the school doors open and students begin arriving, and at the end of the day when students are leaving the building. Teachers need to be freed from arrival and dismissal duties so they can work individually or in small groups with students.

ARP ESSER funds will be used to support Arrival and Dismissal Coverage Assistants who will work each morning and afternoon to assist with student arrivals, monitor students in classrooms prior to the start of the school and at the end of the school day and assist with the afternoon dismissal process.

Students participating in tutoring during arrival and dismissal will be identified with great flexibility. A student may be struggling with a mathematics concept on Monday afternoon; on Tuesday morning, that student may be pulled into tutoring to address that specific concept.

Mobile Learning Labs: Mobile learning labs will be deployed to elementary school communities to provide high dosage tutoring in mathematics and ELA. Parents will be invited to observe the tutoring, where strategies and techniques will be modeled with the aspiration of being replicated at home.

FCPS school buses will be deployed as mobile learning labs. These learning labs will visit a neighborhood twice a week, for one hour each visit, for an eight-week session. Two sessions will occur - the first in fall 2021 and the second in spring 2022. Three teachers will participate in each learning lab session; materials for the session will be brought from their school. Folding tables and chairs will also be brought from school to set up learning areas.

Mobile learning labs funds will be allocated to elementary schools based on an equity formula that includes the number of students enrolled in their building and complexity factors that include enrollment of students receiving Free and/or Reduced Meals (FARM), English learners and special education students, as well as student performance on district-level assessments. Neighborhoods, in turn, will be identified for mobile learning labs visits at the school level based on the number of students needing high dosage tutoring. Schools will promote the mobile learning labs to their school communities well in advance of these visits, with invitations being sent to families through phone calls and text messaging alerts.

School Day Tutors: The ability of students to stay after school for tutoring becomes increasingly difficult as students become older. Afterschool tutoring competes with work, sports, family responsibilities or free time to spend with friends. Our elementary learners would benefit from tutoring during the school day; research shows that the later the hour, the lower the level of student attention (Klein, 2001; Sjosten, 2005; Valdez, et al., 2014).

To meet these challenges, we will ask teachers to tutor students during their planning period. Teachers will then be paid to engage in their planning after the conclusion of their contracted work day. Teachers will volunteer to participate as school day tutors and will be paid their per diem rate to plan after school rather than during the school day. Funds for School Day Tutoring will be allocated to schools based on the equity formula described above.

Student participation in School Day Tutoring will be by invitation only; parents will be notified of student participation in tutoring. Students will be identified for participation based upon an analysis of student work to identify unfinished learning. As discussed earlier, FCPS uses a variety of data to measure unfinished learning, including proficiency and growth within the Performance Series. End of year assessments in ELA and mathematics were administered to all students in grades 4-12 in May-June 2021 and will be used to identify unfinished learning.

Extension Activities: Having fun should be the right of all children and youth. In addition, a wide body of research recognizes that play, fun, leisure and relaxation play a significant role in healthy brain development. It is often through new and fun experiences that children and youth have the opportunity to develop their emotional strength and resilience (Yogman et al., 2018).

The pandemic severely impacted opportunities for fun and exploration for children and youth. The shutdown of youth sports and recreation activities, social distancing requirements, limited family income due to layoffs and job loss contributed to the lack of opportunities for fun and recreation.

FCPS will make available scholarships to elementary students to be used at a variety of organizations in Frederick County. The Frederick County Department of Recreation, Frederick City Department of Parks & Recreation and Frederick Community College offer classes and programs ranging from musical theatre to cooking, robotics and entrepreneurship. Scholarships will be based on teacher recommendation and will be paid directly by FCPS on behalf of the student.

Evidence of Effectiveness of Tutoring/Extension Activities: Tutoring, defined as one-on-one or small group instructional support, is considered one of the most effective education interventions ever to be subjected rigorous evaluation (Dietrichson et al., 2017; Fryer & Noveck, 2017; Nickow et al., 2020). The average effect of tutoring programs on student achievement is larger than the effects found in approximately 85% of studies evaluating education interventions and equivalent to moving a student at the 35th percentile of the achievement distribution to the 50th percentile (Kraft, 2020). High-quality, well-planned and intentional tutoring shows an ESSA Tier 1 rating for a strong evidence of effectiveness.

Research on learning in children and youth shows that learning thrives when students are given agency - control of their own actions - to play a role in their own learning (Yogman et al., 2018). Children who were in active play for one hour per day were better able to think creatively and multitask, had enhanced attentional inhibition and cognitive flexibility, as well as increased executive function (Dewar, 2014). In addition, research has also shown that extracurricular activities including recreation, relaxation and physical activity can play a role in mitigating the impact of stress on children and youth (Darling et al., 2005). Numerous large-scale studies involving thousands of children and youth provide evidence that play, leisure and extracurricular extension activities show a strong evidence of effectiveness (Tier 1) under ESSA.

Collecting & Analyzing Data: As described earlier, our student information system - eSchool - allows us to create flags for students for data collection purposes. Pre- and post-assessments will be used to evaluate student progress before and after participation in the School Day Tutoring program. These will be teacher-developed formative assessments that are aligned to the content area in which the tutoring is being provided. In addition, FCPS will administer beginning of the year, middle of the year and end of the year assessments in Performance Series to further gauge student progress in ELA and mathematics.

Student demographic and achievement data will be analyzed by a team including the FCPS Data Analyst, ESSER Grants Coordinator, Teacher Specialist for Systemic Improvement and Program Evaluation Specialist. The latter two positions are new to FCPS and will be funded through ARP ESSER (see

description of these positions on Page 80 of this application). A report on the efficacy of tutoring and extension activities will be prepared by this team and shared with stakeholders.

Tutoring/Extension Timeline of Activities: Table 7 highlights the Timeline of Activities necessary to plan and provide transportation for students during summer 2022.

Table 7	
TUTORING & EXTENSION ACTIVITIES: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
9/2021	Recruit teacher volunteers for school day tutoring Hire Arrival and Dismissal Assistants; assign to schools Identify students for school day tutoring Flag students in eSchool Identify schools for Mobile Learning Labs Recruit teachers for Mobile Learning Labs, Session 1 Collaborate with FCPS Transportation Department on Learning Lab deployment Grants Coordinator and Program Evaluation Specialist to map out tutoring/extension evaluation plan
10/2021 – 6/2022	Implement school day tutoring program
10/2021	Identify communities for Mobile Learning Labs, Session 1 Invite students and families to Mobile Learning Labs, Session 1
10/2021 – 11/2021	Launch Mobile Learning Labs, Session 1
2/2022	Recruit teachers for Mobile Learning, Session 2 Identify communities for Mobile Learning Labs, Session 2 Invite students and families to Mobile Learning Labs, Session 2
3/2022	Work with community organizations on payment mechanism for enrichment scholarships Collaborate with schools on student selection process for scholarships
4/2022	Disseminate scholarship opportunities for targeted students and families
4/2022 – 5/2022	Launch Mobile Learning Labs, Session 2
5/2022	Finalize extension scholarships with families and community organizations

- For the remaining allocation of funds, please identify the specific programs, projects, or activities that will be implemented, including the timeline for implementation, the budgeted amount, and the expected outcome. Additionally, for each program, project, or activity, please provide a description of how the program, project, or activity will address the academic, social, emotional, and mental health needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic, including low-income students, students of color, English learners, students with disabilities, students experiencing homelessness, children in foster care, and migratory students.

FCPS' framework for the opening of the 2021-2022 school year is reignite, reconnect and revolutionize. This will be done through a systemic focus on -

- The Whole Child - Learning and academic development is only one component of a student's experience.
- Equity - Ensuring that each and every student is seen, heard, known and supported.
- The Accelerating Learning Process (ALP) - Using this process to facilitate personalization and equity for students.
- Social-Emotional Learning - Expanding and enhancing these supports.
- Mind Brain Education - Prioritizing educator and student understanding of how the brain learns.
- Standards-Based Teaching, Learning and Reporting - Allowing teachers to focus on the most critical components of learning and providing time to address unfinished learning from the previous grade or course.

Our professional learning focus areas for 2021-2022 are grounded in these systemic priorities. Recognizing that the polestar for this school year must be on classroom instruction, the goal is to provide staff with support, but not to overwhelm with new initiatives. Of pivotal importance is the consistent, robust onboarding of new teachers. Our three-year comprehensive induction program has been enhanced to include additional experiences, mentoring and coaching for those who are new to the profession and have had interrupted or non-traditional student teaching or first year experiences. There is also a professional learning program for aspiring administrators and a coaching program for new school leaders.

FRAMEWORK FOR SCHOOL OPENING

REIGNITE *a passion for learning*

RECONNECT *with students*

REVOLUTIONIZE *instruction and assessment to address unfinished learning*

Our MSDE course offerings focus on areas that support the Accelerated Learning Process, our commitment to equity and the strategies that align to the Framework for Teaching (the FCPS teacher and administrator evaluation system). To support students with unfinished learning, professional learning offerings will highlight best practices for formative assessment and retrieval, as well as standards-based teaching, learning and reporting. There will be expanded opportunities to consider how to support the development of the whole child with added emphasis on social-emotional needs. Continuing the focus on Mind Brain Education science, FCPS professional learning will include information about the learning mindsets (growth, belonging, and purpose and relevance) as well as strategies to promote resilience and determination.

No ARP ESSER funds are allocated to support professional learning. Local operating monies and our Title II grant are sufficient to support the systemic professional learning priorities identified for the 2021-2022 school year.

SUPPORTING STUDENT LEARNING

The ten activities including under the theme, *Supporting Student Learning*, are aligned with the FCPS priorities outlined above.

SOFTWARE TO SUPPORT STUDENT LEARNING

ARP ESSER funds will be used to purchase licenses for iReady, ALEKS, Google Enterprise and Read&Write Texthelp.

Elementary Mathematics Tool: iReady is a comprehensive assessment and instruction program for elementary mathematics. iReady provides educators with resources that make differentiated as well as prescribed instruction achievable in K-5 classrooms. All students in grades kindergarten through grade 5 will access the iReady diagnostic and personalized instruction program components. The iReady digital platform will support all classroom teachers (K-5) in prescribing instruction and practice opportunities that will allow students to engage with standards either prescribed or assigned within a personalized pathway.

The iReady diagnostic component includes three diagnostic administered 12-18 weeks apart. These diagnostics provide measures of proficiency and growth as they detail what a student has mastered and what standards need to be addressed within the on-grade curriculum. Growth targets are presented and are unique to each student based on their baseline assessment. Teachers and Elementary Mathematics Specialists can engage with a user-friendly dashboard that provides clear reports with actionable data. Such data provides for planning and implying instruction and gives teachers a foundational understanding of students' strengths and areas of need. Using such standards-based data within FCPS' Accelerated Learning Process, teachers will adjust, differentiate and tailor instruction to meet the needs of students.

iReady addresses the academic needs of all students, and particularly those disproportionately impacted by the pandemic, by providing personalized instruction based on each student's diagnosed need. The data provided by iReady supports teachers in making data-informed decisions for every student. Used in team planning sessions with classroom teachers, interventionists, special educators, English Learner teachers and others, this data can direct and imply instruction for all students. Accessibility features are available that support

students who require text/screen to speech accommodations; in addition, iReady provides Spanish translation for students.

The expected outcome of this activity is an increase in K-5 student achievement in mathematics when comparing the beginning of the year assessment to the end of the year assessment.

Secondary Mathematics Tool: ALEKS is a supplementary software tool that supports mathematics educators as they identify instructional gaps, personalize learning paths and monitor progress for students in our secondary mathematics classrooms. This tool will enable teachers to identify where student learning needs exist and provide students with a personalized learning journey to meet those needs. ALEKS will be used in all secondary mathematics classrooms from grade 6 through high school mathematics, including Algebra, Geometry, Algebra 2, Advanced Algebra, Precalculus, Statistics and Probability, Intermediate Transitional Algebra and Contemporary Mathematics with Mathematics Modules.

ALEKS includes an adaptive, diagnostic assessment that students take at the beginning of their course of study. The results of the diagnostic test communicate what a student has mastered, what they are ready to learn and what gaps in learning exist. The results of the diagnostic assessment also serve as the basis for the personalized path of learning that students engage in over time. As students interact with lessons and practice regularly as part of the personalized pathway, they also engage in additional incremental diagnostic tests to monitor and inform progress. The ALEKS platform takes students through a continuous cycle of content mastery, knowledge retention and feedback. Because the initial diagnostic test and the subsequent progress monitoring diagnostics are standards-based, teachers can readily identify and plan for intervention or enrichment aligned to the standards in their curriculum. Differentiation and flexible grouping can also be informed by the standards-based information generated by student work in the personalized path in the ALEKS platform. Response to student learning needs is real-time and relates not only to prerequisite skills, but grade-level skills as well. Additionally, teachers have the flexibility to create assignments that align with current classroom learning and provide another standards-based formative measure of student learning.

ALEKS addresses the academic needs of all students, and particularly those disproportionately impacted by the pandemic, by providing personalized instruction based on each student's diagnosed need. In addition, accessibility features allow for students needing additional supports to access learning with ALEKS more readily. Students can toggle between English and Spanish presentation of all material, use the screen reading features and have access to videos to

support text explanations. ALEKS provides an equitable learning experience for all students through continuous personalization and ready accessibility.

The expected outcome of this activity is an increase in secondary student achievement in mathematics when comparing the beginning of the year Performance Series assessment in mathematics to the end of the year assessment.

Google Enterprise: G Suite Enterprise for Education (aka Google Enterprise) provides additional enterprise-grade capabilities designed for large institutions and customized for education. The advanced features of Google Enterprise are necessary to maintain adequate security controls in an education environment. The Enterprise service level provides capabilities for improved data governance and disaster recovery through Data Regions; better user accountability and security auditing through Gmail logs and BitQuery administrative reports; and improved change control management and testing through access to a Security Sandbox. Enterprise provides FCPS Technology Infrastructure staff the ability to conduct legally compliant security investigations, and facilitates security management, monitoring and visibility through a Security Dashboard. All students, teachers, administrators and staff have access to the Enterprise service level by virtue of their fcps.org login.

FCPS purchased a one-year subscription to the Enterprise level in 2020 using FY2019 Title IV grant funds⁸. ARP ESSER funds will be used to extend the subscription for an additional year.

Google Enterprise addresses the academic needs of all students by providing a secure digital environment. For students disproportionately impacted by the pandemic, the Enterprise service level provides Read Aloud, a text to speech voice reader, and Lingavex, a translator and dictionary that is available in 127 languages. Both are Google extensions that are available on the FCPS network at no cost at the Enterprise service level.

The expected outcome of this activity is a safe digital environment for students and staff.

Read&Write Texthelp: This software provides a literacy tool to help students with everyday tasks like reading text out loud, understanding unfamiliar words, researching assignments and proofing written work. Read&Write is a Google extension that can be accessed by all FCPS students across all instructional settings. Read&Write provides tools that include notetaking, text to speech, word

⁸ A waiver by the U.S. Department of Education removed the technology spending limit on FY19 Title IV funds, thus allowing FCPS to purchase Google Enterprise licenses.

prediction, study skills, mathematic supports and a talking dictionary in English and Spanish. These tools align directly to the accommodations, supplementary aids and services for students with IEPs, 504 or English Learner plans, as well as provides proactive study skills support across instructional environments for all students.

Read&Write addresses the academic needs of all students, but particularly those disproportionately impacted by the pandemic. Through the use of Read&Write, students will be able to equitably access study skills tools across instructional environments, facilitating their access to instruction in alignment to their mandated learning plans. Students disproportionately impacted by the pandemic will have the ability to proactively access study skills tools to support their learning.

The expected outcome of this activity is student usage of Read&Write to improve learning.

Table 8	
SOFTWARE TO SUPPORT STUDENT LEARNING: TIMELINE OF ACTIVITIES	
Date	Description of Activity
Elementary Mathematics Tool: iReady	
6/2021	Secure iReady contract
7/2021	Data Integration Diagnostic Data Chat (Local Assessment Considerations)
8/2021	Professional learning for Elementary Mathematics Specialists and K-5 teachers Administer beginning of year diagnostic Analyze student data
8/2021 – 5/2022	Teachers use assigned standard feature as well as the personalized pathway feature to prepare and plan for student work Teachers monitor and gather evidence of student progress, using the iReady dashboard, for use in ALP meetings
10/2021	Professional learning for K-5 teachers and Elementary Math Specialists: Interpreting Beginning of Year Diagnostic Data
1/2022	Administer middle of year diagnostic Analyze student data
1/2022	Administer middle of year diagnostic Analyze student data Gather teacher feedback through survey
2/2022	Professional learning session for K-5 teachers and Elementary Mathematics Specialists: Interpreting Growth Data
5/2022	Administer end of year diagnostic Analyze student data
Secondary Mathematics Tool: ALEKS	
6/2021	Secure ALEKS contract
7/2021	Data Integration Diagnostic Data Chat (Local Assessment Considerations)
8/2021	ALEKS training with all secondary mathematics teachers Administer beginning of the year diagnostic

	Analyze student data
8/2021 – 12/2021	Teachers monitor progress in personal pathways Teachers create assignments and ALEKS reporting features
12/2021	Collect teacher and student feedback on ALEKS
1/2022	Collect systemic data on student growth from ALEKS platform for fall semester high school mathematics courses Administer beginning of the year diagnostic for spring semester high school mathematics courses
1/2022 – 5/2022	Teachers monitor progress in personal pathways Teachers create assignments and ALEKS reporting features
5/2022	Collect teacher and student feedback on ALEKS
6/2022	Collect systemic data on student growth from ALEKS platform for spring semester high school mathematics courses and yearlong middle and high school courses
Google Enterprise	
6/2021	Secure contract for one-year of systemic licenses
7/2021 – 6/2022	Teacher, staff and student usage of Google Enterprise
Read&Write Text Help	
6/2021	Secure contract for three years of systemic licenses
8/2021	Promote Read&Write to administrators and teachers during professional learning
8/2021 – 8/2024	Seamless use of software by FCPS students Access usage reporting each semester

ENGLISH LEARNER LITERACY COACHES

FCPS has a growing number of secondary English Learner (EL) students who enroll our middle and high schools with interrupted and/or limited formal education and no foundational literacy skills. Secondary school teachers are typically not trained to teach foundational literacy skills. Through ARP ESSER funds, FCPS will hire two literacy coaches - a retired literacy specialist or teacher skilled in teaching early literacy skills - to work with our secondary EL students to build foundational literacy skills.

The literacy coaches, working on an hourly basis, will teach basic phonics and syntax skills that are a prerequisite for reading fluently with a focus on accelerating students with interrupted formal education (SIFE) to access mainstream reading or content as quickly as possible. The literacy coaches will be housed at Gov. Thomas Johnson High School and Frederick High School and will support students at those schools and their feeder middle schools. The overwhelming majority of our SIFE students are located within the attendance areas of these two schools.

Bus Passes: Our secondary EL students with children often have difficulties getting to and from school due to issues with their children. These students often do not have the funds necessary to take their children to child care and then proceed to school. As such, the tendency is for these students to not come to school and, eventually, drop out. By providing students with bus vouchers, we will remove

transportation as a barrier for attending school. Bus passes will be purchased by the FCPS International Office and distributed by the EL Community Liaison.

These two activities address the needs of our secondary EL students, with the literacy coaches focused on those with an interrupted formal education. SIFE students often perceive reading as a barrier and obstacle too difficult to overcome, negatively impacting their engagement and success in school in all content area classes. As such, many tend to drop out of school. A dedicated literacy coach for these students will not only teach foundational literacy skills, but also build relationships with these students and with school staff to support their engagement and connection in schools. And by providing our EL students with children bus passes, we are removing obstacles and barriers from them attending school and preventing drop out.

The expected outcome of this activity is to improve the foundational literacy skills of EL students within the context of their existing secondary courses and to decrease the dropout rate among EL students with children.

Table 9 EL LITERACY COACHES: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
8/2021	Advertise and hire literacy coaches
8/2021	Purchase bus passes from the City of Frederick
8/2021 – 5/2022	Bus passes used by EL students with children
9/2021 – 5/2022	Literacy coaches provide services to middle and high SIFE students

ARTS EDUCATION

There is a plethora of research that supports the positive correlation of arts involvement and various artistic and non-artistic outcomes. Quantitative research connects high arts involvement with higher standardized test scores, higher school engagement, student motivation and social-emotional wellbeing (Catterall, 2012; President’s Committee on the Arts and Humanities, 2014). Providing extension opportunities through an afterschool dance program and a Fine Arts summer camp will enhance a student’s creative experience and mitigate unfinished learning that occurred as a result of the pandemic. Lastly, elementary music teachers will engage in professional learning to gain a better understanding of the connection between music education and social-emotional learning.

Afterschool Dance Program: Dance is not currently a part of the middle school well-rounded curriculum. However, it is offered at select FCPS high schools. A middle school afterschool dance program will provide students at four middle schools with the opportunity to participate in eight weeks of afterschool dance instruction once a week. The targeted schools have high enrollments of students qualifying for Free and/or Reduced Meals and all four feed into high schools that currently offer dances courses. The program will serve a total of 200 students - 50 at each middle school.

ARP ESSER funds will be used to hire two contracted dance instructors to facilitate the afterschool dance program. Outside contracted dance instructors are necessary because FCPS does not currently have any certified middle school dance teachers. The dance program will be held once a week for one hour at each school for eight weeks. The dance instructors will jointly facilitate each class and will rotate to each middle school for one day during the eight-week session. ARP ESSER funds will also be used to purchase dance shoes for students, portable Bluetooth speakers and miscellaneous instructional materials.

During the pandemic, middle school students had a dramatic reduction in elective/arts coursework and experiences due to the constraints of the virtual and hybrid models. Additionally, students who are accessing dance education outside of the school day are generally more affluent and can afford the financial investment of studio dance classes. Offering a free opportunity for dance instruction will open up an avenue for social-emotional expression, artistic and creative expression, social and physical engagement for the whole child, and potentially ignite a future college and career pathway of interest for students who otherwise do not have access to dance.

Expected outcomes of the project are an increased enrollment in high school dance programs in those feeder patterns, as well as feedback as a field test of interest for introducing dance into the middle school curricular program.

Summer Arts Camp: Through ARP ESSER funds, FCPS will offer a Summer Arts Camp sponsored by the Academy for Fine Arts, located at Gov. Thomas Johnson High School. The four-day camp will be offered to students in grades 3-5 from 9 AM - 2 PM at Gov. Thomas Johnson High. Breakfast and lunch will be provided each day through the FCPS Department of Food and Nutrition Services. Transportation will be provided through ARP ESSER as part of the "Summer Programs Transportation" activity described earlier in this application.

Campers will be able to focus on music, dance, drama or visual art, but will also participate in small workshops in each of the areas. Campers will participate in daily instruction through project based-learning and view performances/exhibitions by professionals. The primary instructors will be four teachers from the Academy for the Fine Arts program in the areas of music, art, dance and drama. High school student volunteers from the Academy for the Fine Arts will serve as program assistants. The camp will conclude with a showcase for parents/guardians where students demonstrate some of what they learned during the week. The camp will serve a total of 100 students and will be free of charge.

During school year 2020-2021, arts teachers anecdotally reported a significant number of students who were not able to fully access or participate in their arts courses while engaged in virtual or hybrid learning. Many students were unable to perform or sing at home due to various circumstances such as space restrictions, other siblings engaging in school work online, parents working from home, instruments needing repair and inability to have the appropriate equipment at

home (e.g., kilns for pottery, shakers, recorders, Orff instruments, large percussion).

Students who are accessing Fine Arts education (e.g., voice, music or dance lessons) outside of the school day are generally more affluent. Offering a free opportunity to participate in the Summer Arts Camp will open up an avenue for social-emotional expression, artistic and creative expression, social and physical engagement for the whole child, and potentially ignite a future college and career pathway of interest for students who otherwise do not have access to dance.

The outcomes for this activity are to increase enrollment in Fine Arts elective courses in middle school, provide instruction for students who had reduced opportunities for the arts due to the virtual and hybrid models of instruction and provide opportunities for Academy of Fine Arts students to engage in community service.

Music Teacher Professional Learning: Elementary general/vocal music teachers will be invited to participate in a book study with the Elementary Curriculum Specialist for Visual/Performing Arts and a teacher leader. The study will focus on the book, Music Education and Social Emotional Learning, by Scott Edgar (GIA Publications, 2017). Elementary music teachers are in a unique position in that they potentially nurture students over the course of their entire elementary experience; for some students, this could be as much as seven years (PK-5). The book study will provide music teachers with an opportunity to better understand how to engage with students who rely on school staff as the “constant” in their life would be invaluable to students who may not have such consistency outside of school. The book study will be offered for MSDE credit. ARP ESSER funds will be used to purchase the books.

Table 10 ARTS EDUCATION: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
Afterschool Dance Class	
9/2021	Contract with dance instructors
9/2021	Advertise dance program to targeted schools, disseminate applications to schools
10/2021	Notify students of acceptance into dance program
10/2021	Purchase dance shoes and other materials
10/2021 – 12/2021	Implement 8-week dance program
12/2021	Administer student and parent/guardian surveys
1/2022	Evaluate dance program
Summer Arts Camp	
1/2022	Visual/Performing Arts (VPA) office collaborates with Fine Arts Academy teachers on camp program and curriculum
2/2022	Summer Arts Camp is publicized to elementary schools
3/2022	Begin camp registration
3/2022	Recruit high school student assistants from the Academy of Fine Arts
4/2022	Contract with guest artists

4/2022	Purchase supplies
5/2022	Finalize student enrollment and send parent/student information letter
6/2022	Implement Summer Arts Camp
7/2022	Debrief Summer Arts Camp with camp staff
Professional Learning for Music Teachers	
10/2021	Curriculum Specialist and teacher leader outline MSDE course
11/2021	Course outline submitted to FCPS Department of Organizational Development for approval
12/2021	Elementary VPA office announces the professional learning opportunity to teachers for MSDE credit upon course approval
1/2022	Purchase books
3/2022 – 5/2022	Virtual course will be implemented using the Schoology platform
6/2022	Teacher evidence of learning and application will be submitted for MSDE credit

SOPHOMORE COLLEGE EXPERIENCE

FCPS will collaborate with Frederick Community College (FCC) to provide a college experience for tenth grade students to increase the awareness of college culture and programs. Students will travel to FCC for programming with student activities and academic engagement. Students will tour the campus, be briefed about the dual enrollment program and learn about the FCC admissions process and financial aid. FCC has already signed a letter of commitment in support of this activity.

Schools with levels of participation in dual enrollment courses lower than the FCPS average will be targeted for participation. And at those schools, students that are underrepresented in FCPS dual enrollment programs will be targeted for participation. Approximately 1,600 students - half of our 10th grade enrollment - will participate in the sophomore college experience. The FCC visits will take place over several weeks in early spring 2022 and 2023. ARP ESSER funds will be used to provide FCPS buses to transport students to FCC. Students will be on campus for approximately five hours. Bagged lunches will be provided by the FCPS Department of Food & Nutrition Services.

Student access to advanced coursework and knowledge about college programming has been impacted by virtual schooling. When in school, counselors and schools work diligently to ensure all students hear messaging around college readiness and programs, but that messaging has been disrupted for students and families over the last 18 months.

FCPS high schools with lower levels of dual enrollment participation also enroll in those courses fewer low-income students, students of color, English learners, students with disabilities and students experiencing homelessness. The Sophomore College Experience at FCC is intentionally designed to provide higher education awareness to these groups of students.

The expected outcomes of the Sophomore College Experience are to increase participation of underrepresented student groups in dual enrollment courses and to increase student knowledge and interest in FCC.

Table 11 SOPHOMORE COLLEGE EXPERIENCE: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
9/2021 – Ongoing	Meet with FCC to plan activities/program
10/2021	Work with target high schools to identify students for the experience
11/2021	Advertise the experience to students
12/2021	Work with FCPS Transportation Department on bus reservations and Food & Nutrition Services on bag lunches
1/2022	Disseminate field trip permission forms
2/2022 – 3/2022	Implement the experience
4/2022	Reflect and plan for 2023

ENGLISH LEARNERS DUAL ENROLLMENT MATERIALS

English Learner (EL) students access advanced coursework at lower rates as compared to their non-EL peers (Callahan & Shifrer, 2016). Offering EL students with advanced coursework options like dual enrollment courses in partnership with local institutions of higher education creates a more equitable learning environment for these students and can bolster achievement in both language acquisition and academics (Kanno, Y., & Kangas, 2014).

With the start of the 2021-2022 school year, FCPS and Frederick Community College (FCC) are launching “Pathways,” an EL dual enrollment course. The four high schools with our largest EL student enrollment will offer a high school-based dual enrollment course that will satisfy an FCPS credit toward graduation and earn FCC credit. Through ARP ESSER funds, students will be equipped with the required course materials including textbooks, workbooks and an audio CD package.⁹ Approximately 55 EL students from across the four high schools will participate in the dual enrollment course.

Pathways, and the student materials purchased with ARP ESSER funds, will remove obstacles and barriers for EL students’ equitable participation in advanced coursework. As EL students are widely underrepresented in advanced courses, including dual enrollment, they often experience lower sense of belonging and increased stereotype threat. These feelings of disconnectedness from school were intensified during the COVID-19 pandemic period, as many EL students disengaged with schools. Students who feel stigmatized or experience identity threat spend energy paying attention to potential threats from their environment which negatively impacts their sense of belonging (Purdie-Vaughns et al., 2012).

⁹ For all other dual enrollment courses, students purchase the required course materials.

Providing students with the required materials for participation in advanced coursework will promote a sense of belonging in school, thus reducing feelings of stigma and stereotype threat and increasing engagement in school.

Expected outcomes in this activity include a reduction in financial barriers to participating in a dual enrollment course, improved sense of efficacy for successful completion of the course and success in the course by way of attendance and academic performance.

Table 12 EL DUAL ENROLLMENT MATERIALS: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
8/2021	Purchase textbooks
8/2021	Distribute materials to participating schools

HISTORY IMMERSION EXPERIENCE

Working in collaboration with local education and business partners, FCPS will bring history to life in an immersive program for 8th grade students from our five high needs middle schools. Students from the targeted schools will participate in a historically-based geocaching scavenger hunt in downtown Frederick for a full day in May 2022 and May 2023. The program will place specific emphasis on the totality of Frederick City and County history, including the rich history of Frederick’s vibrant African American community. The program will be offered across multiple days so that each participating school has its own day to engage in the planned activities. Approximately 1,200 students will participate in the History Immersion Experience each year. ARP ESSER funds will be used for transportation, hire consultants to develop the experiential learning activities and purchase miscellaneous instructional materials.

Prior to their downtown immersion day, students will engage in lessons to prepare them for their history experience. Lessons will include an introduction to geocaching and Frederick City and County history. Follow up lessons will also be conducted to debrief from the experience.

Students will work in teams to explore the local history of downtown Frederick City through geocaching and experiential historical activities provided by local partners including Surelockedin.com, the National Civil War Medicine Museum, the African American Resources Cultural and Heritage Society and the Frederick Historical Society. Students will use their map skills to navigate the downtown area under the supervision of teachers and chaperones, collecting clues about local history to solve a local history mystery/issue as they move from activity to activity.

The physical limitations of space in the past 18 months due to the pandemic have taken a toll on our students, leaving many to feel isolated and disconnected from their schools and greater communities. Academic performance declined as students disengaged with virtual and hybrid learning. Under-resourced communities, especially communities of color, were negatively and disproportionately impacted by the pandemic. The physical and emotional isolation experienced by students, coupled with the social upheaval of the past year, necessitates intentional educational opportunities for students to reconnect with their greater communities and within their schools, as well as foster an increased understanding of the rich history of all voices who contributed to the historical narrative in American History.

The expected outcome of this activity is to provide an immersive experience for schools with high need populations, who typically cannot afford to participate in experiential programs, that address the isolation that students experienced during the pandemic.

Table 13	
HISTORY IMMERSION EXPERIENCE: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
9/2021	Meet with stakeholders from community groups to create a program team Meet with principals of targeted schools for program overview
10/2021 – 12/2021	Planning team develops variety of experiences for students Work with FCPS Transportation Department to arrange buses
1/2022 – 3/2022	Development of pre- and post-experience lessons and materials
3/2022 – 4/2022	Develop and print immersion day materials
5/2022	Distribute materials to participating schools Confirm transportation for each school and dates of attendance Teachers deliver pre-experience lessons in class Conduct immersion experience Teachers deliver post-experience lessons in class Survey students and teachers
6/2022	Team debriefs and revises program as needed

WOMEN’S HISTORY COURSE DEVELOPMENT

The Secondary Social Studies team in the FCPS Department of Curriculum, Instruction and Innovation will collaborate with secondary teachers and local higher education experts in the development of a women’s history elective course for high school students. As an historically marginalized group women, and especially women of color, are often missing from the greater historical narrative. The development of a women’s history course promotes the agency of women in the curriculum and provides opportunities for students to see themselves reflected in the historical discourse.

ARP ESSER funds will be used to compensate teachers to participate in a two-week workshop in June 2022 and again in June 2023, as well as to contract with a higher education expert in the field. During the first workshop in June 2022, the course

skeleton will be developed including unit topics, abstracts, essential questions and essential curriculum standards. The second curriculum workshop held in June 2023 will focus on curating materials for use in course instruction and professional learning for course teachers. The course will be piloted in fall 2023 and will be available to all junior and senior high school students, with an expected systemic enrollment of 400 students per year across our ten comprehensive high schools.

Due to the physical closing of learning spaces during the pandemic and difficulties engaging students in virtual and hybrid learning, innovative curriculum projects are needed to reengage students in learning. When students do not “see themselves” in the curriculum they are less likely to engage in curricular content. Women, though comprising 50% of the population, have historically been marginalized in the core and elective course curricula. Providing a course specific to the history of 50% of the student population can help to reengage students in learning. Further, intentionally focusing on intersectional identities provides agency for students of color, with disabilities, English Learners and students facing socio-economic challenges as gender cuts across these groups.

The expected outcomes of this activity are to broaden course opportunities for high school students by addressing topics of historical marginalization and to provide educational opportunities for historically marginalized populations to “see themselves” in the curriculum.

Table 14	
WOMEN’S HISTORY COURSE DEVELOPMENT: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
9/2021 – 12/2021	Gauge teacher interest in participating in course writing and school interest in piloting the course
3/2022	Engage expert consultant for work in June 2022
4/2022	Seek teacher participation in summer curriculum development workshop
5/2022	Confirm teacher and consultant participation
6/2022	Hold curriculum development workshop Build course skeleton, units, abstracts, essential questions, standards
9/2022 – 11/2022	Secondary Social Studies team and expert finalize course standards, abstracts and essential questions
3/2023	Recruit teachers to participate in June 2023 workshop Submit course standards to Frederick County Board of Education’s (BOE) Curriculum and Instruction Committee for approval
4/2023	Course Standards reviewed by the full BOE for approval
6/2023	Hold curriculum development workshop Curate materials for teaching each unit Conduct Professional Learning with teachers who are teaching the course
8/2023 (fall semester)	Course piloted

ACADEMIC SUPPORT TEACHERS

To address the academic development component of the Whole Child, FCPS will use ARP ESSER funds to support the addition of seven FTE academic support teachers. In FCPS, academic support teachers include intervention teachers, literacy specialists and mathematics specialists. Additional academic support teachers are more crucial now than ever before as schools work to address unfinished learning caused by lost instructional time.

Academic support teachers work individually with students and in small groups to provide interventions and instructional expertise, as well as prescribe appropriate instructional methods and strategies for students. These teachers also assist in assessing the strengths and needs of students, engage in student progress monitoring and lead school-level professional learning.

Academic support teachers will address the needs of all students in their buildings as they assess unfinished learning, prescribe instructional strategies for students and engage in student progress monitoring. The expected outcome of this activity is increased student achievement in the schools gaining these positions.

Table 15	
ACADEMIC SUPPORT TEACHERS: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
5/2021	Recruit 7.0 FTE academic support teachers
8/4/2021 – 8/10/2021	Academic support teachers attend FCPS' New Hire Symposium Teachers new to the profession assigned mentor
8/11/2021 – 8/17/2021	Academic support teachers participate in systemic professional learning and prepare for school opening
8/18/2021	School begins

SCHOOL COUNSELORS

To address the social emotional development component of the Whole Child, FCPS will use ARP ESSER funds to support the addition of 15 FTE school counselors. In FCPS, school counselors monitor and promote student potential in pre-kindergarten through grade 12. Counselors intervene to help students cope successfully with developmental tasks and crises. Counselors meet individually, in small groups and with families to address crises and problems specific to an individual or group. They conduct classroom sessions to provide appropriate developmental instruction in educational and career decision making and interpersonal skills development. Issues that counselors address include emotions, cognitions, learning, planning, college scholarships and other forms of post-secondary options, graduation information, testing information and class schedules. Counselors interact with community services, address developmental needs, help with the orientation of new students and provide information about FCPS programs.

By the very nature of their positions, the school counselors hired with ARP ESSER funds will address the social emotional needs of all students in their buildings. School counselors are trained to recognize individual and group differences and strive to equally value all students and groups. School counselors work to ensure that all students are seen, heard and supported. The expected outcome of this activity is increased student well-being.

Table 16 SCHOOL COUNSELORS: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
5/2021	Recruit 15.0 FTE school counselors
8/4/2021 – 8/10/2021	Counselors new to FCPS attend New Hire Symposium
8/11/2021 – 8/17/2021	Counselors participate in systemic professional learning and prepare for school opening
8/18/2021	School begins

SPECIAL EDUCATION SUPPORT

Of all students, those with special needs have been especially hard hit by the pandemic. While most students have had routines and life interrupted, students most affected by that disruption are those with special needs. In the field of special education, one of the strategies that works best is structured routine - and that routine disappeared with the pandemic (Martel, 2009).

FCPS will use ARP ESSER funds to hire 23.5 FTE special education teachers to lower the special education teacher to student ratio. This is especially crucial as we work to mitigate the impact of unfinished learning caused by lost instructional time during the pandemic.

In addition to hiring additional special education teachers, ARP ESSER funds will be used to provide 370 special education teachers with an additional 21 hours of time beyond their contracted work day to complete the following activities:

- Planning and preparing Individual Education Programs (IEPs)
- Engaging in student progress monitoring and data analysis
- Analyzing and writing assessment reports
- Creating and designing Specially Design Instructional (SDI) materials

This additional time will provide students with disabilities with access to rigorous, results-driven Individual Education Programs as well as specially designed instruction that meet their unique needs.

Lastly, ARP ESSER funds will be used to provide 75 Speech-Language Pathologists (SLPs) with an additional 28 hours of time days beyond their contracted work day to complete the following activities:

- Planning and Preparation of Individual Education Programs

- Student progress monitoring- data analysis
- Assessment Reports- analysis and write-up
- Creation of Specially Designed Instructional (SDI) materials

This additional time will directly support FCPS students with disabilities that have IEPs. SLPs will have time to create IEPs that demonstrate the student’s need as highlighted in the Present Levels of Academic Achievement and Functional Performance (PLAAFP). In addition, SLPs will have time to have meaningful engagement with families/guardians to gain a deeper understanding of the potential learning loss that may have occurred as a result of the COVID-19 pandemic.

The expected outcome of this activity is gains in special education student achievement as measured against IEP goals.

Table 17 SPECIAL EDUCATION TEACHERS: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
5/2021	Recruit 23.5 FTE special education teachers
8/4/2021 – 8/10/2021	Special education teachers attend FCPS New Hire Symposium Special education teachers new to the profession assigned mentor
8/11/2021 – 8/17/2021	Special education teachers participate in systemic professional learning and prepare for school opening
8/18/2021	School begins
9/2021 – 6/2022	Special education teachers and SLPs access additional hours provided through ARP ESSER

SUPPORTING SAFE & HEALTHY STUDENTS

The nine activities including under the theme, *Supporting Safe and Healthy Students*, are directly aligned with the FCPS priority of focusing on the Whole Child.

OUTCOMES-BASED MEASUREMENT SYSTEM

As the FCPS Department of Student Services ramps up mental health supports, it is critical that we measure the effectiveness of district-provided therapeutic supports. To this end, screening elementary students for social-emotional well-being in schools that implement the comprehensive school psychology model will assist FCPS staff in their ability to target Tier Two and Tier Three interventions preventively, rather than reactively. Student Services staff reviewed research-based models from several vendors and selected the evidence-based measurement systems created by Greenspace and DESSA. ARP ESSER funds will be used to purchase access to both platforms.

Greenspace provides a user-friendly online, HIPAA compliant platform for the regular measurement and analysis of student progress in several applicable categories. The platform is specifically designed for use by behavior health providers to review assessment results and statistical displays of aggregated data. Assessments measure depression, anxiety, post-traumatic stress disorder, ADHD, grief, functioning, self-esteem and social support. The assessments can be completed on computers, tablets or phones and take minimal time to complete. Data is collated into easy-to-use reports, making progress readily apparent and allowing for timely change in intervention strategies when needed.

The DESSA Comprehensive SEL System (DESSA System) supports student social and emotional learning (SEL) by providing administrators, educator, staff, parents and students with accurate and actionable data about students' social and emotional strengths and needs. The CASEL-aligned DESSA System is well-suited to inform and support the implementation of an SEL curriculum¹⁰ by providing data that can guide intervention activities at the individual student, small group, classroom, school or district level; monitor students' progress in building social and emotional skills; evaluate the impact of SEL interventions; and support Continuous Quality Improvement efforts to promote optimal SEL outcomes for our students.

The DESSA System includes a brief, one-minute universal screener of social and emotional competence, with detailed assessment of specific social-emotional competencies aligned to the CASEL framework. DESSA results can then be used to differentiate SEL instruction. DESSA includes research-based strategies to promote social-emotional competence at the universal, small group, individual student and home-based levels. It provides ongoing progress monitoring and outcome evaluation tools.

Individual and group therapy, SEL, intensive case management and parent support are all evidence-based approaches that FCPS employs to address behavioral health concerns impacting students' access to learning. Measures that are currently available (e.g., test scores, attendance, behavior data) are insufficient for FCPS mental health practitioners to ascertain and document incremental progress toward longer-term goals such as academic performance and pro-social behavior. Different tools, along with regularly scheduled progress monitoring, are needed to measure intervention efficacy and guide decision-making. Mental health interventions, like academic interventions, require a measurement-based approach to achieve robust results. Just as academic interventions are changed when progress is lacking, therapists should adopt their therapeutic approach based on data.

¹⁰ The PATHS SEL curriculum is used in every FCPS elementary school. Beginning with the 2021-2022 school year, School Connect will be implemented in all middle schools. A high school SEL curriculum will be piloted in the 2021-2022 school year.

The Centers for Disease Control reports that during the pandemic, *rates of children ages 5 - 17 who visited emergency departments due to mental health concerns rose between 24% and 34%* (Leeb, et al., 2020). We know that once we open the school house doors, we will be welcoming students who have experienced unprecedented levels of stress. Unaddressed, or inadequately addressed, mental health concerns present challenges to individuals and school safety and disrupt students' ability to access their educational programs. Improved mental health and foundational social-emotional skills set students up for academic success.

The expected outcome of this activity is improved social-emotional outcomes for students using baseline Greenspace and DESSA assessments and timely adjustments to student mental health interventions.

Table 18 OUTCOMES-BASED MEASUREMENT SYSTEM: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
9/2021	Procure Greenspace and DESSA licenses
10/2021	DESSA baseline assessments
10/2021 – 6/2022	Regular assessments using Greenspace, usually every 2 to 4 weeks
10/2021 – 6/2022	Monthly supervisory monitoring of Greenspace-generated data
11/2021	Interim DESSA data analysis
2/2022	Interim DESSA data analysis
6/2022	End of year DESSA data analysis Intervention outcomes report using DESSA and Greenspace data

BEHAVIOR SUPPORTS

FCPS will use ARP ESSER funds for several activities to support student behavior. A second Teacher Specialist for Behavioral Interventions and Supports will be hired to work alongside the current Teacher Specialist in implementing behavioral services and supports at the elementary level. The Teacher Specialist -

- Plans, organizes and conducts professional learning for school-based staff and related service providers, including the FCPS Transportation department and families.
- Provides school-based support in identifying and modeling effective behavioral interventions.
- Works with instructional assistants in providing supports to students demonstrating at-risk behaviors, including modeling and providing them with ongoing training.
- Collaborates with Special Education department staff to ensure behavioral supports are appropriate for students with IEPs.

- Assists schools in the Functional Behavioral Assessment (FBA)/Behavior Intervention Plan (BIP) development process, including training and support to team members as needed.

The hiring of an additional Teacher Specialist for Behavioral Interventions and Supports would allow each specialist to narrow their focus to two feeder patterns at the elementary level, thereby minimizing the number of schools they support and increasing the amount of time they can spend in any one location supporting students with behavioral challenges.

During the pandemic, those affected by emotional, behavior and psychiatric disorders tend to be more numerous than those diagnosed with the coronavirus (Brooks et al., 2020). As students return to school, we understand that many will be returning with mental health, emotional and behavioral issues that must be addressed. Teacher Specialists for Behavioral Intervention and Support are directly responsible for helping to increase student access to their educational program through thoughtful application of behavioral, social and emotional learning strategies.

The primary goal of the FCPS behavior team is to provide early intervention to students with behavior challenges to minimize the likelihood of them being identified for special education services. The outcome of this activity is thus to reduce the number of special education referrals at the schools served by the Teacher Specialists.

Registered Behavior Technician (RBT) Training: Currently, school-based Behavior Support Specialists are required to have a social work or school counseling background. This can lead to gaps in their ability to utilize applied behavior analysis, which is an essential component of the Behavior Support Specialist's work. By providing Registered Behavior Technician (RBT) training, staff will have the appropriate level of knowledge to increase their understanding of data analysis and behavioral modification techniques. ARP ESSER funds will be used to purchase access to the on-line training.

The 40-hour RBT training is self-paced and can be spread over time. School-based staff will have time during their contracted work day to complete the training. A total of 65 staff in 29 different schools, including Rock Creek School and Heather Ridge School¹¹ will be eligible for this professional learning opportunity. In addition, several Student Services staff who serve all FCPS schools will participate in RBT training.

¹¹ Rock Creek School provides special education programs for students, ages 3 -21, with complex medical conditions and severe intellectual, physical, emotional, hearing, vision and learning disabilities. Heather Ridge School provides an alternative education program for secondary students who require a highly structured setting.

As students return to school, we understand that many will be returning with mental health, emotional and behavioral issues that must be addressed. Our school-based Behavior Support Specialists must be positioned to implement behavioral modification techniques, assess the impact of those techniques on students and analyze the resulting data. Students who exhibit challenging behaviors in school often fall behind academically and have a hard time learning. By accurately analyzing data, Behavior Support Specialists will prescribe appropriate and impact interventions for students that lead to improved academic achievement.

The expected outcome of this activity is increased positive behavior of students served by Behavior Support Specialists as measured against their Behavior Intervention Plans.

Calm/Peace Corners: Calm corners are spaces in a classroom or school building where students can go to address social conflicts. ARP ESSER funds will be used to create at least one physical location in every elementary building where students can practice skills they have learned during their social-emotional lessons, as well as a place where teachers can privately engage students in restorative conversations. This activity will provide funds for each elementary school to purchase supplies from a curated list of sensory and calming tools.

Over the last five years, FCPS has placed an increasingly significant focus on social-emotional learning, restorative practices and non-exclusionary discipline practices. As students return to school after 18 months of social distancing and virtual learning, we anticipate that there will be some challenges in establishing relationships and engaging in positive social interactions. Calm/peace corners will provide students a safe space where they can work through their differences and engage in restorative conversations with each other and staff.

Table 19 BEHAVIORAL SUPPORTS: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
08/2021	Recruit and hire Teacher Specialist for Behavioral Interventions Supports
12/2021 – 6/2022	Purchase access to self-paced Registered Behavior Technician (RBT) course Behavior staff have six months to complete after registration
10/2021 – 6/2022	Funds available for schools to purchase Calm Corner materials from curated list of sensory and calming tools

MENTAL HEALTH SUPPORTS

The COVID-19 pandemic has taken a toll on mental health. According to the Director of the National Institutes of Mental Health (Gordon, 2021), adults are experiencing mental health challenges at nearly double the rate of pre-pandemic averages. He stresses that exposure to other severe stressors, like death/dying,

poor social supports and food/housing insecurity exacerbate the challenges the pandemic has presented and increase the likelihood of meeting clinical criteria for mental illness, including major depressive disorder and posttraumatic stress disorder. The CDC reports that during the pandemic, *rates of children ages 5 - 17 who visited emergency departments due to mental health concerns rose between 24% and 34%* (Leeb, et al., 2020).

Given the probability that mental health concerns for FCPS students have also increased, we must be prepared to expand available mental health supports. FCPS has already expanded its Community Agency School Services (CASS) partnerships to include for-profit agencies, and to require that agencies serving students in schools accept private insurance. CASS is a program of the FCPS Student Services Department that promotes school success by providing support services to middle school students experiencing social, emotional or behavioral challenges. Licensed certified social workers (CASS Coordinators) provide clinical case management to assist students and their families. FCPS must focus on two other critical and unmet needs: Those students who lack either public or private insurance and thus cannot access mental health treatment, and those who are grieving the loss of loved ones.

Contracted Therapy for Uninsured Students: Good mental health is foundational for academic success, but unfortunately the mental health treatment needs of FCPS students without insurance remain unmet. While there is ostensibly a way to obtain limited financing for treatment (commonly known as ‘grey zone’ funding, administered through the Health Department), this avenue is not really an option. The mechanism for reimbursement has broken down and behavioral health providers are unwilling to further engage until it is fixed. For instance, the only behavioral health partner agency that was willing to serve FCPS uninsured students through grey zone funding is no longer willing to do so, reporting that it has not been reimbursed for services rendered in over a year and a half.

The relationship between toxic stress and negative health and education outcomes is well documented. Effective interventions must address root causes, not just symptoms. For traumatized students that means accessing trauma-competent therapy to become ready and able to engage in educational programming. Through ARP ESSER funds, FCPS will contract with therapists who specialize in evidence-based trauma treatment to serve uninsured students, at no cost to students/families.

Students will be selected based on need as demonstrated by academic, behavior and attendance data and/or staff or parent/guardian report. Consents to exchange information between FCPS and the therapist will be obtained from the parents/guardians. Therapists selected for this project will:

- Be fluent in the student’s first language
- Provide weekly therapy to uninsured FCPS students, particularly those who are English learners

- Develop treatment plans and monitor outcomes using reliable and valid assessment tools
- Collaborate with other FCPS and community resources in a multidisciplinary approach to student health and wellbeing

In addition to the stressors of pandemic-related social isolation, financial hardship, and virtual learning, English learner students have been particularly impacted by lack of access to mental health therapy. Many of these students have experienced significant exposure to traumatic stress and are without documents, and thus are ineligible for state insurance.

Chronic absenteeism for some FCPS populations was particularly high this past year, but especially for EL students. FCPS RADAR (systemic dashboard) reports show that chronic absenteeism was highest among EL high school students and those who are economically disadvantaged, particularly at Frederick and Governor Thomas Johnson High Schools in FCPS. Sadly, English learners also have the highest cohort of drop-out rates. Assisting our most vulnerable students to access trauma-competent treatment has never been more important.

CASS Coordinators will facilitate this activity. This will be in addition to their other duties. Using ARP ESSER funds, CASS Coordinators will have available to them additional hours they will use to facilitate therapeutic services for uninsured students.

The expected outcome of this activity is therapeutic services to uninsured students from trauma-competent clinicians to improve student mental health.

Support for Grieving Students: The pandemic created multiple losses for our students and their families. Those who had suffered previous losses were made more vulnerable by the isolation, and those who lost loved ones during the pandemic had few options to access the healing support that shared time with others can bring. FCPS must be prepared to respond to unaddressed grief as students return to schools. Students are better able to focus on learning when they have support and strategies to manage challenges to their mental well-being.

Using ARP ESSER funds, FCPS will contract with a nonprofit grief support agency to provide referral services to students impacted by the loss of a loved one, and professional learning to FCPS behavioral health staff to increase staff capacity to support grieving students.

A total of four hours of professional learning will be offered, provided during already-existing staff meetings so that the negative impact on school-day responsibilities is mitigated. The nonprofit grief support agency will recommend strategies and resources to all FCPS counselors, teachers and administrators. Professional learning topics will include identifying grieving

students, beginning conversations about grief and the person who died, how to provide ongoing support and navigating local and national grief support resources, including the provision of recommended reading lists to help schools build their own resource libraries.

The expected outcome of this activity is that trained staff will increase their ability to support students experiencing grief and loss, leading to an increase in their ability to manage strong feelings and identify adults to whom they can turn to for support. It is expected that staff participating in professional learning workshops conducted by the nonprofit grief support agency will increase their knowledge of children’s grief perspectives and effective grief interventions with children.

Table 20	
MENTAL HEALTH SUPPORTS: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
9/2021	Initiate procurement of trauma therapist and bereavement services
9/2021	CASS begins planning training sessions with nonprofit grief support agency
11/2021	Contract in place for trauma therapist
11/2021 – 6/2024	Students identified for therapy, consents signed, treatment begins
11/2021	Grief support training begins for relevant FCPS staff
11/2021 – 6/2024	Referrals for additional support for students experiencing grief provided upon student identification
6/2022	Evaluation of grief support outcomes Evaluation of outcomes for students receiving therapy
6/2023	Evaluation of grief support outcomes Evaluation of outcomes for students receiving therapy
6/2024	Evaluation of grief support outcomes Evaluation of outcomes for students receiving therapy

PSYCHIATRIC SUPPORTS

ARP ESSER funds will be used to hire a 12-month school psychologist to serve as a member of the Child Find team. School psychologists are an integral part of the Child Find IEP team for our youngest learners (3, 4 and 5-year olds). Currently, FCPS does not have a school psychologist dedicated to Child Find. Such a dedicated position is necessary to participate year-round in Child Find’s screening and evaluation process and to provide timely and consistent services to Child Find students and families.

Over the past two years, over 900 IEP meetings were held for young children referred to Child Find to determine if they have an educational disability and, if so, begin receiving special education services. Not all of these meetings require a psychological evaluation but many require the presence of a school psychologist to determine if formal testing is required and to provide parents with information and suggestions to support their child.

In addition, the social isolation for parents and students caused by the pandemic is resulting in more parents reporting behavioral challenges with their preschoolers

and are thus bringing them to Child Find for evaluation. Finally, with the understanding of how trauma caused by poverty, homelessness, migration, educational disabilities and Adverse Childhood Experiences (ACES) impacts the brain, behavior and learning, an additional school psychologist is needed to not only assess students but to help create educational programs and provide professional learning to child care providers and parents on how to support students with trauma.

Early intervention is critical for students disproportionately impacted by the pandemic, including low-income students, students of color, English learners, students with disabilities and students experiencing homelessness. When students receive psychiatric support early in their lives, they have a significantly higher chance of being successful in school and throughout life. Having the expertise of the same school psychologist at all Child Find meetings will increase the opportunity for students and families to receive consistent support and information to address any early learning and social/emotional/behavioral needs.

The expected outcome of this project is to address the needs of our Child Find students and families in a consistent, timely and effective manner.

SEL Materials: The PATHS program is a comprehensive SEL curriculum that is evidence-based and proven effective for K-6th grade. It is grounded in the science of children's brain development, which has determined that children experience and react to strong emotions before developing the cognitive abilities to verbalize them. The PATHS curriculum has been shown to improve children's social and emotional skills which underly both effective behavioral and academic success. PATHS has been in use in all FCPS elementary schools since 2019. ARP ESSER funds will be used to purchase ten additional PK/K classroom kits needed due to enrollment growth.

In addition, ARP ESSER funds will be used to purchase an SEL curriculum to be piloted at the high school level. Two different curricula will be purchased - PATHS High School and SEL TV. This will allow us to discern which program would be best to use systemically at all ten comprehensive high schools. An assessment tool (DESSA mini), appropriate for use at the high school level, will also be purchased to field test in tandem with the two programs.

Directly teaching SEL skills has been shown to improve relationships between students and between students and teachers, thereby allowing students to feel safe and connected and available for learning. In addition, when SEL is directly taught, student behavior improves, thus allowing more time for direct instruction.

Research demonstrates a direct and positive correlation between student mental health and academic achievement and behavior in school. Mental health is not simply the absence of mental illness but also encompasses social, emotional and behavioral health and the ability to cope with life’s challenges. Left unmet, mental health concerns are linked to costly negative outcomes such as academic and behavior problems, school drop-out and delinquency. When students are suffering from homelessness, racial trauma, poverty, undiagnosed or untreated mental illness and/or a history of ACES/trauma, their ability to function in school decreases.

The expected outcomes of this activity are to have sufficient PATHS kits to serve all PK/K classrooms and to discern an appropriate SEL curriculum for implementation at the high school level.

Table 21 PSYCHIATRIC SUPPORTS: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
Child Find School Psychologist	
9/2021	Post the position in multiple professional sites
10/2021	Hire and onboard candidate
SEL Materials	
9/2021	Purchase 10 PK/K PATHS SEL kits
10/2021	Teachers are trained on the program
10/2021	Teachers implement SEL curriculum
9/2021	Purchase high school SEL curricula and assessment tool
10/2021	Teachers are trained on the SEL curricula and assessment tool
10/2021	Teachers complete the DESSA Mini assessment pre-test
10/2021	Teachers implement the high school SEL curricula
5/2022	Teachers complete the DESSA Mini assessment post-test
6/2022	DESSA results are analyzed and summarized
7/2022	High school SEL workgroup reviews quantitative and qualitative data and determines which, if either, curriculum is selected for implementation at all FCPS high schools

HOSPITAL TRANSITION PROGRAM

Each year, approximately 80 secondary school students in FCPS are hospitalized for mental health challenges. Given the impact of the pandemic on the mental health of our students, we anticipate this number to be higher in the coming years.

Students who have experienced mental health challenges serious enough to require hospitalization often struggle when returning to the general education environment, where classrooms and hallways are crowded and individual attention is in short supply. Newly discharged students often cite anxiety about returning to the everyday school pressures of the larger general

education environment. This anxiety can interfere with both attendance and the student's ability to learn.

FCPS will use ARP ESSER funds to create a learning environment that meets the need for trauma-competent support for students returning from hospitalization by combining small class size and individual academic attention with mental health supports to provide a successful transition back to the student's home school. The program will be housed at Heather Ridge School (HRS), a resource that includes available space within the building and a culture that supports programs for vulnerable students and has a trauma-informed faculty.

HRS will dedicate two classrooms to the Hospital Transition Program, with each classroom accommodating five students. It is expected that students will transition to their home school after ten to twelve weeks in the program, thus allowing us to serve between approximately 45 students each school year. The recommended staff will include a Hospital Transition Program Coordinator, who will manage the logistics of the program while acting as a liaison between the student and family, the student's medical team, FCPS and HRS. The program will be staffed by two certified teachers (one ELA and one mathematics) and two instructional assistants - one of each per classroom.

The 2021-2022 school year will be spent in preparation for instituting this new program, with launch expected in fall 2022. The principal of Heather Ridge will lead project development in collaboration with designated Student Services staff.

This project is designed to meet the needs of students impacted by emotional and mental health concerns to the degree that hospitalization has been necessary. Many of these students carry a high burden of adverse childhood experiences, and demographic information cited above will be analyzed to better understand the numbers of these who are represented in program participants.

The expected outcome is that 80% of students participating in the program will be ready to successfully return to their home schools within twelve weeks. Successful return will include school attendance at or above the average rate for the student's home school as well as passing grades for the first quarter at the home school. 85% of responding students and their parents will report satisfaction with the program as measured by an exit survey upon program completion.

Table 22 HOSPITAL TRANSITION PROGRAM: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
9/2021 – 12/2021	Gather research from other school-based and hospital-based transition programs
9/2021 – 12/2021	Site visits to local programs
1/2022 – 3/2022	Develop implementation schedule
1/2022 – 3/2022	Develop the referral and matriculation process, create written manual for FCPS staff
4/2022 – 6/2022	Advertise the program to middle and high school administration and counselors and other FCPS staff
5/2022	Provide opportunities for question/answer sessions to FCPS staff
6/2022	Post positions
7/2022	Hire candidates
8/2022	Onboard staff
9/2022	Launch Hospital Transition Program

SUICIDE AWARENESS & PREVENTION

This activity will focus on training secondary teachers in suicide awareness and prevention and implementing the Signs of Suicide program. Through a video and guided discussion, students learn to identify warning signs of suicide and depression in a single class period. At the end of the session, students complete a seven-question screening for depression to further encourage help-seeking. The curriculum raises awareness about behavioral health and encourages students to ACT (Acknowledge, Care, Tell). The Suicide Prevention Center, part of the U.S. Department of Health and Human Services' Substance Abuse and Mental Health Services Administration (SAMHSA) designated this intervention as a program with evidence of effectiveness.

ARP ESSER funds will be used to purchase Signs of Suicide's virtual training for 27 teachers, who will receive workshop pay for participating in this professional learning. Grant funds will also be used to purchase school licenses for all FCPS secondary schools. The Signs of Suicide program will be implemented in 8th grade health class and in high school health class (required for graduation) by trained teachers.

According to the 2018-2019 Youth Risk Behavior Survey for FCPS high school students, 14.2% of students have a plan to commit suicide and 17% have seriously thought about suicide. Those numbers are similar to the data found in the 2016-2017 and 2014 surveys and is also similar to state and national data (<https://www.cdc.gov/healthyyouth/data/yrbs/results.htm>).

Students have responded in informal surveys that their mental health has worsened during the pandemic. And the Centers for Disease Control reports that during the

pandemic, *rates of children ages 5 - 17 who visited emergency departments due to mental health concerns rose between 24% and 34%* (Leeb, et al., 2020).

The expected outcomes of this activity are:

- Decreasing the number of suicides and suicide attempts
- Encouraging personal help-seeking and/or help-seeking on behalf of a friend
- Reducing the stigma of mental illness and acknowledge the importance of seeking help or treatment

DATE (MO/YR)	DESCRIPTION OF ACTIVITY
9/2021	Purchase Signs of Suicide
10/2021	Train school points of contact (one teacher at each secondary school)
11/2021 – 5/2022	Implement Signs of Suicide in health education

SEXUAL ABUSE/ASSAULT PREVENTION

One in nine girls and one in 53 boys under the age of 18 experience sexual abuse or assault at the hands of an adult. The effects of child sexual abuse can be long-lasting and affect the victim's mental health. Victims are more likely than non-victims to experience the following mental health challenges (Finkelhor et al., 2014):

- Four times more likely to develop symptoms of drug abuse
- Four times more likely to experience post-traumatic stress disorder as adults
- Three times more likely to experience a major depressive episode as adults

FCPS has implemented lessons on sexual abuse and assault lessons for many years. However, the lessons need to be updated. ARP ESSER funds will support the development of new lessons as well as professional learning for teachers.

Elementary teachers will participate in a one-hour professional learning module developed by the Maryland State Department of Education and Maryland Public Television. Secondary health education teachers will participate in a one-hour professional learning module developed by Maryland State Department of Education and Maryland Coalition Against Sexual Assault. Curriculum writers will use information from the training to update prekindergarten through grade 8 and high school health education sexual abuse and assault lesson plans. Updated lesson plans will be implemented in the 2022-2023 school year.

Evidence shows that rates of sexual violence increase during states of emergency, including natural disasters, active conflict and health crises. National sexual violence

experts are concerned about decreased calls to Child Protective Services while, conversely, calls to the Rape, Abuse, & Incest National Network (RAINN) have drastically increased (Walker, 2020). Experts are concerned that the loss of a student’s safety net, specifically the school environment, and direct contact with mandated reporters, like teachers, increase the vulnerability of students. According to RAINN, 93% of perpetrators are known by the victim (Ibid.). Forcing students to stay at home during the pandemic increased the likelihood that the abuser had greater access to a student.

SEXUAL ASSAULT/ABUSE PREVENTION: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
9/2021	Elementary health leaders will complete the training module and develop guidance for school-based personnel
10/2021	Identified elementary school personnel will complete a one-hour professional development module
12/2021	Secondary health education leaders will develop guidance for all secondary health education teachers
1/2022	Elementary health leaders will update sexual abuse and assault prevention lessons
3/2022	Secondary health education teachers will participate in a one-hour professional development module
4/2022	Secondary health leaders will update sexual abuse and assault prevention lessons
8/2022	Teachers will receive training on updated sexual abuse and assault lessons
9/2022 – 5/2023	FCPS students will receive updated sexual abuse and assault prevention lessons

ELEMENTARY SUBSTANCE ABUSE PREVENTION PROGRAM

FCPS has had an elementary substance abuse prevention unit in place since 1996. However, only a few revisions have been made over the past 25 years. The unit must be revised to provide an updated instructional program that is consistent with current trends and pedagogy. Moreover, resources must be updated with a focus on specific support for students of families struggling with substance abuse and/or addiction. Themes of decision-making, goal-setting, self-management and self-advocacy are planned areas for expansion.

ARP ESSER funds will be used to complete a comprehensive revision of our PK-5 substance abuse prevention unit. This will include curriculum development in the form of written lesson plans, individualized instruction and standards-based assessments. When completed, the implementation of this activity will impact every elementary-aged student in FCPS; the substance abuse prevention curriculum is a required element of the Elementary Health Education program of instruction.

CDC data indicates that 13% of Americans reported starting or increasing substance use as a way of coping with stress or emotions related to the pandemic (Czeisler, 2020). As students spent increased amounts of time at home during the pandemic, it is likely that some will have witnessed substance abuse or even tried a drug. Research

shows that starting prevention education in early elementary school-aged children reduces chronic substance abuse in high school (National Institute on Drug Abuse, 2016).

The expected outcome of this activity is the revision and implementation of a substance abuse prevention curriculum that increases concentration on decision-making, goal-setting, interpersonal communication and self-management and equips students with the knowledge and skills to make impactful behavior choices.

Table 25 ELEMENTARY SUBSTANCE ABUSE PREVENTION CURRICULUM: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
9/2021	Assemble a qualified curriculum writing team of approximately 6-8 professionals
10/2021	Review current curriculum materials Identify gaps or voids in the current instructional model Map a plan for revision Assign writing tasks based on identified needs Begin creating assessments aligned to curriculum standards
11/2021	Write lessons that comply with COMAR mandates and Maryland state laws
12/2021	Apply standards of ethical principles in diversity, accessibility and inclusion Ensure quality control practices have been applied.
1/2022	Final review of curriculum materials, lessons, and assessments Prepare for field-test implementation
1/2022 – 2/2022	Identify schools for field-testing implementation (targeted poverty, ELL population, and/or specialized programs) Begin field-testing
2/2022	Modify or adjust materials, lessons and/or assessments
3/2022 – 5/2022	Full implementation in all elementary schools
6/2022	Collect impact data Identify any areas for further improvement Use report as a basis for planning additional curriculum development

MOVEMENT EDUCATION CURRICULUM DEVELOPMENT

Movement education is a cornerstone of FCPS elementary physical education curriculum. This program of instruction strives to build self-confidence, decision-making and mindfulness. Each of these character qualities are embedded elements in the required program of study, as stipulated in the content standards for elementary physical education. ARP ESSER funds will be used to develop curriculum and lessons for a traveling unit focusing on movement and social-emotional learning and to purchase instructional materials to be used with the unit.

This unit that will provide problem-solving experiences, present learning opportunities that challenge and motivate students and strengthen attitudes and perceptions about physical activity that build lasting and impactful mindsets, anchored in self-confidence and leadership development. The equipment purchased

will be packaged on a rotational schedule that can benefit every FCPS elementary school student.

Curriculum development will include written lesson plans, individualized instruction and standards-based assessments. Staff professional learning for safe use will also be an integral component of curricular implementation.

Learning is a fundamental process of repetitiously acquired information, physically, and/or cognitively, that the brain stores as knowledge. Much of what we have learned physically we still remember, because we take ownership of the physical activity. That is why brain researchers draw a difference between how we learn and what we store in memory. Although learning and memory are not the same, one cannot exist without the other. Movement education provides the interaction between discovery and memory. It also creates the ever so important environment for better learning. Children that are engaged physically and mentally will learn faster and retain more.

During the pandemic, particularly during the long months of lockdown, children were not moving. A study of Canadian parents completed an online survey that assessed immediate changes in child movement and play behaviors during the pandemic. Only 4.8% of children were meeting movement behavior guidelines during the pandemic (Moore et al., 2020). The data was even lower for children of color and children living in poverty (Ibid.).

The expected outcome of this activity is the creation of a movement education unit to be used in elementary physical education classes designed to build self-confidence, decision-making and mindfulness through the use of engaging and exciting equipment.

TABLE 26	
MOVEMENT EDUCATION CURRICULUM: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
9/2021	Purchase instructional materials
10/2021	Assemble a curriculum writing team Assign writing tasks based on identified needs Begin creating assessments aligned to curriculum standards.
11/2021	Curriculum writing
12/2021	Final review of curriculum materials, lessons and assessments Identify schools for priority implementation (targeted poverty, EL population, and specialized programs)
1/2022	Begin Year 1 implementation.
1/2022 – 6/2022	Continue rotation schedule at the identified schools Gather qualitative and quantitative data on student and teacher experiences using the movement education materials Ongoing – Modify or adjust lessons, lesson design, pedagogical strategies and/or assessments as needed
6/2022	Collect impact data Identify any areas for further improvement
7/2022	Movement Education Curriculum Writing – review and revise
9/2022	Full implementation at all elementary schools




SUPPORTING STAFF



FCPS recognizes that the COVID-19 has taken a toll not only on our students, but also on our staff. To that end, not only are we focusing on the Whole Child, but we are focusing on the Whole Adult. As the evolving pandemic situation continues, FCPS continues to support our employees in balancing their personal and professional responsibilities and prioritizing emotional, mental and physical health and well-being.

Leaders throughout FCPS - both in school buildings and Central Office - are being encouraged to focus on the three components of the Whole Adult as we welcome staff back into our buildings.

Chart 1
The Whole Adult

<p>THE PERSON</p> 	<p>THE JOB</p> 	<p>THE ENVIRONMENT</p> 
<p>Care: Know the story behind the person.</p>	<p>Mastery: Collaborate with staff to set goals and celebrate progress.</p>	<p>Model: Ensure that you have leaders/mentors/coaches in place who provide guidance and support.</p>
<p>Recognition: Express appreciation and value for your people.</p>	<p>Purpose: Ensure that all staff feels connected to the shared purpose of education students.</p>	<p>Connection: Create a sense of cohesion through the establishment of norms, values and friendships.</p>
<p>Growth: Know your staff's goals and ambitions.</p>	<p>Autonomy: Incorporate personal choice and shared decision making.</p>	<p>Fun: Education is hard work – cultivate fun.</p>

Teachers Advisory Council

FCPS has a variety of structures/methods in place to garner critical teacher feedback in the work being done to improve our schools and programs, including having teacher leaders participate in leadership positions at their school and having teachers serve as representatives on a variety of systemic groups (Education Reform Council, Teacher Evaluation Work Group, etc.). While these and other structures provide good avenues to garner pertinent teacher feedback on focused topics, now more than ever, FCPS would benefit from a structure to broaden the scope and hear the voice of our teachers as we reignite, reconnect and revolutionize through our pandemic journey. For this very reason, FCPS formed the Teachers Advisory Council in Spring 2021.

The purpose and role of the FCPS Teachers Advisory Council is to create a mechanism by which FCPS leaders can regularly and consistently garner input from a group of teachers on systemic topics. Not only will FCPS benefit from hearing a broader and more diverse teacher voice, but teachers will benefit from the opportunity to learn about the nature of systemic work and build an understanding of the influences on public education (federal legislation, state legislation, state board actions, local board actions and local policy and regulation, etc.). Membership council includes a broad and diverse group of teachers nominated by the Frederick County Teacher Association (FCTA), principals and central office staff.

The council meets monthly, after the contracted work day, and is co-led by the executive directors of Accelerating Achievement & Equity; Curriculum, Instruction & Innovation; and System Accountability & School Administration. ARP ESSER funds will be used to cover the costs of workshop pay to compensate teachers for their time in attending council meetings.

Agenda topics at Teachers Advisory Council meetings address all issues necessary to ensure that every student is seen, heard, known and supported academically, socially and emotionally and that their mental health needs are being meet. Through the diverse membership of the council (including teachers from rural, urban and suburban schools; teachers from high poverty schools; and highly diverse schools), we are ensuring that that needs of students disproportionately impacted from the pandemic are known, shared and addressed.

The expected outcome of this activity is that educators' voices are heard through monthly meetings of the Teachers Advisory Council.

Table 27 TEACHERS ADVISORY COUNCIL: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
9/2021 – 5/2022	Monthly meetings

HIRING & RETENTION INCENTIVES

Since the pandemic began, 180 teachers have retired. We are grateful for those who remain in the profession, and with FCPS. To that end, we are offering certified staff a \$1,200 retention incentive. To be eligible, certified staff must have been employed with FCPS effective 1 February 2021 through 30 November 2021. The incentive will be paid in proportion to each certified employee's FTE, e.g., a .5 teacher will receive a \$600 bonus. The retention incentive will be paid on 15 December 2021.

Bus Drivers & Food/Nutrition Workers: FCPS, like all districts in Maryland, is finding it extremely difficult to hire and retain bus drivers and Food and Nutrition Service (FNS) workers. These are two of the lowest paid positions in FCPS; additionally, many of these employees work less than a full 1.0 FTE due to the needs of the job. Staffing coordinators believe the current difficulty in filling these positions is a direct result of the pandemic and the increase in government support payments to individuals through unemployment payments, child care credits, rental supports, etc. Through the ARP ESSER grant, FCPS will initiate three incentives to assist in recruiting and retaining these critical positions - referral incentives, signing incentives and retention incentives.

A \$500 referral incentive will be paid to current employees after 90 days of post-training employment of the referred employee. The referral incentive will be available for staff who refer bus drivers and FNS workers.

A \$1,500 signing incentive will be paid to new employees at three intervals throughout the year: After the first 30 days of employment, on the 12/15/2021 pay and on the 6/15/2022 pay. If an employee separates from FCPS for any reason prior to 6/30/2022, full reimbursement of the signing incentive will be required. The signing incentive will be available for newly hired bus drivers and FNS workers.

A \$1,500 retention incentive will be paid to current bus drivers and FNS employees twice a year; to be eligible, employees must have been an active employee at the end of FY2021.

Substitute Teacher Incentives: FCPS is proposing a daily premium to substitutes who work on Monday, Fridays and the day before holidays. Historically, these are days with a higher volume of absences among our teaching staff. When we cannot fill teacher absences with substitutes, administrators, other teachers and support staff within the school fill these vacancies and pull them away from their regular duties. Prearranged substitute coverage allows for less disruption of instruction among to our students, which is vital as we address the unfinished learning caused by the pandemic. The reduction of daily scrambling for substitute coverage lessens stress to our staff and students. Historical trends show that we have more unfilled substitute requests at our urban schools which have higher enrollments of English learners and students eligible for Free and/or Reduced Meals. Thus, this incentive

will more directly students who have been disproportionately impacted by the pandemic.

FCPS proposes a daily premium of \$25 on these hard-to-staff days. In the 2021-22 school year, there are 71 such days on the calendar. We anticipate 240 vacancies on these days. We will track fill rates per school on these identified days and compare the rates to similar days in prior-pandemic years data.

The intended outcome of the hiring and retention incentives is to reduce the number of vacancies among bus drivers and FNS staff and to recognize and celebrate certified staff, bus drivers and FNS workers for remaining with FCPS. To measure this activity, we will track vacancy percentages compared to FY2018 and FY2019, two pre-COVID fiscal years to determine if these incentives decreased the percentage of vacancies for these positions.

TABLE 28 SUBSTITUTE INCENTIVES: ACTIVITY TIMELINE	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
9/2021	Advertise substitute incentive, beginning offering and paying substitutes
10/2021	Advertise referral, signing and retention incentives for Bus Drivers and Food & Nutrition Workers
10/2021 –6/2022	Pay Bus Driver and Food & Nutrition Worker incentives
12/2021	Pay teacher retention incentive
6/2022	Complete payments to substitutes

SUPPORTING TECHNOLOGY

Technology was the one element that connected teachers and students during the pandemic crisis. Both students and teachers rose to the virtual challenge. In a nationally representative survey of teachers and district leaders, Education Week found that 86% of teachers responded that their ability to use technology had improved during the pandemic (Education Week, 2020). Though frustrated with remote learning, largely due to the lack of in-person communication with students and colleagues, many teachers reported meaningful growth in using technology to improve instruction and learning (Ibid.). However, the pandemic crisis also exposed some challenges in the use of technology in education. The below activities respond to some of those challenges.

Student Device Repair & Replacement

ARP ESSER funding will be used to purchase student repair parts and replacements. Due to the increased use of and reliance upon technology to facilitate virtual and hybrid learning, it is essential that students have technology able to accomplish the appropriate functionality. The increased use of these devices has resulted in high volumes of damage, breakage and component failures. FCPS historically experiences a 5% breakage rate for student issued devices. The breakage rate has increased throughout the pandemic, in direct correlation with the increased reliance upon them for virtual learning.

Replacement student devices are needed to ensure that all student-issued devices are able to functionally support the technical demands of learning activities. Technology devices are not supported or maintainable indefinitely and are able to meet the requirements of software for a limited amount of time. As a result, industry standards for the devices FCPS issues to students dictate that they are only operationally viable for between three to five years. In order for FCPS to support technology learning activities with devices that can be reasonably expected to meet technical and security requirements, at least one fifth of student devices must be replaced annually.

FCPS primarily provides students with Chromebooks to access their course of instruction. Our primary grades use iPads, and some of our secondary courses of study require the use of MacBooks.

This activity ensures that all students will have access to the technology necessary to access instruction, be it in-person or virtually. This activity will also ensure that students without the means to purchase technology are able to participate in learning that relies on the use of technology.

The expected outcome of this activity is that all students have access to FCPS-issued devices as needed for their course of study.

Table 29	
STUDENT CHROMEBOOK REPAIRS & REPLACEMENT: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
7/2021	Order replacement parts through approved vendor/s (FCPS Bid List)
7/2021	Order devices through approved vendor/s (FCPS Bid List)
10/2021	Enter devices into inventory
11/2021	Distribute devices to schools

DATA CENTER INFRASTRUCTURE UPGRADES

The services necessary to support instruction, distance learning, routine operations and information security of FCPS rely upon the infrastructure within our data centers. Data centers are relied upon to store and disseminate timely, accurate and protected data to students, staff and families. It is essential that the systems and services maintained within the data centers are up-to-date, secure and scalable. ARP ESSER funds will be used to purchase the upgrades needed to ensure the continued reliability of FCPS information systems and services necessary to deliver instruction to all students and enable staff to efficiently perform their job functions.

Without maintaining the information systems within the data centers, it will become increasingly difficult for staff to rely upon the availability of the FCPS digital resources necessary to deliver instruction. The risk of a security incident will significantly increase, which would result in monetary loss, missed instructional day and damage to FCPS staff, students and families.

This activity ensures that all students will have access to software and data needed to access instruction. The expected outcome of this activity is data integrity.

Table 30 DATA CENTER INFRASTRUCTURE UPGRADE: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
9/2021	Put contracts in place with approved vendor/s (FCPS Bid List)
10/2021	Order component pieces from approved vendor/s (FCPS Bid List)
10/2021	Order equipment from approved vendor/s (FCPS Bid List)
11/2021 – 5/2022	Upgrade installation

CYBERSECURITY ENHANCEMENTS

Cybersecurity threats continue to increase exponentially. The education sector is an industry that maintains large quantities of valuable information and has a poor cybersecurity posture. One of the highest recommended actions recommended to reduce the risk of a cybersecurity incident is the use of Multi-Factor Authentication (MFA).

MFA, sometimes referred to as two-factor authentication or 2FA, is a security enhancement that allows you to present two pieces of evidence - your credentials - when logging in to an account. Credentials fall into any of these three categories:

- Something you know, like a password or PIN
- Something you have, like a smart card
- Something you are, like a fingerprint

Credentials must come from two different categories to enhance security; entering two different passwords would not be considered multi-factor. For FCPS, the two factors would be a user’s password and identification badge.

FCPS has been purchasing identification badges capable of holding a readable certificate for some time. However, a large majority of FCPS user facing systems lack the capability of reading the digital certificate on badges. ARP ESSER funds will be used to purchase Near Field Communications readers that connect to preexisting endpoints, thus enabling the use of FCPS badges for access to information systems capable of accessing secure student, staff and organizational data.

An information security project such as this impacts every aspect of how instruction is eventually delivered to all students. In a distance learning environment, or instruction that relies heavily on the use of technology, the potential for a security compromise is extremely high. By implementing basic best practice security controls, FCPS is meeting the minimum expectations and trust placed in the organization by the students and staff who provided the data. Additionally, security compromises have resulted in many districts across the country ceasing the delivery of instruction for extended periods of time.

This activity ensures that the security of the FCPS network for all students. The expected outcome of this activity is reduced risk of the FCPS network resulting in no data breaches.

Table 31 CYBERSECURITY ENHANCEMENTS: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
1/2022	Place order for Near Field Communication readers from approved vendor/s (FCPS Bid List)
4/2022 – 5/2022	Install readers
6/2022	Begin using readers

SUBJECT MATTER EXPERTISE

Operating, supporting and maintaining a complex information system capable of supporting the diverse and rapidly changing needs of a large school district requires a wide range of staff with expertise in different nuances of Information Technology operations, networking, applications and security. The FCPS Department of Information Technology is small, with 15 centrally-based staff and 22 client specialists that support staff. Although its staff is extremely talented, the department’s limited staffing resources makes it difficult to have on staff experts

in all subjects related to all FCPS technology needs. ARP ESSER funds will be used to make available subject matter experts through the Maryland State Department of Information Technology’s Consulting and Technical Services+ (CATS+) contract.

New technology requirements are being developed regularly as our digital landscape constantly evolves. It is essential for FCPS to bring in subject matter experts capable of rapidly addressing this ever-changing environment and advising on the appropriate methods moving forward.

This activity ensures that all students have access to the technology needed to access instruction. The expected outcome of this activity is that the Department of Technology Infrastructure will meet all FCPS technology needs and requirements.

Table 32 SUBJECT MATTER EXPERTS: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
9/2021	Put piggyback contract in place with Maryland State Department of Information Technology’s Consulting and Technical Services+ contract
10/2021 – 12/2024	Access subject matter experts

SUPPORTING OUR COMMUNITY

Effective communication between home and schools is essential in helping students have success in the classroom (Kraft & Dougherty, 2012). Research also tells us that the majority of today’s parents rely on technology for communication. “A growing reliance on tech-based communication informed by research shows that digital outreach can help parents stay informed, become more involved and be better positioned to help with kids’ schoolwork - all factors driving better student engagement and performance” (Merkley, 2016). Through ARP ESSER, FCPS will launch two technology projects to increase parental ease in communicating with and accessing FCPS.

VIDEOCONFERENCING

With the increased use of videoconferencing capabilities to support and deliver instruction in a distance learning model, having access to the appropriate videoconferencing technology is necessary to smoothly integrate these capabilities as school districts return to working within the buildings. In most situations, a laptop with a camera is sufficient to facilitate participation in a videoconference. However, there are many times frequently throughout the year in which multiple participants in a location will be physically in a conference room together while also having remote participant join via videoconference. In order to support this

requirement, FCPS will use ARP ESSER funds to install a dedicated video-conferencing system and screen in a location within each school facility. This capability will be available to staff and students for the support of instruction, professional learning, collaboration and telehealth requirements.

This project will support increased communication and collaboration regarding student needs and instructional delivery. Students, who previously would miss a significant portion of their school day to attend in-person wellness sessions with a professional, will be able to participate from the school via telehealth, having lost minimal instruction time.¹² IEP teams will be able to more easily facilitate their required coordination meetings with families. Parent-teacher meetings can be conducted via this technology, making it easier for working parents to engage with their child’s learning.

This activity ensures that all families can easily engage with their students’ teachers or administrators to ensure active, two-way communication. This ease of access will benefit all students. The expected outcome is an increase in parent engagement.

Table 33 VIDEOCONFERENCING: TIMELINES OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
10/2021	Order Samsung displays, mounting kits from qualified vendor/s (FCPS Bid List)
1/2022	Purchase Poly Advantage extended service agreement from qualify vendor/s (FCPS Bid List)
1/2022 – 5/2022	Install Samsung displays; begin use upon installation

ONLINE ENROLLMENT PROGRAM

ARP ESSER funds will be used to implement an online enrollment process through the purchase of PowerSchool. The online enrollment portal will allow flexibility for families to complete the enrollment process easily from home or mobile device. PowerSchool will streamline the enrollment process and make it convenient for families to enroll their child. Families will log onto the FCPS.org website to access the online enrollment portal. PowerSchool has the ability to create enrollment forms in multiple languages, thus easing the enrollment process for English learner families.

This activity ensures that all families can easily enroll their child in FCPS in their home language. The expected outcome is that 75% of FCPS student enrollments will be done through PowerSchool.

¹² With parent permission, FCPS can transport students during the school day to mental health clinicians for wellness sessions.

Table 34 ONLINE ENROLLMENT PROGRAM	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
7/2021	Procure PowerSchool from qualified vendor (FCPS Bid List)
7/2021	Community message reminding parents to register their child
7/2021-6/2022	Parents will use the online enrollment process to enroll their child

SUPPORTING OUR CHARTER SCHOOLS

FCPS has three charter schools. It has allocated ARP ESSER funds to the three schools on a per pupil basis which totals \$855,341, or 2% of our ARP ESSER allocation. The three schools were required to submit applications to FCPS that described their proposed activities, as well as provide a line item budget. Applications were reviewed by the FCPS Budget Officer, Grant Management Specialist and Director of School Management to ensure that the proposed activities were appropriate for ARP ESSER funding, followed FCPS procurement policies and regulations and were aligned to the instructional practices and priorities of each school.

Carroll Creek Montessori Public Charter School

Carroll Creek Montessori (CCM) staff recognize the students have not had the same opportunities for learning as they would have had if they were in the building with the staff and their peers. Direct instruction in all areas, but particularly in the area of math, was a crucial piece of students' education that was absent over the last year and a half. They have missed critical time learning using Montessori materials as well as important time developing socially and emotionally with their peers.

Math Intervention Teacher: Montessori math relies heavily on individualized instruction using specific materials. The virtual learning setting was not conducive to this type of instruction. Many students completed the school year without being secure in the math skills they would have gained through 1:1 and small group instruction. ARP ESSER funds will be used to hire a math interventionist who will provide additional support to students who did not receive direct instruction previously or who are not secure in specific math skills.

Extending our Four-Year Old Program: CCM has a half-day prekindergarten program that serves 30 four-year olds. ARP ESSER funds will be used to extend the half-day program to a full day in the 2022-2023 and 2023-2024 school years.¹³

¹³ Pre-K Enhancement grant and ESSER2 grant funds will be used to extend the half-day program to full day during the 2021-2022 school year.

Providing our youngest learners with a full-day program will provide them with supports needed to mitigate learning loss and boost the social-emotional learning missed during the pandemic. Since our Montessori program already has space for four-year-old students in the morning, this expansion does not require additional classroom space.

Montessori Materials: ARP ESSER funds will be used to purchase Montessori materials in the areas of math, language arts and science specifically to address learning loss in those areas. The ability of students to manipulate and learn from Montessori materials is critical to their overall progress. Science materials will align with Montessori pedagogy and specifically address the areas of learning and assessment identified in the Next Generation Science Standards. The addition of materials specific to social-emotional learning will provide much needed support to CCM students. CCM has hired two school counselors for the 2021-2022 school year through local funding to support the social-emotional learning of our students; the acquisition of materials for their use will be beneficial.

Exposure to different cultures is a cornerstone of the Montessori education and CCM would like to expand this area of instruction for our students. The addition of books at various reading levels for multiple presentation types will seamlessly infuse inclusion of all people into the thoughts and hopefully actions of our students. The use of both fiction and non-fiction materials will provide a variety of materials that will relate to all students.

The addition of specific math intervention instruction will provide targeted instruction to students who have been impacted by COVID-19 and the absence of direction during that time. Support will be provided in a 1:1 or small group environment. The expansion of the PK program to full day provides all of our four-year-old students with extensive additional instructional time daily. The social, emotional and mental health needs of our students will be met through intentional use of literature and materials purchased through this grant. The characters and situations depicted in the literature will promote connections and conversations addressing SEL.

The strategies and activities we are implementing through ARP ESSER funding will benefit all 318 students who walk through the doors of Carroll Creek Montessori, including the following subgroups of students:

Table 35 CARROLL CREEK MONTESSORI SCHOOL: DEMOGRAPHICS	
Asian	5.2%
Black or African American	16.8%
Hispanic/Latino of any race	18.7%
Two or More Races	2.9%
White	56.8%
Limited English Proficiency	1.6%

Economically Disadvantaged	11.6%
Free and Reduced Lunch	20.0%
Special Education	11.0%
504 Accommodations	2.6%
Homeless	0.006%

Note: There are currently no students enrolled at CCM in the Foster Care subgroup.

The expected outcomes of ARP ESSER activities include improved math achievement for students and improved performance on the Kindergarten Readiness Assessment for preschoolers who participate in the full-day PK program.

Table 36 CARROLL CREEK MONTESSORI SCHOOL: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
8/2021	Multicultural books purchased/placed in classrooms
8/2021-8/2022	SEL, special area, Montessori materials purchased
8/2021-6/2023	Math intervention teacher works with students
8/2022-6/2023	PK half-day program expanded to full day

FREDERICK CLASSICAL PUBLIC CHARTER SCHOOL

Frederick Classical Charter School (FCCS) staff is prepared to support students with learning losses that may have taken place as a result of the coronavirus. Our most vulnerable learners are African-American, Hispanic (English learners) and special education scholars from all ethnic backgrounds who were the heaviest hit from not having consistent opportunities for in-person instruction during the pandemic. We currently do not have students in foster care or who are classified as homeless.

Reading Intervention Teacher: Learning loss caused by the pandemic has been monitored by using i-Ready instructional tools to gauge learning targets and comprehension of instructional standards. FCCS will continue to administer diagnostic assessments three times each year to determine student proficiency levels. Our data collection has shown that our student population could benefit from having a full-time reading intervention teacher on staff to mitigate any further regression in progress. Thus, ARP ESSER funds will be used to hire a reading intervention teacher.

Our master schedule allows for a daily intervention/enrichment block to allow teachers to work with students based on their specific needs. With the addition of a full-time reading intervention teacher, our Tier 3 students will have an opportunity to access standards and individualized support to make up for some of the learning loss they experienced because of the pandemic.

Materials: Curricular-based instructional materials will be purchased to enhance our K-6 science program. By utilizing the National Geographic and Elevate Science materials, the academic needs of our students at grades k-6 will be impacted

tremendously. Both programs are aligned with the Next Generation of Science Standards and incorporate a hands-on, minds-on approach to science instruction. Hands-on science has been shown to be an effective method for reaching students of need as well as students who have not had the opportunity to have hands-on experiences in a virtual environment.

Professional Learning: Professional learning for teachers will be ongoing in both content and pedagogy. It is essential that classroom strategies support the complex shifts in teaching that are necessary for an environment where academic rigor is a requirement for all students happens regularly. ARP ESSER funds will be used for staff to participate in virtual professional learning and then share that knowledge with their colleagues. The focus on professional learning will be on enhanced content knowledge, differentiated instructional pedagogy and closing the learning loss created by the pandemic. FCCS releases students early twice a month, thus providing teachers with four hours each month for professional learning and collaboration.

The strategies and activities we are implementing through ARP ESSER funding will benefit all 361 students who walk through the doors of FCCS, including the following subgroups of students:

Table 37 FREDERICK CLASSICAL CHARTER SCHOOL: DEMOGRAPHICS	
American Indian	.06%
Asian	8.3%
Black or African American	31.3%
Hispanic/Latino of any race	12.7%
Pacific Islander	0.6%
Two or More Races	5.8%
White	40.7%
Limited English Proficiency	2.2%
Economically Disadvantaged	9.4%
Free and Reduced Lunch	16.6%
Special Education	8.6%
504 Accommodations	4.4%

Note: There are currently no students enrolled at FCCS in the Foster Care or Homeless student groups.

The expected outcomes of ARP ESSER activities are improved reading achievement for students and increased content and pedagogical knowledge for teachers.

MONOCACY VALLEY MONTESSORI PUBLIC CHARTER SCHOOL

Monocacy Valley Montessori Public Charter School (MVMPCS) will develop data-driven individualized learning plans for each student beginning at the start of the school year; they will be updated quarterly. According to Michael Horn, Senior Contributor-Education at Forbes Magazine, because of unfinished learning “each child will need an individualized learning plan” informed by conversations that

teachers have with students to “take stock of how they are doing and what they need to succeed” (Horn, 2021). These individualized learning plans will help staff identify students for interventions to acceleration academy and high dosage tutoring.

Acceleration Academy & Tutoring: Extending tutoring opportunities for students with the highest needs will ensure more equitable outcomes for all MVMPCS students. Students meeting certain criteria (e.g., test scores, teacher observations, progress on learning goals) will be invited to participate in after hours tutoring. Acceleration academies will be offered for our elementary students and tutoring for our middle school students. Tutoring has been shown to provide “impactful results” in reducing learning gaps, as well as showing “huge improvements with course failures” (Horn, 2021). ESSER2 grant funds were approved to provide high-dosage small-group tutoring for MVMPCS students during the first semester of the 2021-2022 school year. ARP ESSER grant funds will enable us to extend tutoring services for the remainder of the year and for all of the 2022-2023 school year.

Instructional Materials: MVMPCS’ existing curriculum relies heavily on hands-on materials and lessons derived from individual Montessori training programs and are aligned to District standards. It is rigorous and proven (as demonstrated by our student performance data), but if we are to accelerate our students’ learning, a refresh in some of our materials of instruction is needed. MVMPCS will use ARP ESSER funds to purchase instructional materials from the following companies: The American Reading Company, Great Minds, and McGraw Hill.

The [American Reading Company](#) provides a research-based approach to literacy and assessments aligned to college and career readiness standards. Independent Reading Level Assessments (IRLA) and Foundational Skills Toolkits will provide teachers with the tools to use in their “differentiated, targeted, and efficient skills instruction” ([ARC](#)), while the leveled informational text sets will provide “high-information texts and meaningful content that build the prior knowledge needed to be more effective readers and learners” ([ARC](#)).

Implementing a knowledge-based curriculum that includes science and social studies topics will help students gain the academic knowledge and vocabulary necessary for reading comprehension at higher grade levels ([Wexler](#)). [PhD Science](#) is an elementary science curriculum based on new science standards that has hands-on investigations and challenges and is designed for collaborative, small group instruction perfect for our Montessori elementary classrooms.

Lastly, MVMPCS will adopt a new math curriculum for grades 6-8 for the 2022-23 school year such as McGraw Hill Illustrative Mathematics, or another comparable

program which meets [EdReports](#) highest marks for focus and coherence, rigor and mathematical practices, and usability.

Professional Learning: ARP ESSER funds will be used to provide professional learning to MVMPCS staff. The focus of professional learning will be on providing tiered intervention in reading and math to effectively differentiate instruction for their students. Students will be “universally screened” at the beginning of the year and their progress (response to intervention) closely monitored by teachers and the school leadership team. Teachers will refer students to tutoring (Tier 3 support) if sufficient progress is not being made. Professional learning opportunities will also include training in [Orton-Gillingham](#) (from the Institute for Multi-Sensory Education), IRLA (The American Reading Company), MAP (Northwest Evaluation Association), and [Montessori instruction](#) (from the American Montessori Society) and be purchased with the use of grant funds.

MVMPCS’ students who were disproportionately affected by the coronavirus and school closure include students who identify as Black or African American (12.9%), Hispanic/Latino of any race (11.9%), two or more races (7.7%), economically disadvantaged (13.5%) and free and reduced meals (19.3%) and students who either have individualized education plans (10%) or 504 plans (6.1%). MVMPCS does not have any students who were reported to be homeless, in foster care or migratory.

Research shows that students of color and other educationally disadvantaged students tend to fare well in Montessori classrooms. There are many factors that may contribute to this, beginning with the fact that the Montessori method had “its roots in serving disadvantaged students” (Debs & Brown, 2017). Students who have experienced hardship benefit from the three-year cohort/mixed aged classrooms, a strong sense of community that naturally develops, peace education and the overall focus on the development of the whole child. Student agency is evident from day one: Students create daily work plans, select the work they will complete, collaborate with peers and teachers to learn their lessons and advocate for themselves when they need help. Students enjoy freedom of movement, including seating, and may remove themselves from an activity to visit the “peace corner” for a break or to employ stress-reduction or calming strategies. Academically disadvantaged students benefit from the individualized instruction, the opportunity to serve as mentors and to be mentored, and the ability to learn at their own pace.

Students participate daily in Montessori lessons of grace and courtesy, social-emotional lessons and problem-solving (peace curriculum). Students with greater needs are identified by their classroom teachers and referred to our CARES team for extra support. Students will benefit from opportunities to participate in

community building activities and programs off-campus, such as ropes courses or challenge courses.

The expected outcomes of ARP ESSER activities are improved academic achievement for students participating in acceleration academy and tutoring, and, among our teachers, an increased ability to offer tiered interventions in reading and math to students.

Table 38 MONOCACY VALLEY MONTESSORI PUBLIC CHARTER SCHOOL: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
08/2021 - 08/2024	Staff professional learning
08/2021	Purchase instructional materials
01/2022	Semester 2 tutoring begins
09/2022 – 6/2023	Tutoring for SY2022-23

GRANT ADMINISTRATION & PROGRAM EVALUATION

Administering, implementing and reporting on the activities of a \$35 million grant will require a team of skilled professionals. To that end, ARP ESSER funds will be used to hire a Grants Coordinator, Grants Specialist, Teacher Specialist for Systemic Strategic Improvement and a Program Evaluation and Research Specialist.

Grant Coordinator & Grant Specialist: ESSER2 funds were used to hire a Grant Coordinator and Grant Specialist. With ARP ESSER funding, we will extend these positions through December 2024 (1.3 years as reflected on the line item budget).

The FCPS Budget Officer will serve as the Project Director. The Grant Coordinator will manage the day-to-day operations of activities funded through ARP ESSER with the Grant Specialist providing support.

Both will be 12-month positions. The coordinator will be an administrative and supervisory position while the specialist will be on the support employee scale. The coordinator will be directly responsible for coordinating, planning and implementing the Elevate Summer Academy and school year tutoring and extension activities. The coordinator will assist with facilitating all activities funded by ARP ESSER. The latter work will be done in collaboration with the various FCPS departments allocated ARP ESSER funds.

The Grant Coordinator and Grant Specialist will manage the ARP ESSER budget and facilitate MSDE monitoring and reporting requirements, as outlined at the 22 March 2021 meeting of the Maryland State Board of Education.

Teacher Specialist for Systemic Strategic Improvement: This 1.0 FTE, 12-month position will be responsible for supporting and assisting in meeting the needs of underachieving student populations and increasing academic achievement in schools. This will be done by supporting the Grant Coordinator in planning and implementing the Elevate Summer Academy and the school year tutoring and extension activities. The Teacher Specialist will -

- Support school teams in planning and implementing in and out of school time programs, developing program materials and devising program schedules and calendars.
- Use evidence-informed practices and current research to develop innovative programming that will best support year-round efforts.
- Collaborate with school-based staff on interventions and assessments that support student growth in an extended learning environment.
- Support the development, management and utilization of databases used to track, analyze and report student and program progress and use data to make recommendations on program improvements, growth and development.
- Monitor the implementation of school-based programs held beyond the typical school day, including summers.
- Provide training to school-based staff and coordinates meetings as needed.

The incumbent will have five years of recent, successful teaching experience; experience working with diverse student populations, designing and providing professional learning to a variety of audiences, working in out of school time environments and serving as a teacher leader.

Program Evaluation & Research Specialist: This 1.0 FTE, 12-month position will have the responsibility for supporting the management and reporting of data required to evaluate the effectiveness of ARP ESSER activities. The incumbent will be required to have a bachelor's degree in research, evaluation, statistics or a related field; three years of experience may be substituted for the required education. In addition, the incumbent will have successful experience designing, administering and reporting the results of a full range of evaluation protocols and survey instruments. The Program Evaluation & Research Specialist will -

- Coordinate data collection and reporting methods for local, state and federal reporting purposes.
- Compile, analyze and synthesize quantitative and qualitative data.

- Summarize findings through evaluation reports, interim and final progress reports, briefs, and/or presentations in response to the needs and requests (as approved) of various internal and external stakeholders.
- Work with the Coordinator of Data Analysis and Research in developing evaluation tools to assist with evaluation planning and relevant data collection needs. This includes but not limited to creating evaluation questions, planning matrix, timelines, survey instruments, focus group protocols, etc.
- Conduct literature reviews.
- Collaborate with Central Office and school staff to identify data needed to evaluate ARP ESSER activities.
- Assist with the submission of required reporting to MSDE and other stakeholders.
- Ensure data integrity by conducting internal audits on accountability and assessment data.
- Assist in communicating data analysis and research information to the community.

Table 39 GRANTS ADMINISTRATION & PROGRAM EVALUATION: TIMELINE OF ACTIVITIES	
DATE (MO/YR)	DESCRIPTION OF ACTIVITY
9/2021	Recruit and hire Teacher Specialist position
9/2021	Recruit and hire Program Evaluation Specialist position

Part II – LEA Maintenance of Equity for High Poverty Schools

Section 2004 (c) of the ARP requires local education agencies in fiscal years 2022 and 2023 to maintain per-pupil funding (combined State and local) for any high-poverty school. The maintenance of equity provisions ensure that each LEA safeguards its high-poverty schools from disproportionate cuts to funding and staffing so that students from low income families in each LEA are not disproportionately impacted by State and local cuts to vital resources. For FY 2022 and FY 2023, LEAs may not: reduce combined State and local per-pupil funding for any high-poverty school by an amount that exceeds the total reduction, if any, of combined State and local per-pupil funding for all schools in the LEA, OR reduce the number of FTE staff per-pupil in any high-poverty school by an amount that exceeds the total reduction, if any, of FTE staff per-pupil in all schools in the LEA.

MSDE will distribute guidance and templates to demonstrate FY 2022 Maintenance of Equity in August 2021. The same process will be followed for the FY 2023 Maintenance of Equity requirement. Please note, this application includes an assurance that LEAs will provide the required information to ensure Maintenance of Equity has been met for FY 2022 and FY 2023.

Part III – Budget Documents

Please submit a budget narrative that includes a description of the planned use of funds, the cost basis for the activities included in the budget, and a completed C125 workbook with the application.

See attached line item budget and C125.

CITATIONS

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Frederick County Public Schools
 American Rescue Plan Elementary and Secondary Schools Emergency Relief (ESSER) Fund
 Line Item Budget

Category # - Program #	Budget Obj. #	Line Item	Calculation	Total
ACTIVITY 1: AIR QUALITY ENHANCEMENTS				
ACTIVITY 1.1: CAREER & TECHNOLOGY CENTER				
211 - Maintenance of Plant	02 - Contract Services	Contracted HVAC Equipment & Installation	Estimate - To be bid	4,470,000
		Design	Estimate - To be bid	30,000
Subtotal, Contracted Services				\$ 4,500,000
SUBTOTAL, ACTIVITY 1.1				\$ 4,500,000
ACTIVITY 1.2: KEMPTOWN ELEMENTARY SCHOOL				
211 - Maintenance of Plant	02 - Contract Services	HVAC upgrades for humidity control	Sourcewell Coop Purchasing; Davis Bacon	2,169,350
		Subtotal, Contracted Services		
SUBTOTAL, ACTIVITY 1.2				\$ 2,169,350
ACTIVITY 1.3: GLADE ELEMENTARY SCHOOL				
211 - Maintenance of Plant	02 - Contract Services	HVAC upgrades for humidity control	Sourcewell Coop Purchasing; Davis Bacon	1,347,992
		Subtotal, Contracted Services		
SUBTOTAL, ACTIVITY 1.3				\$ 1,347,992
TOTAL, ACTIVITY 1				\$ 8,017,342

Category # - Program #	Budget Obj. #	Line Item	Calculation	Total
ACTIVITY 2: ADDRESSING LOST INSTRUCTIONAL TIME				
ACTIVITY 2.1: ELEVATE ACADEMY				
202 - 15 Office of the Principal	01 - Salaries & Wages	Secretarial & Registrar Support	\$24/hour * 2,000 hours	48,000
Subtotal, Mid-Level Salaries				\$ 48,000
203 - 205 - 01 Regular Program	01 - Salaries & Wages	Coordinators (Pre-Program, Orientation & Implementation)	\$65/hour * 7,000 hours	455,000
		Teachers (Pre-Program, Orientation & Implementation)	\$65/hour * 32,500 hours	2,112,500
		Counselors (Pre-Program & Implementation)	\$65/hour * 6,000 hours	390,000
		Instructional Assistants (Implementation)	\$21/hour * 8,800 hours	184,800
		User Support Specialists (Implementation)	\$21/hour * 2,500 hours	52,500
		Summer Curriculum Development	\$28.38/hour * 2,500 hours	70,950
		Translation Services	\$25/hour * 120 hours	3,000
Subtotal, Regular Programs, Salaries				\$ 3,268,750
203 - 205 - 09 Instructional Staff Dev.	01 - Salaries & Wages	Professional Development	\$65/hour * 2,000 hours	130,000
Subtotal, Instructional Staff Development, Salaries				\$ 130,000
208 - Student Health Services	01 - Salaries & Wages	Certified Nursing Assistants (Health Room)	\$18/hour * 1000 hours	18,000
Subtotal, Student Health, Salaries				\$ 18,000
212 - Fixed Charges	04 - Other Charges	FICA	0.0765 * Salaries & Wages	265,053
		Workers' Compensation	0.00412 * Salaries & Wages	14,275
Subtotal, Fixed Charges				\$ 279,328
203 - 205 - 01 Regular Program	02 - Contract Services	Printing of Student Materials by a Vendor	\$81.52/student * 3,000 students	244,560
		In-School Enrichment Activities	\$51.50/student * 3,000 students	154,500
Subtotal, Regular Programs Contract Services				\$ 399,060
203 - 205 - 09 Instructional Staff Dev.	02 - Contract Services	Training - Really Great Reading Program	\$750/session * 2 sessions	1,500
Subtotal, Instructional Staff Development Contract Services				\$ 1,500
208 - Student Health Services	02 - Contract Services	Health Room Coverage through Frederick County Health Department and/or Pivot Physical Therapy		168,000
Subtotal, Student Health Services Contract Services				\$ 168,000
202 - 15 Office of the Principal	03 - Supplies & Materials	Postage	\$0.55/letter * 3,500 Students	1,650
		Miscellaneous Supplies for Program Administration		1,620
Subtotal, Mid-Level Supplies				\$ 3,270

Category # - Program #	Budget Obj. #	Line Item	Calculation	Total
203 - 205 - 01 Regular Program	03 - Supplies & Materials	Enrichment Materials of Instruction	\$50/student * 3,000 Students	150,000
		Books for Students	\$35/student * 3,000 Students	105,000
		Teaching Supplies - Materials of Instruction	\$50/teacher * 300 Teachers	15,000
		Elementary Language Arts Online License	\$59/license * 182 licenses	10,738
		Summer Curriculum Development - Materials		3,000
		Language Arts - MOI	\$30/student * 3,000 Students	90,000
		Secondary Language Arts Software		60,000
		STEM - MOI	\$80/student * 3,000	240,000
		MATH - MOI	\$30/student * 3,000 Students	90,000
		Managed Print Services	\$100/school * 40 schools	4,000
Subtotal, Regular Programs Supplies				\$ 767,738
203 - 205 - 01 Regular Program	04 - Other Charges	Mileage (Community Liaisons)	\$0.56/mile * 1,000 miles	560
Subtotal, Regular Programs Other				\$ 560
SUBTOTAL, ACTIVITY 2.1				\$ 5,084,206
ACTIVITY 2.2: ALL SUMMER PROGRAMS TRANSPORTATION				
209 - Student Transportation	01 - Salaries & Wages	Driver Salaries	\$25/hour * 25,100 hours	627,500
Subtotal, Salaries & Wages				\$ 627,500
212 - Fixed Charges	04 - Other Charges	FICA	0.0765 * Salaries & Wages	48,004
		Worker's Compensation	0.08744 * Salaries & Wages	54,869
Subtotal, Fixed Charges				\$ 102,873
209 - Student Transportation	03 - Supplies & Materials	Fuel & Lube	\$0.80/mile * 291,124 miles	232,899
Subtotal, Supplies & Materials				\$ 232,899
SUBTOTAL, ACTIVITY 2.2				\$ 963,272
ACTIVITY 2.3: SCHOOL YEAR TUTORING & EXTENSION ACTIVITIES				
203 - 205 - 01 Regular Program	01 - Salaries & Wages	Arrival and Dismissal Coverage Assistants (Elementary)	\$15/hour * 180 hours * 63 assistants	170,100
		Mobile Learning Labs (Elementary)	\$57/hour * 112 hours * 48 teachers	306,432
		School Day Tutors (Elementary)	\$57/hour * 15,000 hours	855,000
Subtotal, Regular Programs Salaries				\$ 1,331,532
209 - Student Transportation	01 - Salaries & Wages	Mobile Learning Labs - Bus Drivers (Elementary)	\$25/hour * 112 hours * 23 bus drivers	64,400
Subtotal, Transportation Salaries				\$ 64,400
212 - Fixed Charges	04 - Other Charges	FICA	0.0765 * Salaries & Wages	106,789
		Workers Compensation (Professional Staff)	\$1,331,532 * 0.00412	5,486
		Workers Compensation (Bus Drivers)	\$59,248 * 0.08744	5,632
Subtotal, Fixed Charges				\$ 117,907

Category # - Program #	Budget Obj. #	Line Item	Calculation	Total
209 - Student Transportation	03 - Supplies & Materials	Mobile Learning Labs - Bus Fuel & Lube	\$0.80/mile * 20 miles/session * 32 sessions * 19 schools	9,728
Subtotal, Transportation Supplies				\$ 9,728
203 - 205 - 01 Regular Program	04 - Other Charges	Recreator and Kids on Campus Scholarships (Elementary)	\$80/student * 200 students	16,000
Subtotal, Regular Programs Other Charges				\$ 16,000
SUBTOTAL, ACTIVITY 2.3				\$ 1,539,567
TOTAL, ACTIVITY 2				\$ 7,587,045
ACTIVITY 3: SUPPORTING STUDENT LEARNING				
ACTIVITY 3.1: SOFTWARE TO SUPPORT STUDENT LEARNING				
203 - 205 - 01 Regular Program	03 - Supplies & Materials	Elementary Math Digital Tool: iReady		461,500
		Secondary Math Digital Tool: ALEKS		301,358
		Google Enterprise		112,704
		Read&Write Texthelp		274,564
Subtotal, Supplies & Materials				\$ 1,150,126
SUBTOTAL, ACTIVITY 3.1				\$ 1,150,126
ACTIVITY 3.2: ENGLISH LEARNER COACHES				
203 - 205 - 02 Special Program	01 - Salaries & Wages	Two (2) Literacy Coaches to work with students throughout the school year at FHS and GTJHS.	190 days * 7 hours per day * \$34.59 hourly rate * 2	92,010
Subtotal, Salaries & Wages				\$ 92,010
212 - Fixed Charges	04 - Other Charges	FICA	0.0765 * Salaries & Wages	7,039
		Workers' Compensation	0.00412 * Salaries & Wages	379
Subtotal, Fixed Charges				\$ 7,418
203 - 205 - 02 Special Program	04 - Other Charges	Bus passes for English Learner students	\$50/monthly pass * 20 students * 10 months	10,000
Subtotal, Other Charges				\$ 10,000
SUBTOTAL, ACTIVITY 3.2				\$ 109,428

Category # - Program #	Budget Obj. #	Line Item	Calculation	Total
ACTIVITY 3.3: ARTS EDUCATION				
203 - 205 - 01 Regular Program	01 - Salaries & Wages	Teacher for Middle School Afterschool Dance Class	\$57/hour * 8 hours * 1 Teacher * 2 years	912
		Teacher for Fine Arts Summer Camp (Art, Dance, Music & Theatre)	\$57/hour * 25 hours * 4 teachers * 2 years	11,400
Subtotal, Salaries & Wages				\$ 12,312
212 - Fixed Charges	04 - Other Charges	FICA	0.0765 * Salaries & Wages	942
		Workers' Compensation	0.00412 * Salaries & Wages	51
Subtotal, Fixed Charges				\$ 993
203 - 205 - 01 Regular Program	02 - Contract Services	Dance Instructors (Middle School Afterschool Dance Class)	\$1,750 * 2 instructors * 2 years	7,000
		Guest Artist for Fine Arts Summer Camp	\$500 * 4 guest artists * 2 years	4,000
		Contracted Printing		680
Subtotal, Contract Services				\$ 11,680
202 - 15 Office of the Principal	03 - Supplies & Materials	Middle School Dance Class: Office Supplies	\$100/school * 4 schools * 2 years	800
		Fine Arts Camp: Office Supplies		700
Subtotal, Mid-Level Supplies				\$ 1,500
203 - 205 - 01 Regular Program	03 - Supplies & Materials	Bluetooth Speakers	\$100.50/speaker * 2 teachers	201
		Student Dance Shoes	\$35/pair * 120 students * 2 years	8,400
		Miscellaneous materials for dance instruction	\$295/school * 4 schools * 2 years	2,360
		Fine Arts Camp: Student supplies	\$21.50/student * 100 students * 2 years	4,300
Subtotal, Regular Programs Supplies				\$ 15,261
203 - 205 - 09 Instructional Staff Dev.	03 - Supplies & Materials	Book Study with Fine Arts Staff	\$22/book * 15 books	330
Subtotal, Instructional Staff Development Supplies				\$ 330
208 - Student Health Services	03 - Supplies & Materials	First Aid Kits (1 per teacher)	\$13/kit * 2 teacher * 2 years	52
Subtotal, Student Health Services Supplies				\$ 52
SUBTOTAL, ACTIVITY 3.3				\$ 42,128

Category # - Program #	Budget Obj. #	Line Item	Calculation	Total
ACTIVITY 3.4: SOPHOMORE COLLEGE EXPERIENCE				
209 - Student Transportation	01 - Salaries & Wages	Driver Salaries	\$25/hour * 250 hours * 2 years	12,500
Subtotal, Salaries & Wages				\$ 12,500
212 - Fixed Charges	04 - Other Charges	FICA	0.0765 * Salaries & Wages	956
		Worker's Compensation	0.08744 * Salaries & Wages	1,093
Subtotal, Fixed Charges				\$ 2,049
209 - Student Transportation	03 - Supplies & Materials	Fuel & Lube	\$0.80/mile * 2,250 miles * 2 years	3,600
Subtotal, Supplies & Materials				\$ 3,600
SUBTOTAL, ACTIVITY 3.4				\$ 18,149
ACTIVITY 3.5: DUAL ENROLLMENT ENGLISH LEARNERS PROGRAM				
203 - 205 - 02 Special Program	03 - Supplies & Materials	English Learner Dual Enrollment Pathways Texts		3,500
Subtotal, Supplies & Materials				\$ 3,500
SUBTOTAL, ACTIVITY 3.5				\$ 3,500
ACTIVITY 3.6: HISTORY IMMERSION EXPERIENCE				
209 - Student Transportation	01 - Salaries & Wages	Driver Salaries	\$25/hour * 140 hours * 2 years	7,000
Subtotal, Salaries & Wages				\$ 7,000
212 - Fixed Charges	04 - Other Charges	FICA	0.0765 * Salaries & Wages	536
		Worker's Compensation	0.08744 * Salaries & Wages	612
Subtotal, Fixed Charges				\$ 1,148
202 - 16 Inst. Admin. & Supv.	02 - Contract Services	Consultant to develop experiential learning	\$3000/year * 2 years	6,000
		The National Civil War Medicine Museum - museum access & consulting experts for program development	\$3000/year * 2 years	6,000
Subtotal, Contract Services				\$ 12,000
203 - 205 - 01 Regular Program	03 - Supplies & Materials	Managed Print Services costs for experiential learning materials	\$1/student * 1,200 students * 2 years	2,400
		Miscellaneous instructional materials	\$1/student * 1,200 students * 2 years	2,400
Subtotal, Regular Program Supplies				\$ 4,800
209 - Student Transportation	03 - Supplies & Materials	Fuel & Lube	\$0.80/mile * 100 miles * 2 years	160
Subtotal, Student Transportation Supplies				\$ 160
SUBTOTAL, ACTIVITY 3.6				\$ 25,108

Category # - Program #	Budget Obj. #	Line Item	Calculation	Total
ACTIVITY 3.7: WOMEN'S STUDIES COURSE DEVELOPMENT				
203 -205 - 09 Instructional Staff Dev.	01 - Salaries & Wages	Nine teachers for curriculum writing	\$28.38/hour * 32 hours * 9 teachers * 2 years	16,347
Subtotal, Salaries & Wages				\$ 16,347
212 - Fixed Charges	04 - Other Charges	FICA	0.0765 * Salaries & Wages	1,251
		Worker's Compensation	0.00412 * Salaries & Wages	67
Subtotal, Fixed Charges				\$ 1,318
202 - 16 Inst. Admin. & Supv.	02 - Contract Services	Consultant	\$4000/year * 2 years	8,000
Subtotal, Contract Services				\$ 8,000
SUBTOTAL, ACTIVITY 3.7				\$ 25,665
ACTIVITY 3.8: ACADEMIC SUPPORT POSITIONS				
203 -205 - 01 Regular Program	01 - Salaries & Wages	Academic Support Positions	7.0 FTE * \$56,068	392,476
Subtotal, Salaries & Wages				\$ 392,476
212 - Fixed Charges	04 - Other Charges	Life Insurance	0.002712 * Salary	1,064
		Health & Dental Insurance		96,231
		Workers' Compensation	0.00412 * Salary	1,617
		FICA	0.0765 * Salary	30,024
		Unemployment	\$170 per year	1,190
Subtotal, Fixed Charges				\$ 130,126
SUBTOTAL, ACTIVITY 3.8				\$ 522,602
ACTIVITY 3.9: SCHOOL COUNSELORS				
203 -205 - 10 Guidance Services	01 - Salaries & Wages	Counselors	15.0 FTE * \$50,020	750,300
Subtotal, Salaries & Wages				\$ 750,300
212 - Fixed Charges	04 - Other Charges	Life Insurance	0.002712 * Salary	2,035
		Health & Dental Insurance		169,848
		Workers' Compensation	0.00412 * Salary	3,091
		FICA	0.0765 * Salary	57,398
		Unemployment	\$170 per year	2,550
Subtotal, Fixed Charges				\$ 234,922
SUBTOTAL, ACTIVITY 3.9				\$ 985,222

Category # - Program #	Budget Obj. #	Line Item	Calculation	Total
ACTIVITY 3.10: SPECIAL EDUCATION SUPPORT				
206 - 04 Public Sch Instr Prog	01 - Salaries & Wages	Special Education Teachers	23.5 FTE * \$50,000	1,175,000
		Special Education Teachers - Three Per Diem Days per Teacher	Various Rates	408,940
		Speech Language Pathologists - Four Per Diem Days per SLP	Various Rates	139,311
Subtotal, Salaries & Wages				\$ 1,723,251
212 - Fixed Charges	04 - Other Charges	Life Insurance	0.002712 * Salary	3,186
		Health & Dental Insurance		308,869
		Workers' Compensation	0.00412 * Salary	7,099
		FICA	0.0765 * Salary	131,828
		Unemployment	\$170 per year	3,995
Subtotal, Fixed Charges				\$ 454,977
SUBTOTAL, ACTIVITY 3.10				\$ 2,178,228
TOTAL, ACTIVITY 3				\$ 5,060,156
ACTIVITY 4: SUPPORTING SAFE & HEALTHY STUDENTS				
ACTIVITY 4.1: OUTCOMES BASED MEASUREMENT SYSTEM				
203 - 205 - 10 Guidance Services	03 - Supplies & Materials	Web-Based Outcome Evaluation Platform	\$33,000/year * 2 years	66,000
Subtotal, Supplies & Materials				\$ 66,000
SUBTOTAL, ACTIVITY 4.1				\$ 66,000
ACTIVITY 4.2: BEHAVIOR SUPPORTS				
203 - 205 - 10 Guidance Services	01 - Salaries & Wages	Teacher Specialist, Behavioral Interventions & Supports	1.0 FTE * \$80,000/year * 3 years	240,000
Subtotal, Salaries & Wages				\$ 240,000
212 - Fixed Charges	04 - Other Charges	Retirement	0.1467 * Salary + Admin Fee	35,595
		Life Insurance	0.002712 * Salary	651
		Health & Dental Insurance	\$16,048 per year	48,144
		Workers' Compensation	0.00412 * Salary	989
		FICA	0.0765 * Salary	18,360
		Unemployment	\$170 per year	510
Subtotal, Fixed Charges				\$ 104,249
203 - 205 - 09 Instructional Staff Dev.	03 - Supplies & Materials	Self-paced behavior technician (RBT) curriculum for school-based behavior support specialists	\$150/teacher * 65 Behavior Support Specialist	9,750
Subtotal, Instructional Staff Development Supplies				\$ 9,750

Category # - Program #	Budget Obj. #	Line Item	Calculation	Total
203 - 205 - 01 Regular Program	03 - Supplies & Materials	Calm Corner materials for elementary schools	\$625/school * 40 schools	25,000
Subtotal, Regular Program Supplies				\$ 25,000
203 - 205 - 10 Guidance Services	03 - Supplies & Materials	Teacher Specialist Laptop	\$1,500/Laptop	1,500
Subtotal, Contract Services				\$ 1,500
SUBTOTAL, ACTIVITY 4.2				\$ 380,499
ACTIVITY 4.3: MENTAL HEALTH SUPPORTS				
207 - Student Personnel Services	01 - Salaries & Wages	Supplemental Pay for CASS Workers	\$67.95/hour * 140 hours * 2 years	19,026
Subtotal, Salaries & Wages				\$ 19,026
212 - Fixed Charges	04 - Other Charges	FICA	0.0765 * Salary	1,455
		Workers' Compensation	0.00412 * Salary	79
Subtotal, Fixed Charges				\$ 1,534
203 - 205 - 10 Guidance Services	02 - Contract Services	Contracted Trauma Therapist	\$135/hour * 40 hours * 20 students * 3 years	324,000
		Contracted Bereavement Referral Services & Counselor Training	\$50,000/year * 3 years	150,000
Subtotal, Contract Services				\$ 474,000
SUBTOTAL, ACTIVITY 4.3				\$ 494,560
ACTIVITY 4.4: PSYCHIATRIC SUPPORTS				
203 - 205 - 11 Psychological Services	01 - Salaries & Wages	Psychologist, 12-months for the Child Find Team	1.0 FTE * \$100,000/year * 3 years	300,000
Subtotal, Salaries & Wages				\$ 300,000
212 - Fixed Charges	04 - Other Charges	Retirement	0.1467 * Salary + Admin Fee	44,397
		Life Insurance	0.002712 * Salary	814
		Health & Dental Insurance	\$16,048 per year	48,144
		Workers' Compensation	0.00412 * Salary	1,236
		FICA	0.0765 * Salary	22,950
		Unemployment	\$170 per year	510
Subtotal, Fixed Charges				\$ 118,051
203 - 205 - 11 Psychological Services	03 - Supplies & Materials	Social Emotional Learning (SEL) materials & training	\$10,500/year * 2 years	21,000
		Pre & Post Test Materials	\$2,781/year * 2 years	5,562
		Psychologist Laptop	\$1,500/Laptop	1,500
Subtotal, Supplies & Materials				\$ 28,062
SUBTOTAL, ACTIVITY 4.4				\$ 446,113

Category # - Program #	Budget Obj. #	Line Item	Calculation	Total
ACTIVITY 4.5: HOSPITAL TRANSITION PROGRAM				
202 - 16 Inst. Admin. & Supv.	01 - Salaries & Wages	Coordinator	1.0 FTE * \$86,194/year * 2 years	172,388
Subtotal, Mid-Level Salaries				\$ 172,388
203 -205 - 01 Regular Program	01 - Salaries & Wages	Teacher, 10-month	2.0 FTE * \$60,000/year * 2 years	240,000
		Instructional Assistant, 10-month	2.0 FTE * \$25,000/year * 2 years	100,000
Subtotal, Regular Program Salaries				\$ 340,000
212 - Fixed Charges	04 - Other Charges	Retirement	0.1467 * Salary + Admin Fee	76,457
		Life Insurance	0.002712 * Salary	1,390
		Health & Dental Insurance	\$16,048 per year	160,480
		Workers' Compensation	0.00412 * Salary	2,111
		FICA	0.0765 * Salary	39,198
		Unemployment	\$170 per year	1,700
Subtotal, Fixed Charges				\$ 281,336
202 - 16 Inst. Admin. & Supv.	03 - Supplies & Materials	Laptops for Staff	\$1,500/Laptop * 1.0 FTE	1,500
Subtotal, Mid-Level Supplies				\$ 1,500
203 -205 - 01 Regular Program	03 - Supplies & Materials	Laptops for Staff	\$1,500/Laptop * 4.0 FTE	6,000
Subtotal, Regular Program Supplies				\$ 6,000
SUBTOTAL, ACTIVITY 4.5				\$ 801,224
ACTIVITY 4.6: SUICIDE AWARENESS & PREVENTION				
203 - 205 - 09 Instructional Staff Dev.	01 - Salaries & Wages	Professional learning for teachers	\$28.38/hour * 2 hours * 27 teachers	1,533
Subtotal, Salaries & Wages				\$ 1,533
212 - Fixed Charges	04 - Other Charges	FICA	0.0765 * Salary	117
		Workers' Compensation	0.00412 * Salary	6
Subtotal, Fixed Charges				\$ 123
203 - 205 - 09 Instructional Staff Dev.	02 - Contract Services	Signs of Suicide Virtual Training	\$111.11/teacher * 27	3,000
Subtotal, Instructional Staff Development Contract Services				\$ 3,000
203 -205 - 01 Regular Program	03 - Supplies & Materials	Middle School Signs of Suicide Resource	\$300/school license * 15 schools	4,500
		High School Signs of Suicide Resource	\$300/school license * 12 schools	3,600
Subtotal, Regular Program Supplies				\$ 8,100
SUBTOTAL, ACTIVITY 4.6				\$ 12,756

Category # - Program #	Budget Obj. #	Line Item	Calculation	Total
ACTIVITY 4.7: SEXUAL ASSAULT/ABUSE PREVENTION				
203 - 205 - 09 Instructional Staff Dev.	01 - Salaries & Wages	Professional learning for teachers	\$28.38/hour * 493 hours	13,991
Subtotal, Salaries & Wages				\$ 13,991
212 - Fixed Charges	04 - Other Charges	FICA	0.0765 * Salary	1,070
		Workers' Compensation	0.00412 * Salary	58
Subtotal, Fixed Charges				\$ 1,128
SUBTOTAL, ACTIVITY 4.7				\$ 15,119
ACTIVITY 4.8: ELEMENTARY SUBSTANCE ABUSE PREVENTION PROGRAM				
203 - 205 - 09 Instructional Staff Dev.	01 - Salaries & Wages	Professional learning for teachers	\$28.38/hour * 158 hours	4,484
Subtotal, Salaries & Wages				\$ 4,484
212 - Fixed Charges	04 - Other Charges	FICA	0.0765 * Salary	343
		Workers' Compensation	0.00412 * Salary	19
Subtotal, Fixed Charges				\$ 362
SUBTOTAL, ACTIVITY 4.8				\$ 4,846
ACTIVITY 4.9: MOVEMENT EDUCATION CURRICULUM DEVELOPMENT				
203 - 205 - 09 Instructional Staff Dev.	01 - Salaries & Wages	Curriculum development by teachers	\$28.38/hour * 20 hours	568
Subtotal, Salaries & Wages				\$ 568
212 - Fixed Charges	04 - Other Charges	FICA	0.0765 * Salary	44
		Workers' Compensation	0.00412 * Salary	2
Subtotal, Fixed Charges				\$ 46
203 -205 - 01 Regular Program	03 - Supplies & Materials	Gym Thing/Whittle Movement Education Climbing Equipment	Unit Pricing	1,432
		Whittle Equipment Storage Transporters	Unit Pricing	1,800
		Safety Mats	Unit Pricing	1,200
Subtotal, Regular Programs Supplies				\$ 4,432
SUBTOTAL, ACTIVITY 4.9				\$ 5,046
SUBTOTAL, ACTIVITY 4				\$ 2,226,163

Category # - Program #	Budget Obj. #	Line Item	Calculation	Total
ACTIVITY 5: SUPPORTING STAFF				
ACTIVITY 5.1: TEACHERS ADVISORY COUNCIL				
203 - 205 - 01 Regular Program	01 - Salaries & Wages	Teacher Advisory Council Meetings	\$28.38/hour * 20 teachers * 10 meetings * 2 hours * 2 years	22,704
Subtotal, Salaries & Wages				\$ 22,704
212 - Fixed Charges	04 - Other Charges	FICA	0.0765 * Salary	1,737
		Workers' Compensation	0.00412 * Salary	94
Subtotal, Fixed Charges				\$ 1,831
SUBTOTAL, ACTIVITY 5.1				\$ 24,535
ACTIVITY 5.2: HIRING & RETENTION INCENTIVES				
201 - 23 Centralized Support	01 - Salaries & Wages	Teacher Retention Incentive	\$1200/FTE * 1.0 FTE	1,200
Subtotal, Centralized Support Salaries				\$ 1,200
203 - 205 - 01 Regular Program	01 - Salaries & Wages	Substitute Incentive	\$25/day * 71 days * 240 substitutes	426,000
		Teacher Retention Incentive	\$1200/FTE * 2,890.0 FTE	3,468,000
Subtotal, Regular Program Salaries				\$ 3,894,000
206 - 04 Public Sch Instr. Prog.	01 - Salaries & Wages	Teacher Retention Incentive	\$1200/FTE * 477.0 FTE	572,400
Subtotal, Special Education Public School Instructional Program Salaries				\$ 572,400
207 - Student Personnel Services	01 - Salaries & Wages	Teacher Retention Incentive	\$1200/FTE * 9.0 FTE	10,800
Subtotal, Student Personnel Services Salaries				\$ 10,800
209 - Student Transportation	01 - Salaries & Wages	Referral Incentive: Bus Drivers	\$500/referral * 200 referrals	100,000
		Signing Incentive: Bus Drivers	\$1,500/employee * 125 new employees	187,500
		Retention Incentive: Bus Drivers	\$1,500/employee * 397 employees * 60%	357,300
Subtotal, Student Transportation Salaries				\$ 644,800
213 - Food Service	01 - Salaries & Wages	Signing Incentive: Food Service Workers	\$1,500/employee * 125 new employees	187,500
		Retention Incentive: Food Service Workers	\$1,500/employee * 70 employees * 60%	63,000
Subtotal, Food Service Salaries				\$ 250,500

Category # - Program #	Budget Obj. #	Line Item	Calculation	Total
212 - Fixed Charges	04 - Other Charges	FICA	0.0765 * \$5,401,300	411,088
		Workers' Compensation (Professional)	0.00412 * Salary	18,451
		Workers' Compensation (Bus Drivers)	0.08744 * Salary	56,381
		Workers' Compensation (Non-Professional)	0.03044 * Salary	7,625
Subtotal, Fixed Charges				\$ 493,545
SUBTOTAL, ACTIVITY 5.2				\$ 5,867,245
SUBTOTAL, ACTIVITY 5				\$ 5,891,780
ACTIVITY 6: SUPPORTING TECHNOLOGY				
ACTIVITY 6.1: STUDENT CHROMEBOOKS REPAIR & REPLACEMENT				
203 - 205 - 01 Regular Program	03 - Supplies & Materials	Student Chromebook repair parts	Various parts	500,000
		Student Chromebook replacement	\$335.69/Chromebook * 8,490	2,850,008
Subtotal, Supplies & Materials				\$ 3,350,008
SUBTOTAL, ACTIVITY 6.1				\$ 3,350,008
ACTIVITY 6.2: DATA CENTER INFRASTRUCTURE UPGRADES				
201 - 23 Centralized Support	02 - Contract Services	Juniper Care Core Technical Support		5,000
		Palo Alto Networks Premium Support Program		64,260
		F5 CAT HW320 Premium Service		67,800
Subtotal, Contract Services				\$ 137,060

Category # - Program #	Budget Obj. #	Line Item	Calculation	Total
201 - 23 Centralized Support	03 - Supplies & Materials	Juniper EX3400 48 Port Ethernet Switches	40 * \$1,410	56,400
		Juniper Networks - Power Supply - 920 watt	40 * \$264	10,560
		Palo Alto Networks Threat Prevention - Subscription License	2 * \$19,397.50	38,795
		Palo PANdb URL Filtering License	2 * \$19,397.50	38,795
		WildFire License	2 * \$19,397.50	38,795
		Juniper Networks power cable IEC 60320 C13 to NEMA 5-15	40 * \$9	360
		APC NetShelter SV rack 48U	20 * \$1,660	33,200
		Raritan Dominion PX PX3-5495X2-P1 - 10000VA	40 * \$1,990	79,600
		F5 SFP+ transceiver module	2 * \$1,525	3,050
		FS 49ft 12-FIB MTP F/F OM4 Magenta	193 * \$162.10	31,285
		FS 16ft 12-FIB MTP F/F OM4 Magenta	193 * \$91.25	17,611
		FHD High Density 2U Rack Mount Enclosure	33 * \$215.80	7,122
		FS FHD 3X MTP 12 Cassette	258 * \$237.80	61,352
Subtotal, Supplies & Materials				\$ 416,925
201 - 23 Centralized Support	05 - Equipment	Palo Alto PA-5450 AC HW Bundle	2 * \$40,476.95	80,954
		Palo Alto Data Processing Card - encryption module	2 * \$53,981.46	107,963
		F5 BIG-IP Appl I10800 Best Bundle	2 * \$149,790	299,580
		APC Symmetra PX 40kW Scalable to 100kW	4 * \$35,680	142,720
Subtotal, Equipment				\$ 631,217
SUBTOTAL, ACTIVITY 6.2				\$ 1,185,202
ACTIVITY 6.3: CYBERSECURITY ENHANCEMENTS				
210 - 31 Operating Services	03 - Supplies & Materials	HID Omnikey 5422 - SMART card / NFC / RFID reader-USB	3,500 x \$60	210,000
Subtotal, Supplies & Materials				\$ 210,000
SUBTOTAL, ACTIVITY 6.3				\$ 210,000
ACTIVITY 6.4: SUBJECT MATTER EXPERTISE				
201 - 23 Centralized Support	02 - Contract Services	CATS+ Subject Matter Expertise Services	1,040 hours * \$250/hour * 4 Experts	1,040,000
Subtotal, Supplies & Materials				\$ 1,040,000
SUBTOTAL, ACTIVITY 6.4				\$ 1,040,000
SUBTOTAL, ACTIVITY 6				\$ 5,785,210

Category # - Program #	Budget Obj. #	Line Item	Calculation	Total
ACTIVITY 7: SUPPORTING OUR COMMUNITY				
ACTIVITY 7.1: VIDEOCONFERENCING				
210 - 31 Operating Services	02 - Contract Services	Extended Service Agreement - Poly Advantage	75 units * \$1,179.79/unit	88,484
Subtotal, Contract Services				\$ 88,484
211 - Maintenance of Plant	03 - Supplies & Materials	Samsung 75" Commercial 4K Display	75 * \$3,407.50	255,563
		Poly Remote Installation	75 * \$426.92	32,019
		Peerless-AV Paramount PA762 - mounting kit	75 * \$130.32	9,774
		Poly Studio X50 - video conferencing kit - with Poly TC8	75 * \$2,962.62	222,197
		Poly video conferencing mounting kit	75 * \$208.15	15,611
Subtotal, Supplies & Materials				\$ 535,164
SUBTOTAL, ACTIVITY 7.1				\$ 623,648
ACTIVITY 7.2: ONLINE ENROLLMENT PROGRAM				
202 - 16 Inst. Admin. & Supv.	03 - Supplies & Materials	Powerschool Online Enrollment Platform		80,371
Subtotal, Supplies & Materials				\$ 80,371
SUBTOTAL, ACTIVITY 7.2				\$ 80,371
SUBTOTAL, ACTIVITY 2				\$ 704,019
ACTIVITY 8: CHARTER SCHOOLS				
ACTIVITY 8.1: CARROLL CREEK MONTESSORI PUBLIC CHARTER SCHOOL				
203 -205 - 01 Regular Program	01 - Salaries & Wages	Teacher, Math Intervention (SY21-22)	1.0 FTE * \$81,400	81,400
		Teacher, Prekindergarten (SY22-23)	0.5 FTE * \$79,413	39,707
		Instructional Assistant (SY22-23)	0.5 FTE * \$24,293	12,147
Subtotal, Regular Program Salaries				\$ 133,254
212 - Fixed Charges	04 - Other Charges	Retirement	0.1467 * Salary + Admin Fee	19,806
		Life Insurance	0.002712 * Salary	361
		Health & Dental Insurance	\$16,048 per year	32,096
		Workers' Compensation	0.00412 * Salary	549
		FICA	0.0765 * Salary	10,194
		Unemployment	\$170 per year	340
Subtotal, Fixed Charges				\$ 63,346

Category # - Program #	Budget Obj. #	Line Item	Calculation	Total
203 -205 - 01 Regular Program	03 - Supplies & Materials	Classroom Tables	17 * \$133.09	2,263
		Classroom Books	Multiple titles	5,000
		Materials of Instruction	Various	68,954
Subtotal, Supplies & Materials				\$ 76,217
SUBTOTAL, ACTIVITY 8.1				\$ 272,817
ACTIVITY 8.2: FREDERICK CLASSICAL PUBLIC CHARTER SCHOOL				
203 -205 - 01 Regular Program	01 - Salaries & Wages	Teacher, Intervention (SY21-22)	1.0 FTE * \$81,400	81,400
		Teacher, Intervention (SY22-23)	1.0 FTE * \$83,842	83,842
Subtotal, Regular Program Salaries				\$ 165,242
212 - Fixed Charges	04 - Other Charges	Retirement	0.1467 * Salary + Admin Fee	24,499
		Life Insurance	0.002712 * Salary	448
		Health & Dental Insurance	\$16,048 per year	32,096
		Workers' Compensation	0.00412 * Salary	681
		FICA	0.0765 * Salary	12,641
		Unemployment	\$170 per year	340
Subtotal, Fixed Charges				\$ 70,705
203 -205 - 01 Regular Program	03 - Supplies & Materials	Exploring Science: MindTap Grades K - 5	Various costs	20,080
		National Geographic Investigation Kit - Grades K - 5	Various costs	7,800
		Exploring Science through Literacy - Grades K - 5	Various costs	5,293
		Elevate Middle School Science Kits	Various costs	17,455
Subtotal, Supplies & Materials				\$ 50,628
203 - 205 - 09 Instructional Staff Dev.	04 - Other Charges	Various curricular teacher professional development (virtual conferences, workshops, & online)		36,001
Subtotal, Other Charges				\$ 36,001
SUBTOTAL, ACTIVITY 8.2				\$ 322,576
ACTIVITY 8.3: MONOCACY VALLEY MONTESSORI PUBLIC CHARTER SCHOOL				
203 -205 - 01 Regular Program	01 - Salaries & Wages	Acceleration Academy Tutors - Lower Elementary	\$57.78/hour * 135 hours * 4 teachers	31,201
		Acceleration Academy Tutors - Upper Elementary	\$57.78/hour * 135 hours * 4 teachers	31,201
		High Dosage Tutoring - Middle School	\$57.78/hour * 135 hours * 4 teachers	31,201
Subtotal, Regular Program Salaries				\$ 93,603
212 - Fixed Charges	04 - Other Charges	FICA	0.0765 * Salary	7,161
		Workers' Compensation	0.00412 * Salary	386
Subtotal, Fixed Charges				\$ 7,547

Category # - Program #	Budget Obj. #	Line Item	Calculation	Total
203 - 205 - 09 Instructional Staff Dev.	02 - Contract Services	Institute for Multi-Sensory Education	\$1,275/training * 3 annual trainings * 3 years	11,475
Subtotal, Contract Services				\$ 11,475
203 - 205 - 01 Regular Program	03 - Supplies & Materials	IRLA/ENIL Toolkit for Small Group Instruction	Various costs by grade	17,375
		Upper Elementary Theme Text Sets	Various costs by grade	22,800
		Science Kits	Various costs by grade	23,813
		Middle school math materials	Various costs	16,735
Subtotal, Supplies & Materials				\$ 80,723
203 - 205 - 09 Instructional Staff Dev.	04 - Other Charges	American Montessori Society (AMS) Professional Development - accessed via membership	\$4,200/year * 3 years	12,600
		AMS Conference Contribution	\$1500/staff * 12 staff * 3 years	54,000
Subtotal, Other Charges				\$ 66,600
SUBTOTAL, ACTIVITY 8.3				\$ 259,948
SUBTOTAL, ACTIVITY 8				\$ 855,341
ACTIVITY 9: GRANT ADMINISTRATION & PROGRAM EVALUATION				
ACTIVITY 9.1: PROGRAM EVALUATION & RESEARCH SPECIALIST				
202 - 16 Inst. Admin. & Supv.	01 - Salaries & Wages	Program Evaluation Specialist	1.0 FTE * \$59,300 * 3.33 Years	197,469
Subtotal, Mid-Level Salaries				\$ 197,469
212 - Fixed Charges	04 - Other Charges	Retirement	0.1467 * Salary + Admin Fee	29,397
		Life Insurance	0.002712 * Salary	536
		Health & Dental Insurance	\$16,048 per year	53,440
		Workers' Compensation	0.00412 * Salary	814
		FICA	0.0765 * Salary	15,106
		Unemployment	\$170 per year	566
Subtotal, Fixed Charges				\$ 99,859
SUBTOTAL, ACTIVITY 9.1				\$ 297,328
ACTIVITY 9.2: GRANT ADMINISTRATION				
202 - 16 Inst. Admin. & Supv.	01 - Salaries & Wages	Grant Coordinator	1.0 FTE * \$101,476 * 1.3 Years	131,919
		Grant Specialist	1.0 FTE * 55,654 * 1.3 Years	72,350
		Teacher Specialist	1.0 FTE * 105,000 * 3.33 Years	349,650
Subtotal, Regular Program Salaries				\$ 553,919

Category # - Program #	Budget Obj. #	Line Item	Calculation	Total
212 - Fixed Charges	04 - Other Charges	Retirement	0.1467 * Salary + Admin Fee	83,543
		Life Insurance	0.002712 * Salary	1,502
		Health & Dental Insurance	\$16,048 per year	94,683
		Workers' Compensation	0.00412 * Salary	2,282
		FICA	0.0765 * Salary	42,375
		Unemployment	\$170 per year	1,003
Subtotal, Fixed Charges				\$ 225,388
SUBTOTAL, ACTIVITY 9.2				\$ 779,307
TOTAL, ACTIVITY 9				\$ 1,076,635
INDIRECT COST RECOVERY				
201 - 22 Business Support	08 - Transfers	Total Direct Costs		\$ 37,203,691
		Less Equipment		\$ 631,217
		Modified Total Direct Costs		\$ 36,572,474
		Indirect cost recovery at 2% (MSDE FY2021 Approved Rate 2.61%)	\$36,572,744 * 0.02	\$ 731,534
TOTAL, BUSINESS SUPPORT: TRANSFERS				\$ 731,534
TOTAL ARP ESSER REQUEST				\$ 37,935,225

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

ORIGINAL GRANT BUDGET	\$ 37,935,225.00	AMENDED BUDGET #	0	REQUEST DATE	8/17/2021
GRANT NAME	American Rescue Plan Elementary & Secondary School Emergency Relief	GRANT RECIPIENT NAME	Frederick County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	44622		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	3/13/2020	TO	9/30/2024

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						731,534.00	731,534.00
Prog. 23 Centralized Support	1,200.00	1,177,060.00	416,925.00		631,217.00		2,226,402.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal	48,000.00		4,770.00				52,770.00
Prog. 16 Inst. Admin. & Supv.	923,776.00	20,000.00	81,871.00				1,025,647.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	9,653,873.00	410,740.00	5,539,033.00	16,560.00			15,620,206.00
Prog. 02 Special Prog.	92,010.00		3,500.00	10,000.00			105,510.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Programs							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instructional Staff Dev.	166,923.00	25,725.00	330.00	102,601.00			295,579.00
Prog. 10 Guidance Services	990,300.00	474,000.00	67,500.00				1,531,800.00
Prog. 11 Psychological Services	300,000.00		28,062.00				328,062.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.	2,295,651.00						2,295,651.00
Prog. 06 Educ. Prog. In State Institution							0.00
Prog. 07 Non Public Programs							0.00
Prog. 09 Instructional Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.	29,826.00						29,826.00
208 Student Health Services	18,000.00	168,000.00	52.00				186,052.00
209 Student Transportation	1,356,200.00		246,387.00				1,602,587.00
210 Operation of Plant							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services		88,484.00	210,000.00				298,484.00
211 Maintenance of Plant		8,017,342.00	535,164.00				8,552,506.00
212 Fixed Charges				2,802,109.00			2,802,109.00
213 Food Services	250,500.00						250,500.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	16,126,259.00	10,381,351.00	7,133,594.00	2,931,270.00	631,217.00	731,534.00	37,935,225.00

Finance Official Approval _____
Name _____ Signature _____ Date _____ Telephone # _____

Supt./Agency Head Approval _____
Name _____ Signature _____ Date _____ Telephone # _____

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