

Accelerated Achievement & Equity

Question: Page 9 - Please breakdown the 16 FTE positions, job descriptions and where they would be housed, i.e. how would a guidance counselor be used? There are 12 EL teachers listed, are they all for the expanded program at Walkersville? What is the student to teacher ratio in our EL classes?

Response:

12.0 FTE	EL Teachers (Growth, based upon enrollment increase)
1.0 FTE	EL Counselor
1.0 FTE	Bilingual EL Registrar
1.0 FTE	Secretary, International Office
1.0 FTE	Teacher Specialist, EL (11-Month)

EL Teachers

- *EL Teachers work directly with students in schools. Of the 12.0 requested teachers, a few will be placed at Walkersville High, based on EL student enrollment.*
- *The other positions will be placed in other schools throughout the county to respond to enrollment and growth needs.*

EL Counselor

- *High schools that currently serve EL students are Frederick, Gov. Thomas Johnson, and Tuscarora High Schools. Due to growth in the Walkersville area, we will expand EL services to Walkersville High School.*
- *At each of our high schools, we strive to provide EL counseling support due to the uniqueness of the EL student with enrollment, scheduling, and the need for alternative programming to accelerate and modify their course selections and provide alternative pathways towards meeting graduation requirements.*
- *EL counselors work specifically with these students to craft individualized graduation plans, provide direct scheduling support, and monitor their progress towards graduation.*
- *We currently have an EL Counselor at Frederick and Gov. Thomas Johnson High Schools. There is no specific EL counseling support for the students at Tuscarora and Walkersville High Schools. EL students at these schools are provided by the general school counselors. The request for a 1.0 EL counselor is to support EL students at Tuscarora and Walkersville High Schools. This position would be split between the two schools.*

Secretary, International Office

- *All incoming EL students to FCPS in grades K – 8 begin the enrollment process at the International Office. The International Office also coordinates all interpreter requests for parent conferences and other meetings. Supporting the enrollment process and bilingual interpreting services, we currently have a Coordinator of Interpreting Services, a Coordinator of Interpreting Services, and a Coordinator of Family Engagement and Partnerships. In addition to their position responsibilities,*

these staff members answer the phones, do pre-enrollment, test students, provide translation services, and conduct routine administrative functions.

- *The International Office secretary would take over administrative functions, answer phones, greet visitors and help to mitigate against the frequent interruptions of EL services and supports to students, families and the community caused by phone calls, visits, administrative responsibilities and other requests that come in on a daily basis to this office.*
- *As an example of the volume of calls and requests that comes through the IO, from July 19 to September 3, this office received 321 requests for interpreters and addressed more than 230 other phone calls.*
- *This past school year, the International Office coordinated over 3,000 parent/teacher conferences.*

Bilingual EL Registrar

- *The Bilingual EL Registrar would perform a similar role as registrars that are located in our high schools. However, given that the enrollment process for EL students begins at the International Office, a bilingual EL registrar is needed to support student enrollment, facilitate obtaining school records from previous countries and places of schooling, conduct some assessments to determine EL proficiency, determine the appropriate grade level for students with limited formal or interrupted education, and to immediately translate some student records.*
- *This past school year, the International Office facilitated over 200 pre-enrollments.*

EL Teacher Specialist

- *The EL Office currently has two teacher specialists supporting students, teachers, and administrators in each of our 65 schools. The number of EL students and teachers of EL students has increased, but the support for them has not.*
- *We currently have 92 EL teachers in schools. This also represents the support of 1 teacher specialist per 46 EL teachers. What this does not represent are the hundreds of classroom teachers in the mainstream setting that these two teacher specialists support. It does not represent the seventy-five professional learning sessions these two teacher specialists conduct on an average each school year.*
- *With the EL student and staff population continuing to grow, and the continued expansion of services, an additional teacher specialist is requested.*

Special Education

Question: Please breakdown the 24.5 FTE positions as to how many are needed for projected growth and how many to lower class size, if any.

*Response: 10.5 FTE for enrollment growth
14.0 FTE for complexity factors*

Question: What is the job description for a Data Integration Specialist?

Response: Due to the increased sophistication of and necessary changes to our special education and 504 student data platforms, the special education department requires a data integration specialist to ensure that these student data platforms remain compliant with our existing FCPS student data platforms. The Data Integration Specialist will work with our technology infrastructure and system accountability department to integrate appropriate platforms and data reports with other FCPS data systems and to ensure the protection of personally identifiable student information. This person will also respond to changes in data platforms in order to be responsive to system and school needs.

Key responsibilities include designing, implementing, and managing data integrations which are used in conjunction with third party vendors to support student learning, supporting new and existing data reporting systems, ad hoc data extracts, and overall data integrity, plan for new software releases/versions and testing of software prior to implementation, work with the student information systems teams to develop and maintain student data reports and dashboards.

Question: 66118 – What caused the major jump in supplemental pay?

Response: The \$104,175 request provides supplemental pay for professional development for SEIAs.

Question: How have we used the funds included in the budget for dyslexia, dysgraphia, and dyscalculia? What are the plans moving forward?

Response: In the FY2020 budget, there is \$350,000 assigned in the SASI budget and \$450,001 assigned in the Special Education budget. Of the \$450,001 available:

- \$150,000 was earmarked for a 4th Intensive Literacy Intervention Position (to provide academic language therapy to identified students). We currently have 3 other staff members serving in this role*
- \$300,001 is earmarked for structured literacy training for special education teachers P-12 to support the planning, delivery, and monitoring of specially designed*

instruction per the IEP. These funds will cover the costs for contracted services, materials of instruction, and substitutes/workshop pay for teachers.

- *Cohorts of special education teachers began receiving 60 hours of Orton Gillingham Plus (OG+) training in structured literacy. These 60 hours will be accomplished in 8 days over approximately one month for each cohort. Over 200 special education teachers will be trained in OG+ by the end of Fall 2020. The timeline for training is as follows:*
 - *Cohort 1: January – February 2020 (41 participants)*
 - *Cohort 2: March – April 2020 (41 participants)*
 - *Cohort 3: Summer 2020 (41 participants)*
 - *Cohort 4: Summer 2020 (41 participants)*
 - *Cohort 5: Fall 2020 (40 participants)*

Question: Have the recent partnerships with behavioral health orgs for specialized programming for students with ASD or who are similarly neurodiverse resulted in any reduction in out of county placements? If so, how many? What costs are directly associated in the proposed budget with that program, and how does the size and cost of the program compare to the previous year?

Response: In 2018-2019, 12 students were prevented from going to out of county placements. Of the 12 students, at least half were mainstreamed back into the general education setting for at least part of the school day.

During the current school year, 2019-2020, 8 students have been prevented from going to out of county placements. 75% of the students have been mainstreamed for at least part of the school day. We anticipate at least two of these students to be fully mainstreamed back to their home school setting within the next three months.

The average cost per student for the partnership in 2018-2019 was \$66,605.40 with the Maryland State Department of Education reimbursing the school system \$29,358.28 per student. Additionally, we are saving \$9,000 per student in transportation costs. The average cost per student in the partnership is \$37,247.12.

We anticipate similar costs for a middle school program, as the scope of the program will be similar:

- *10 student seats*
- *Middle school students with autism spectrum disorders with social/emotional and other similar disabilities*
- *Diploma-bound students*

Organizational Development

Question: 61143 – Is this a new position or an expansion to 11-month for more than one position, or both?

Response: 1.0 FTE – Teacher Specialist for Leadership Development – This position currently exists at FCPS; the funding request moves the position from the restricted fund to the general fund. Additionally, we are increasing the schedule of one 11-month teacher specialist to a 12-month calendar.

Question: What is a teacher specialist for Leadership Development's job description? Is this an expansion of an existing area?

Response: The Teacher Specialist for Leadership Development assists with the design, development, and implementation of a leadership training program that will prepare aspiring school and district leaders to achieve systemic aspirational goals and accelerate student learning. Over the last several years, our ELITE Program has greatly increased the preparation and capacity of many of our newest administrators. The Leadership Development team supports not only our administrative staff, but also builds critical leadership and succession pipelines for our Support Employee Professionals, as well. One current example of this work is the Maintenance & Operations Leadership Academy. Teacher leadership is critical to advancing the student achievement goals of FCPS, closing the achievement gap, and retaining top-notch educators. As evidenced by the Kirwan Commission's report, teacher leadership will continue to grow in importance in Maryland. This Teacher Specialist for Leadership Development currently exists at FCPS; the funding request moves the position from the restricted fund to the general fund. Additionally, we are increasing the schedule of one 11-month teacher specialist to a 12-month calendar to meet the many demands for leadership professional learning and onboarding during the critical summer months.

Question: 73024 – What is the technology budget and recording studio software to be used for?

Response: The Department of Organizational Development is housed at the Staff Development Center in Walkersville, where learning spaces are in great demand. As our system continues to grow, the building provides valuable, dynamic spaces for learning, collaboration, and hands-on training. This request funds the installation of Promethean Boards in five classrooms which are part of the former Success area and currently lack any technology. In addition to traditional face-to-face professional learning sessions, today's adults learn through webinars, podcasts, and virtual meetings. Forward-thinking school systems are taking advantage of opportunities to utilize technology to amplify learning by making it available to employees on-demand. We would like to be able to expand our on-demand, short recorded videos and create podcasts to enhance employee learning and increase efficiencies. We would like to add a tripod and audio recording equipment to the one small

video camera we currently have to expand our capacity to provide innovative, high quality professional learning.

Question: May we see job descriptions and mission/goals for the department? How does this department support the strategic plan?

Response: There is no goal in the Strategic Plan that does not require a highly trained and competent workforce. The Department of Organizational Development was formed to unite the responsibilities of professional learning and leadership development for all staff under one umbrella in order to provide comprehensive and cohesive support for our growing school system. Much of the department's work directly supports Strategic Goal 1 as we champion instructional excellence through our support of teachers and school leaders. In addition, our work focuses on providing opportunities for growth for all staff members in FCPS, the heart of Aspirational Goal 2. Many job descriptions are currently being revised as part of the strategic realignment. The Director's job description is attached, as well as a current organization chart and the Department of Organizational Development's Mission, Vision, and Values.

Frederick County Public Schools

Department of Organizational Development

Mission

The Department of Organizational Development equips and empowers the FCPS community to positively impact each and every student.

Vision

serving the FCPS community's commitment to learning and leadership

We pledge to:

Provide a visionary learning environment

Utilize research-informed practices

Foster collaborative relationships

Values

Relationships

Our work's efficacy is highly dependent on the trusting, mutually-respectful relationships that we cultivate across our school system. We rely on the strong relationships within our team to help us solve problems, innovate, and energize one another.

Service

Our work is grounded in response to the needs of the employees we serve. We utilize qualitative and quantitative feedback, clear communication, and focused alignment to systemic goals and priorities to ensure that our efforts and resources are expended in innovative ways that serve all aspects of the organization.

Knowledge

Our work is grounded in practices that are informed by research. We stay on the leading edge of developments in instructional best practices, high-quality management strategies, leadership skills, and employee learning. We strive to ensure that our methods model our understanding of how the brain learns, works, and thrives.

Impact

Our work touches 100% of FCPS employees, promoting greater student achievement, higher levels of employee satisfaction, greater systemic efficiency, and high-quality, sustainable, long-term leadership. We value ongoing data collection and analysis to ensure progress and foster accountability.

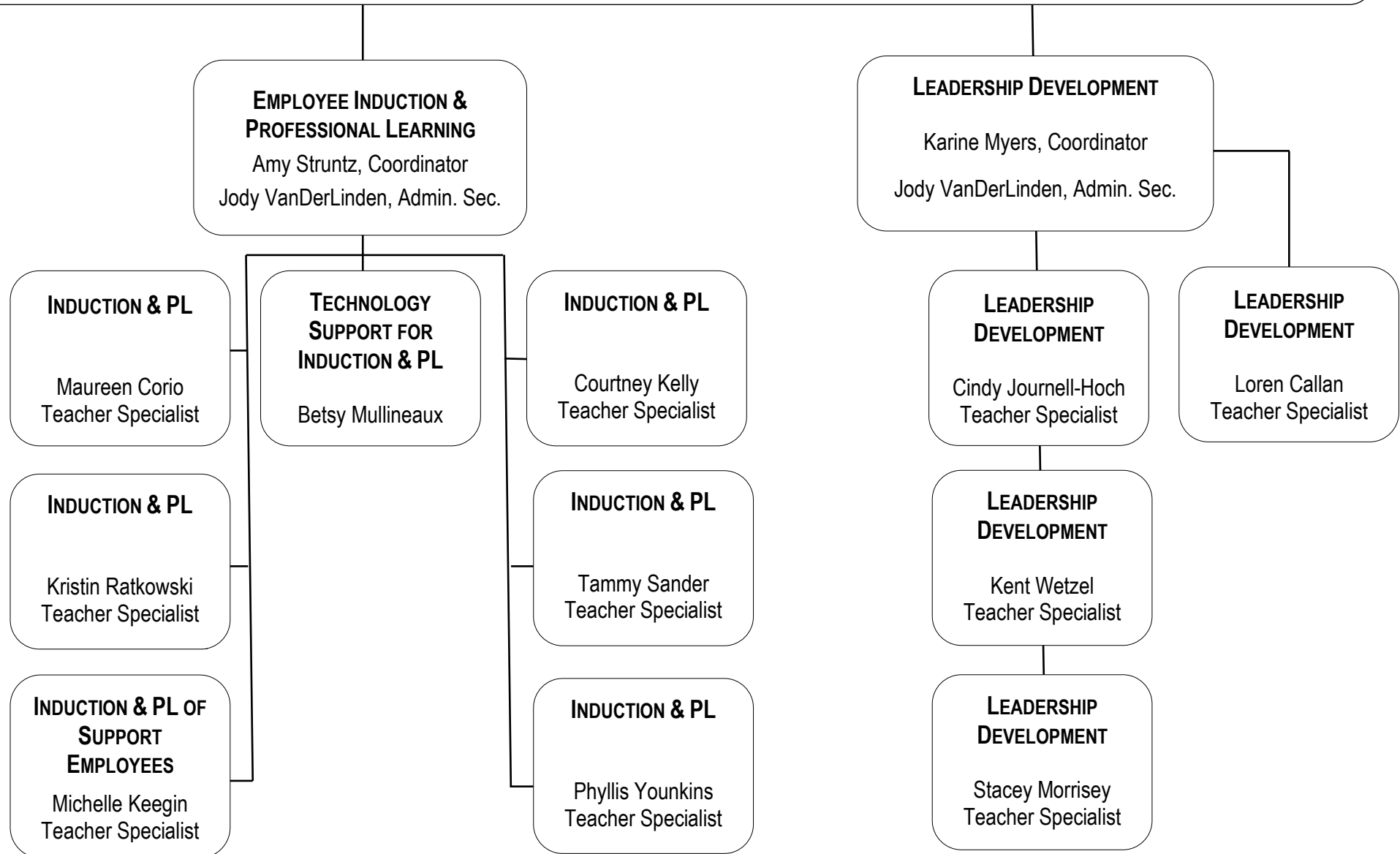
Joy

Our work happens in an atmosphere of joyful learning where participants are welcomed and valued. A joyful learning environment promotes creative thinking, reduces stress, reinforces positive relationships, and allows us to be a deliberately developmental organization. By modeling our passion for learning, we inspire each and every staff member to make FCPS a world class school system.

ORGANIZATIONAL DEVELOPMENT

Meg Lee, Director

Chastidy Thomas, Executive Secretary



FREDERICK COUNTY PUBLIC SCHOOLS

Position Title	Director of Organizational Development	Unit	AMT
Job Code	050000	Division	Organizational Development
Grade/Lane	EXL./ EL 1	Department	Organizational Development
FLSA Status	Exempt-Administrative EEO: Officials, Administrators, Managers	MSDE Code	03
OVERVIEW			
<p>The Director of Organizational Development has the primary responsibility for the development, implementation, and facilitation of Frederick County Public Schools' (FCPS) organizational development and systemic professional development strategies and objectives. Key responsibilities include, but are not limited to, the following: (1) Developing and maintaining a strategic division plan, (2) introducing and facilitating methods for improving employee engagement and performance, (3) conducting employee professional learning assessments, (4) identifying employee professional learning priorities and overseeing the development and delivery of systemic training programs, (5) ensuring successful systemic leadership development (6) cultivating and maintaining productive relationships with key internal and external stakeholders, (7) leading and managing a complex, fast-paced, and multi-dimensional division, and (8) performing other related duties consistent with the scope and nature of the position.</p>			
ESSENTIAL FUNCTIONS			
Reporting directly to the Deputy Superintendent, the Director of Organizational Development performs, as a minimum, the following duties:			
Organizational Development			
<ul style="list-style-type: none"> Provides strategic and operational direction to ensure that employee and leadership development processes and programs deliver a diverse, promotable, and engaged talent pipeline. Improves, develops, and implements performance management, succession, assessment, and organizational development programs, processes, and strategies. Aligns employee performance, succession planning, and career development. Introduces more efficient and effective methods for improving employee engagement and performance. Leverages forward-looking organizational development approaches and tools. Utilizes a consultative approach and partners with administrators and staff to enable divisions to maximize efficiency, achieve goals, and ensure continuity. Collaborates with internal stakeholders and external partners on the development of initiatives and activities that support the goal of improving leadership in all divisions and schools. Coordinates the successful integration of strategies to ensure the growth and success of staff and the FCPS' mission and vision. Keeps abreast of current and trending issues and developments associated with organizational development. Conducts needs assessments to determine systemic training deficits, develops and delivers system-wide training programs, and assesses the effectiveness of the training. Ensures that administration and staff are thoroughly equipped with the tools and training to support and monitor effective leadership development. 			
Systemic Professional Learning			
<ul style="list-style-type: none"> Leads and manages the instructional design, development, delivery, and evaluation of learning events, programs, policies, and strategies in support of a high-performing, data-driven, and continuous learning school system. Assists administration in the creation and implementation of professional development for division and school leadership. Designs, evaluates, and directs mind-brain education. Conducts research to introduce new strategies on improvements in professional development and how to best integrate technology with professional learning. Reviews and analyzes assessment data to determine professional development needs for the FCPS. Keeps abreast of current and trending issues and developments associated with professional learning. Researches and seeks professional learning grant opportunities. Assists with identifying external and internal resources for professional development. Provides support to administration in the design and delivery of professional development services. Oversees on-site and on-line systemic professional development. 			

January 15, 2020

Leadership and Management

- Develops and maintains a strategic division plan with measurable outcomes aligned with the mission and vision of the FCPS.
- Leads and manages a comprehensive organizational development division that facilitates the professional development and continuous learning of FCPS staff.
- Determines, defines, and outlines procedures for achieving the goals, objectives, and priorities of the division.
- Keeps abreast of current and trending issues and developments associated with professional learning.
- Develops and maintains the division budget.

Performs other duties as assigned by the Deputy Superintendent or Superintendent.**REQUIRED QUALIFICATIONS****Education, Training, Experience**

- Master's degree in organizational development, education, school administration, curriculum and instruction, professional development, human resources, leadership development, or related field.
- Five (5) years of progressive experience in organizational development, school administration, curriculum and instruction, professional development, human resources, leadership development, or related field.
- Five (5) years in teaching.
- Three (3) years with public schools.
- Experience with a large research-oriented public or private sector organization.
- Experience in identifying, tracking, and addressing emerging educational trends and issues.
- Experience in working in a collective bargaining environment.

Certifications/Licenses

- Certification in organizational development, teaching, school administration, curriculum and instruction, professional development, human resources, leadership development, or equivalent accreditation.
- Valid driver's license.

Knowledge, Skills, Abilities

- Professional knowledge of the principles, practices, and techniques associated with organizational development, professional development, education, management, and leadership development.
- Advanced oral and written communication and human relations skills.
- Excellent collaboration and facilitation skills.
- Ability to handle confidential and highly sensitive information in a professional manner.
- Ability to build trust and maintain relationships.
- Strong technology expertise.
- Familiarity with local, state, and federal current and trending education issues.
- Management and organizational skills that show an ability to prioritize, work under time constraints, and demonstrate flexibility in an environment of multiple tasks and shifting priorities.
- Ability to work a flexible schedule, including evenings and weekends, as needed.
- Ability to travel, as needed.
- Regular and predictable attendance.
- Capable of performing the essential functions of the position with or without reasonable accommodations.

PREFERRED QUALIFICATIONS**Education, Training, Experience**

- Ten (10)+ years of experience in designing customized learning and professional development programs across cross-functional divisions and operations.

Certifications/Licenses

- Doctorate

Knowledge, Skills, Abilities

- Bilingual skills.
- Familiarity with the FCPS' policies, goals and programs.
- Knowledge of adult learning theories.
- Knowledge of principles and practices of promoting public education.

New 04/26/2019

FREDERICK COUNTY PUBLIC SCHOOLS IS AN EQUAL OPPORTUNITY EMPLOYER.

THIS JOB DESCRIPTION HAS BEEN WRITTEN TO INDICATE THE GENERAL NATURE AND LEVEL OF WORK PERFORMED BY AN EMPLOYEE HOLDING THIS POSITION. IT IS NOT WRITTEN TO INCLUDE OR BE INTERPRETED TO INCLUDE A COMPREHENSIVE INVENTORY OF ALL DUTIES, RESPONSIBILITIES, AND QUALIFICATIONS REQUIRED OF THE EMPLOYEE. NOTHING IN THIS DESCRIPTION RESTRICTS MANAGEMENT'S RIGHT TO ASSIGN OR REASSIGN DUTIES AND RESPONSIBILITIES OR ADD REQUIRED QUALIFICATIONS TO THIS JOB AT ANY TIME.

Student Services

Summary of Mental Health Supports:

Roles/Responsibilities	Psychologist	CASS	Social Worker	Behavioral Specialist	School Counselor	School Therapist
Remain current on mental, emotional, and behavioral issues affecting students				✓	✓	
Provide crisis intervention services	✓	✓	✓	✓	✓	✓
Provide instruction on decision making and problem-solving techniques				✓	✓	
Provide individual and group counseling (focused on decision making and problem-solving techniques)	✓		✓	✓	✓	✓
Demonstrate knowledge of and ability to implement brief therapy	✓		✓		✓	✓
Communicate with families to establish/promote a positive home-school partnership	✓	✓	✓	✓	✓	✓
Supports the Functional Behavior Assessment (FBA) and Behavioral Intervention Plan (BIP) process	✓		✓	✓	✓	✓
Manage 504s and BIPs as needed	✓			✓	✓	
Conduct academic/behavior interventions with students	✓			✓	✓	
Design and implement individual behavior management plans				✓	✓	
Communicate behavior management and crisis intervention techniques to staff as needed	✓			✓	✓	

Roles/Responsibilities	Psychologist	CASS	Social Worker	Behavioral Specialist	School Counselor	School Therapist
Identify and model behavior management and crisis intervention techniques for school staff	✓			✓		
Facilitate conflict resolution sessions				✓	✓	
Participate in student services team/grade level team meetings	✓	✓	✓	✓	✓	
Participate in IEP meetings as appropriate	✓		✓	✓	✓	✓
Participates in development of IEP objectives when appropriate	✓		✓			✓
Participates on departmental, school, system and state level committees	✓	✓				
Maintain appropriate data regarding number of students served, placement of students, needs of students, needs of staff				✓	✓	
Provide support to classroom teachers as needed	✓			✓	✓	
Assist school counseling department as needed	✓	✓		✓		
Carries out the policies, procedures and bylaws by the state and Frederick County Board of Education	✓		✓		✓	✓
Assesses therapeutic needs and provides ongoing therapeutic intervention for select student clients	✓	✓	✓	✓	✓	✓

Roles/Responsibilities	Psychologist	CASS	Social Worker	Behavioral Specialist	School Counselor	School Therapist
Assesses psychological, academic, and behavioral data, conducts intakes, and develops an individual treatment plan for the student and family			✓	✓		✓
Offers parent drug education/substance abuse awareness as needed			✓			✓
Coordinates scheduling of intake with school counselors			✓			✓
Conducts transitional counseling sessions with students, as needed			✓		✓	✓
Coordinates services with community agencies, as needed	✓	✓	✓		✓	✓
Provides home visits to families that are deemed as needing this service		✓	✓		✓	✓
Maintains documentation on all individual counseling sessions			✓		✓	✓
Evaluates students ages 3-21 using a wide range of assessments that are appropriate for the students and referral questions	✓					
Uses current research and consultation to make sound educational recommendations in the evaluation report	✓					
Communicates evaluation results with families and school staff to enhance the understanding of a child's strengths and needs	✓					
Works collaboratively with school staff and parents to place effective academic, mental health and behavioral interventions	✓	✓	✓	✓	✓	✓

Roles/Responsibilities	Psychologist	CASS	Social Worker	Behavioral Specialist	School Counselor	School Therapist
Demonstrates and shares knowledge of child and adolescent development and biological, social and cultural influences on academic skills, learning and mental health	✓	✓	✓	✓	✓	✓
Provides Professional Learning to school staff, system wide, and parents and community groups relevant to their needs	✓				✓	
Works collaboratively with parents to secure outside resources for students	✓	✓	✓	✓	✓	✓
Makes data-based decisions using knowledge of data collection and analysis, research design, statistics, and measurement	✓		✓		✓	✓
Completes Student Threat Assessments and shares results with students, parents, and school staff	✓					
Collaborates on creating safety plans for students who have made threats	✓		✓		✓	✓
Complete psychological assessments for FCPS students in Non-Public and Private Schools and Homeschooled students	✓					
TOTAL	29 / 73%	10 / 25%	22 / 55%	22 / 55%	28 / 70%	21 / 53%

Question: Is this where LCSW-C/Social Workers would be listed? I don't see any in the 10.15 FTE expansion. Nor do I see a category that would accommodate that job description. Would they be 61036, CASS workers? Did we request only psychologists and no LCSW-C/Social Workers?

Response: Account 61036 – Cass Workers includes social workers and Cass workers.

As a result of the realignment of mental health supports as part of Student Services, we are reviewing the role of Social Workers and Community Agency School Services (CASS) Workers to determine the most appropriate model(s) to meet the current and future needs of FCPS. A recommendation for future utilization of these positions will be made by Lynn Davis and Ann McGreevy in June. Thus, no requests are being made regarding these positions in this budget cycle.

Question: 61060 – Please describe the number of Behavior Support Assistants we currently have, where they are located and what the requirements are for the job. I know we changed that last year and had some community input pertaining to existing staff. Where would the four new FTE be used?

Response: There are currently no Behavior Support Assistants in FCPS. These positions would allow for a cost-effective enhancement of the impact of Teacher Specialists for Behavior Support. They would be itinerant staff, trained and assigned under Rachel Eversole, Coordinator of Behavioral Intervention and Supports.

Question: 61143 – How many Teacher Specialists currently exist in Behavioral Support?

Response: We currently have four Teacher Specialists for Behavior Support. Two of the current positions support 3 feeder patterns and two of them support 2 feeder patterns.

Question: What data do we have about the impact of the social works and school psychologists that were added?

Response: The following tables demonstrate the impact of School Psychologists and Social Workers when assigned to one school:

School Psychologist Strategic Positions Data

2018-2019

Services	Crestwood Middle	Walkersville High	All other Psychologists combined (25.5)
Students referred for counseling services	30	44	17
Students with ongoing counseling services (3 or more sessions)	17	27	17
Drop in Students	51	11	0
Group Counseling	5 (anxiety, zones, and mindfulness - total of 21 kids)	Grief Group 5 kids	3
Student Threat Assessments (STA)	2	1	39
Crisis interventions in your school providing immediate and follow up support to students and staff	40	55	data not gathered
School Climate Meetings	10	10	0
School Climate Activities	4	5	0
Organized and facilitated mental wellness activities	2	3	1 per psych. with 2 or more schools- each psych required to do at least one
Presentations to students on mental health and wellness	6 + Would support teachers when giving social emotional	2	1

Services	Crestwood Middle	Walkersville High	All other Psychologists combined (25.5)
	lessons and/or engage class in restorative circles		
Lethality assessments, intervention and support for suicidal ideation & self-injury	6	19	3-4 Average per psych. with 2 or more schools
IEP Meetings	108	94	160 - Average per psych. with 2 or more schools
BIP and 504 Meetings	21	8	10 - Average per psych. with 2 or more schools
Psychological Assessments	21 (@ CMS)	34 total	65 - Average per psych. with 2 or more schools
Home Visits	4	1	0
Parent Contacts - meetings, emails, phone calls	252 - some students received daily parent communication	180	data not gathered
Professional Learning to Staff and Parents	7	1	12
Professional Learning to Colleagues	1	1	2
Professional Learning for self to meet the needs of the students in their individual schools	20 hours	1	13
Planning: groups, individual counseling, presentations, etc.	72 hours	80 hours	32 hours

**School Psychologist Strategic Positions Data
2017-2018**

Services	Crestwood Middle	Walkersville High	Combined
Students referred and assessed for ongoing counseling services	55	26	81
Student with ongoing counseling services (3 or more sessions)	11 (was 14 but 3 moved or were sent to alternative placements), total of 131.5 direct service hours	15	29
Drop in students	55		55
Group counseling for: managing stress and anxiety, anger management, bullying	4 groups - total of 27 kids	2	6
Student Threat Assessments (STA)	4	1	5
Crisis interventions providing immediate and follow up support to students and staff	6 CPS calls, 13 Restorative Circles, 25 Peer Mediations	numerous	6 CPS calls, 13 Restorative Circles, 25 Peer Mediations
Participated on the School Climate Team	PBIS Coach, on-going through the year	monthly with meetings and activities	actively - PBIS Coach, monthly climate meetings
Organized and facilitated mental wellness days with activities including WAGS for Hope dogs, coloring, rock painting, and making stress ball		Out of Darkness walk for suicide	
Presentations to student on stress management and anxiety	6 presentations to 8th grade LA students on Mindset and Motivation	5 Classes and clubs	11 - classes and Clubs straight/gay Alliance
Lethality assessments, intervention and support for suicidal ideation	3	11	14
Self-injury Assessment, intervention and support	1		multiple
IEP, BIP, 504, MAPS Meetings	118	90	>200

Services	Crestwood Middle	Walkersville High	Combined
Psychological Assessments	21 (less than typical due to having intern support)	35	56
SST, School Climate Meetings	Attend weekly	weekly	
Anything else	See updated form from last year		
Parent Consultation - Talking to parent about ASD and resources available online and in the community	Numerous	numerous	numerous

School Social Workers Data

Brunswick High	# Students	Catoctin High	# Students
Students Referred (met 1-2 sessions)	101	Students Referred	78
Students Opened (met 3 or more sessions)	58	Students Opened	40
Services included school, home visit, and family sessions			
Group Intervention		Group Intervention	
Anxiety/Stress Management	6	Anxiety/Stress -Freshman Management	8
Anger Management	4	Anxiety/Stress -Upper-class Management	6
Kids Like Us	8	Freshman Transition Girls Group	7
Freshman Academic Support	6	Freshman Transition Boys Group	6
One Time Interventions		One Time Interventions	
New Students 2nd semester (support/fostering new connections)	15	Transition Evening with new incoming freshman, and new students and parents/guardians	40
Heroin's Grip Film Showing During School Hours	168	Remembrance Ornament Making (Grief/Loss Holiday activity)	25

Classroom Presentations		Classroom Presentations	
Mindfulness Weekly Mindfulness sessions	3 individual classrooms		
More Than Sad (American Foundation for Suicide Prevention's Teen Depression video and classroom presentation & discussion)	1 Class	More Than Sad (American Foundation for Suicide Prevention's Teen Depression video and classroom presentation & discussion)	4 Classes
CPS, SI, EP		CPS, SI, EP	
CPS Referrals	10	CPS Referrals	3
Suicidal and Self-Injury Assessments	6	Suicidal and Self-Injury Assessments	5
Emergency Petitions	1	Emergency Petitions	1
IEP, 504, BIP Meetings	15	IEP, 504, BIP Meetings	28
Staff (PD) Trainings		Staff (PD) Trainings	
Trauma informed Classroom	Full Faculty	Building Resiliency following Adverse Childhood Experiences	Full Faculty
Mindfulness/Self Care	Full Faculty	Mindfulness/Wellness Recognizing students' needs	Full Faculty
		Anxiety Disorders and Teens	Full Faculty
		Teacher Appreciation/Self Care	Full Faculty

		School/Community Activities	
		GSA- Gay Straight Alliance Advisor Community Dinner Santa's Workshop Heroin's Grip Evening Showing Field Instructor for Hood Intern	

FCPS County Wide Training

safeTALK (Suicide Awareness for Everyone): 67 School Counselors and Behavior Specialists (Debbie and Anne)
Anxiety Disorders: 60 School Nurses and Health Technicians (Debbie)

Students were referred to the School Social Workers for the following:

Abuse Academic Anger Anxiety Attendance	Behavior Depression Family Grief and Loss Highly Mobile/Homeless	Mental Health Neglect Physical Health Substance Abuse Trauma
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Additional Services provided to Schools:

Collaboration with PPW	<ul style="list-style-type: none"> ● Collaborate with PPW on students with attendance problems, including research and collaboration to explore alternatives to diploma route. ● Work with students and their families, school counselors, and teachers to develop plans to improve attendance. This includes home visits, calls home, consultation and collaboration with teachers, counselors, and administration. ● Social worker home visits to provide support and referral to resources for families whose issues affect student attendance. ● Joint home visits with PPW to assess underlying issues affecting attendance. ● Once plan for attendance is developed, manage in-school support (alternative areas to work, developing connections with other students, check-ins for support, therapeutic intervention for underlying issues affecting attendance)
Staff Consultation and Collaboration	<ul style="list-style-type: none"> ● Collaboration and consultation with IEP Case Managers ● Work with school support and school counselors to support the mediation process and bullying/harassment issues by following up with students as needed. ● Participation and consultation in IEP and 504 meetings ● Collaboration on developing Behavior Intervention Plans, provide ongoing consultation with staff and parents to implement and review effectiveness of BIPs. ● Daily collaboration with school counselors regarding student needs ● Participate in school-family meetings with administration, teachers, and school counselors ● Input from teaching staff gathered through google forms/surveys ● Participation in Articulation (with middle school in feeder) ● Participate in disciplinary meetings with administration as requested
Schoolwide, Prevention and Awareness	<ul style="list-style-type: none"> ● Calendar of Events and Topics of Focus for each month ● Presentation to student class assemblies about mental health and support available ● Presentation to incoming 9th Grade Parents ● Out of the Darkness Walk at Baker Park with AFSP

**Mental Health and Wellness Themes with Yearly Schedule for High Schools
Implemented by Social Workers at Brunswick and Catoctin**

Month	Wellness Theme	Activities
September	Suicide Prevention and Awareness	Morning Announcements Survey - Awareness Questions School Visits by MHA and AFSP Collaboration with AFSP Chair for Team Walk - Out of Darkness
October	Kindness	Morning Announcements Kindness rocks - painted and placed Secret Agents of Kindness Project/Poster Out of the Darkness Walk - Team Walk Business donation to purchase cinch bags for walk
November	Gratitude	Morning Announcements Gratitude card making Cards made by club and delivered to each staff member Gratitude Display in cafeteria/paint project
December	Destress/Holiday Wellness	Morning Announcements Wags for Hope Pet Visits Holiday Card Making Soothing stones, stress balls
January	Winter Wellness	Wags for Hope Pet Visits
February	Healthy Relationships	Morning Announcements Collaboration with Heartly House Campaign to bring awareness to what makes a healthy relationship vs and unhealthy one Poster project for display Visit with Wags for Hope Collaboration with student clubs to promote awareness

March	Mental Health and Wellness/Self Care	Morning Announcements Activities over lunch shifts to bring awareness to ways for self-care, visits from outside agencies, organizations to promote wellness Collaboration with student clubs to provide activities at lunchtime
April	Substance Abuse Prevention/Pre-Prom	Morning Announcements Collaboration with law enforcement to provide experiential activities and awareness events Survey Awareness Questionnaire, lunch time set up 2nd Annual Poster Contest for Catoclin and Thurmont Middle Students through collaboration with Thurmont Addiction Commission (TAC) Showing of the Film Heroin's Grip - Collaboration with TAC
May	Children's Mental Health Awareness	Morning Announcements Poster project - green hand prints/showing support Stress balls, bubble blowing, sidewalk chalk Wags for Hope Pet Visits Lunch set up with Frederick Center, MHA

Agency/Community Contacts

Community and agency collaboration are a cornerstone of comprehensive social work practice. It is also vital in serving these two outlying schools in Frederick County.

Frederick Department of Social Services/Child Protective Services
Frederick County Department of Juvenile Services
Child Advocacy Center
Mental Health Association of Frederick County
Way Station/ Camp Journey and Family Preservation
Behavior Health Partners
Frederick County Health Department
Heartly House
Job Corps
Frederick County Workforce Development
Brook Lane Health Services

Lead for Life

American Foundation for Suicide Prevention

Frederick County Sheriff's Department

Thurmont Police Department

Brunswick Police Department

Frederick Memorial Hospital

SHIP/New Horizon

Thurmont Addiction Commission

Brunswick Ministerium

Thurmont Ministerium

Brunswick BEACON (Financial Help/Food Bank)

Thurmont and Emmitsburg Food Banks

Wags for Hope

Seton Center Outreach

Participation in FCPS Groups and Professional Affiliations

Student Services Teaming (Ricciuti and Wivell)

School Counseling Department (Ricciuti and Wivell)

Catoctin Feeder Guidance Meetings (Wivell)

Maryland Joint Committee on School Social Work (Ricciuti)

Thurmont Addictions Commission (Wivell)

Question: What's the current staffing and strategic staffing plan for mental health professionals? May we get a table or other reference for the numbers of mental health positions hired in the last three years, and what current staffing looks like across the system and for specific positions. I'm trying to understand the linkages between all of the positions (is the organization, for example, systemic for our mental and behavioral health positions or is school-based)? I see us "hiring more" folks every year, but I'd like to see how we've grown those positions, where they are, and what the plan is for placements next year and the next three years.

Response: In recent years positions have been utilized based on identified school needs. This resulted in the assignment of school psychologists dedicated to specific schools (see data chart above) and the Achievement Specialist for School Culture. This position has allowed for a systemic approach to the training of staff in Restorative Practices (RP). Please refer to the data regarding RP training below. RP is a evidence-based intervention utilized to improve school culture and reduce suspensions. Specifically, RP is a strategy FCPS is utilizing to address suspension disproportionality. The staffing plan in future years is two-fold. For school-based positions (School Counselors, Behavior Support, etc.), we will work closely with the School Staffing Work Group (chaired by Jamie Aliveto) to determine an appropriate formula for Tiers 1, 2 and 3 schools. For positions reporting directly to Student Services, we will seek to add positions in School Psychology, Behavior Specialist, PPWs, and Social Workers to bring staffing in line with the recommended ratios below. Specific assignments will be made in in collaboration with the ACTS leadership team to address specific school and system needs.

Below are staffing ratios as compared to recommended staffing ratios for mental health related positions:

Position	National/State Recommendations	Current Average FCPS Ratios (varies by building)
School Psychologist	500-700:1	1,563:1
School Counselors	250:1	342:1
School Social Workers	250:1	5,318:1
Pupil Personnel Workers	2500:1	4700:1

Restorative Practices Professional Learning for FCPS

International Institute of Restorative Practices from 7/19- 1/20						
Position	Total Trained	Elementary	Middle	High	Special	Central Office
Administrators	15	5	3	5	1	1
Counselors	58	20	15	19	4	
Psychologist	16	1	1	2		12
BSS/SST	20	5	6	8		1
CASS	3	1	1	1		
PPW	1	1				
Therapist	1			1		
Social Worker	1			1		
Teachers	24	14	9		1	
Support Staff/Others	4					
Media Specialist	2	1	1			
Other: (Ombuds, PTSA Council President)	2					
Counseling Interns	6	1	2	3		
Total	153	49	38	40	6	14

Number of Schools with Staff Trained			
Elementary	Middle	High	Special Schools
24	10	10	7

School Administration

Question: 73024 – How will the \$103K for Virtual School summer school be used?

Response: The monies for Virtual School summer school is for increasing enrollment, access, and opportunity. In FY16, the Virtual School's operating budget was decreased by over \$200,000 in efforts to balance the budget. This cut limited participation by middle school students, impacted the Project-based Integrated Learning Initiative and reduced programs by four days. The number of students served by Virtual School has grown annually. Demand for courses, including summer courses has grown as well. Additional monies would allow for expanded access to this much desired opportunity.

Elementary Schools

Question: 66060 – Sup Pay additional \$36K for USS Summer hours – please describe this program and what will change.

Response: The \$36,000 creates a pool of supplemental funds to provide additional hours at the beginning and end of the school year for USS to assist with technology activities required to start and end the school year.

Question: How many lunch room monitors will be deployed? What additional expense (if any) would be associated with lunch monitors also being recess (perhaps extended recess!) monitors for elementary and middle school?

Response: Currently lunch monitors are budgeted at each school based on enrollment, which impacts number of lunch shifts and total hours needed. Each school would have at least one monitor. Lunch monitors would be assigned a number of hours per week based on enrollment bands. For example, a smaller elementary school would have a monitor for 2 hours per day (10 hours per week), while our largest elementary schools would require 4 hours per day (20 hours per week). Schools would have flexibility in how they wish to use these hours, which could mean a school chooses to have two monitors for a shorter period of time (i.e., 4th and 5th grade has the largest enrollment). Recess is typically included in a school's lunch shift. A decision to extend recess is dependent on a school's schedule. Increased costs would be based on an increase in hours if this were necessary to support the schedule.

Middle Schools

Question: 61025 - Which schools lost assistant principals, and 61044 a guidance counselor?

Response:

Reduction of 1.0 AP – Crestwood and Thurmont MS

Reduction of School Counselor (10-month) – Thurmont MS

Question: How many lunch room monitors will be deployed?

Response: Currently lunch monitors are budgeted at each school based on enrollment, which impacts number of lunch shifts and total hours needed. Each school would have at least one monitor. Lunch monitors would be assigned a number of hours per week based on enrollment bands. For example, smaller schools would receive support for 15 hours per week, while larger schools would receive support for 30 hours per week. Schedules could be flexible, allowing schools to use the hours for the shifts that require the most support. Schools with 30 hours per week could schedule two lunch monitors.

High Schools

Question: Of 48 new FTE positions 26 are teachers indicated as due to enrollment. How will this reduce class size?

Response: 26 FTE are being added for school enrollment increases. High schools were not included in the class size adjustment.

Question: 67043 – Increase in stipends, are these negotiated increases?

Response: Stipends for school-based leadership positions include team leaders, department chairpersons, and school improvement leaders and these have already been negotiated. With an increase to teacher salary and hence per diem pay, \$85,500 is requested to cover the current shortfall in funding these negotiated supplemental salaries.

In addition, \$167,275 is requested for other activity compensation, co-curricular and extra-curricular, that were previously discussed with the teacher's union, yet unfunded since 2016. Examples include percussion instructor, color guard instructor, jazz/pep band instructor, high school drama, high school vocal, etc. Staff are currently serving in these roles.

Question: Is the LYNX program financially self-sustaining through regular revenue? What percentages and components of LYNX are dependent on private donations and/or grant funding?

Response: Currently, FCPS receives a grant of \$236,599 from the state of Maryland to support LYNX. These funds are used for a LYNX secretary, two LYNX instructional assistants, all transportation costs (bus driver pay, fuel and lube) for block 5 & 6/Learning Lab buses at 4:15 and 5:45 as well as all transportation costs associated with students attending LYNX experiences with business/college partners. The state grant also funds an additional security officer to cover LYNX extended hours on T/W/Th (blocks 5 and 6), FNS staff to provide daily supper service to students, seat licenses for students taking FCVS courses that are "LYNX online" options, costs associated with professional learning (ex: substitutes for teachers to attend trainings, workshop pay for teachers developing materials/participating in gradebook pilots, supplemental pay for teachers of online/CDM courses), and miscellaneous costs associated with LYNX experiences with business partners, MOI, Learning Lab supply needs, etc. All fixed charges/fringes for staff members named above are also paid with the LYNX state grant. These components, dependent on the LYNX state grant, constitute approximately 25% of total LYNX expenses.

Professional learning associated with the transition to competency-based education (ex: CBE and blended learning training for all teachers, consultant services with GSP and LINC) has been partially funded by the LYNX state grant and also dependent on Title II/IV federal grants and private donations. This constitutes approximately 10% of total LYNX expenditures.

The FCPS budget sustains the salaries and benefits for the LYNX Advocates and Project Manager, which constitute approximately 65% of total LYNX expenditures.

Question: Is there any line item or initiative focused on extending access for more students at CTC?

Response: There is no line item focused on extending access for more students at CTC. The primary concern at this time is space to accommodate expansion of programs.

Last year, FCPS added a new Physical Rehabilitation Program through an innovation grant and relocated Homeland Security/Criminal Justice to a larger space left vacant from Masonry. Most other programs are full with a waiting list (there are a few that are on the bubble each year). Space and funding for additional positions continues to be the biggest barrier.

Due to the limitation of space, staff are focusing on upgrading existing CTE programs at our comprehensive schools. Much of this is being done to meet new legislation in addition to improving opportunities for students.

- Over the past two years we added 15 additional CTE dual enrollment options for students for a total of 18.*
- We upgraded Food Production at Frederick this school year to Hospitality/Culinary Program of Study offering 7 college credits in addition to industry certification.*
- We added a unique Academy of Health Professions at Frederick High starting this school year allowing students to take the first two courses at FHS and then take the two capstone courses at the Monroe Center.*
- We upgraded Child Development to meet the new Early Childhood certification requirements.*
- We are in the process of requesting a \$150,000 Innovation Grant to fund our upgrade of Woodworking to Wood, Design and Application. This program includes both industry certifications and college credit and leads to high wage careers in manufacturing.*
- We are in the process of requesting an Innovation grant to add dual enrollment and other program upgrades to Career Research and Development to meet new MSDE requirements aligned to Kirwan and Perkins V.*
- We are in discussion with MSDE to allow us to offer industry certifications our three Ag programs of studies- Ag Mechanics, Animal Science and Horticulture.*
- We are planning to add an industry certification for the automotive program at Brunswick.*

Charter Schools

Question: 74099 - \$1,695,867 in the Other category. Is this the transportation funding for their schools? How is it allocated by school?

Response: 74099 is a holding account for a portion of the estimated PPA (per pupil allocation) for charter schools. Charter schools have the opportunity to reallocate their budgets after the PPA has been established with the approval of the operating budget.

In FY2019, transportation (class 09) was required to be included in the charter schools' PPA calculation. Monocacy Valley and Carrol Creek received an additional \$89,996 each, and Frederick Classical received \$125,329 as part of the their PPA. Charter schools are not required to provide transportation, so the schools were able to use this increased allocation throughout their budget. In FY2020, transportation became a normal part of their PPA calculation, so we do not calculate the PPA without including transportation.

System Accountability

Question: How have we used the funds included in the budget for dyslexia, dysgraphia, and dyscalculia? What are the plans moving forward?

*Response: In the FY2020 budget, there is **\$350,000 assigned in the SASI budget and \$450,001 assigned in the Special Education budget.***

SASI Budget

*Of the **\$350,000** available, **\$218,303.36** has been spent on the following:*

- Amplify mClass (DIBELS Next Universal Screener)- training and licenses*
- Cohort 4 Language Foundations- training, materials, practicum supervision*
- Language Foundations Certified Instructor Program- training for 2 FCPS staff to conduct future cohort sessions (2021 and beyond)- training and supervision*
- Sounds in Syllables- materials (delivered by our intensive interventionists)*

*The remaining **\$131,696.64** will be spent on the following:*

- Additional Amplify mClass (DIBELS Next) training*
- Cohort 5 Language Foundations- training, materials, practicum supervision*
- Multi-sensory Math- training and materials*

Plans moving forward are to continue to train for the delivery of Language Foundations to ensure schools are appropriately staffed to meet the needs of students. Approximately one cohort would be trained per year to deal with teacher mobility, etc. DIBELS Next training would continue to ensure any Kindergarten or First grade teacher is trained. An assessment workgroup will also evaluate expanding the assessment/training to Second grade. Staff in the department are currently training to take over the role of the practicum supervisors, such that this cost would be minimized in the future.

Initial evaluation results indicate over 90% of students at all three levels who participate in Language Foundations successfully meet or exceed program benchmarks. In addition, nearly 80% of students who are at least a third of the way through the program are meeting growth goals on our valid/reliable 3rd party reading measure. A small percent of students (<10%) have required a more intensive support. These students receive Sounds in Syllables by way of our Intensive Literacy Specialists. These positions will be under continual review as we determine the total number of specialists needed to meet the needs of our student population. Two positions are currently in the FCPS budget, while two are being requested as an enhancement to replace the grant funded positions we will lose at the end of this year. We currently need all four to meet the needs of students requiring this most intensive support.

Special Education Budget: *Please see the Special Education section of this document.*

Question: What evidence do we have to support the impact of the 1:1 technology initiative on student achievement?

Response: When FCPS began to implement a 1:1 ratio for students to a device, there were 4 primary reasons for this initiative:

- 1. To support our students in being college and career ready by providing the tools they would be expected to use in the real world*
- 2. To utilize the resources available through technology to support the personalization of instruction/assessment in order to improve student performance.*
- 3. To address the "digital divide" that creates barriers for students who do not have access to computers at home*
- 4. To enable the efficient administration of state-mandated online assessments*

The following information addresses the impact we have experienced in these 4 areas.

College and Career Ready

In the past 4 years the number of students enrolled in online courses has expanded from 757 to 1,107. The courses taken has increased from 978 to 1,464. This has helped students to meet their graduation requirements in flexible ways.

Secondary students in particular utilize digital tools (i.e., Naviance) to develop career and college planning. In addition, LYNX students have access to digital Student Success Plans.

The 1:1 initiative at the secondary level allows students to learn how to complete basic functions on computers, as well as, navigate a learning management system which will equip them for essential technical skills required in college and/or careers.

According to the 2019 Frederick County Workforce Area Workforce Innovation and Opportunity Act (WIOA) Plan, computer skills are listed as an essential area to meet the needs of the businesses in the local area.

Locally and nationally, according to the Digital Edge Report:

- More than 8 in 10 middle-skill jobs (82%) require digital skills, a 4% increase since 2014.*
- Digitally intensive middle-skill jobs pay more than non-digital middle-skill jobs: Overall, middle-skill jobs that demand digital skills average \$20 per hour; those with advanced digital skills such as IT networking or CRM software can command salaries at or above \$28/hour, which places them in the top quartile of all earners.*
- Digital skills provide a career pathway into middle and high-skill jobs. Allowing employees more opportunity to build their career path towards their goal position and salary.*
- Digital middle-skill jobs represent roughly 38% of overall job postings – but some markets afford more opportunity than others. In examining the top 10*

metropolitan areas, we found some regions have higher proportions of these jobs than others, ranging from 33% in San Francisco and Washington D.C. to 42% in Houston.

- *Non-digitally intensive middle-skill opportunities are mostly restricted to transportation, construction, and installation/repair jobs. Put another way, digital skills and digital literacy have become a minimum standard for middle-skill jobs in most other sectors.*

Bradley, B. R. (2017). Capital One and Burning Glass Technologies. Retrieved from "The Digital Edge: Middle-Skill

Workers and Careers.": https://www.burning-glass.com/wp-content/uploads/Digital_Edge_report_2017_final.pdf.

The Career and Technology Education department submitted the following information regarding computer literacy as it relates to the workforce. Data and information in the linked document includes multiple references to workforce sources.

<https://drive.google.com/file/d/1vSGzT49664u0ZTVVa0uDeYF89quiMG4o/view?usp=sharing>

Personalized Instruction

Learners with agency can “intentionally make things happen by [their] actions,” and “agency enables people to play a part in their self-development, adaptation, and self-renewal with changing times.” To build this capacity, learners should have the opportunity to make meaningful choices about their learning, and they need practice at doing so effectively. Learners who successfully develop this ability lay the foundation for lifelong, self-directed learning (Bandura as cited in USDE).

According to the United States Department of Education, the term personalized learning, or personalization, refers to “instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner. Learning objectives, instructional approaches, and instructional content (and its sequencing) may all vary based on learner needs. In addition, learning activities are made available that are meaningful and relevant to learners, driven by their interests and often self-initiated.” Personalized learning is generally seen as an alternative to so-called “one-size-fits-all” approaches in which teachers may, for example, provide all students in a given course with the same type of instruction, the same assignments, and the same assessments with little variation or modification from student to student.

Personalized learning is intended to facilitate the academic success of each student by first determining the learning needs, interests, and aspirations of individual students, and then providing learning experiences that are customized, to a greater or lesser extent, for each student.

One form of personalized learning is blended learning. In Frederick County Public Schools (FCPS), blended learning is defined as the practice of leveraging technology to create a personalized, competency-based learning experience, including increased student control over the time, place, path, and/or pace of learning.

Blended learning brings the best from traditional instruction together with the most relevant and appropriate online and technology-supported instructional innovations to create a variety of integrated instructional experiences. In a blended model, teachers and students make decisions about a student’s instructional experiences based on close and regular analysis of student data. Students have some control over the time, place, path, or pace of their learning experience and will vary depending on the specific model the teacher selects.

Blended learning is highly dependent on regular data use that drives thoughtful and creative differentiation to the level of personalization. After years of talking about differentiation, new technologies offer extraordinary opportunities to differentiate, whether in small groups or at the individual, personalized student level. The ability to work with real-time data in combination with the move towards using multiple curriculum and content providers (some online learning opportunities and some traditional texts) have significantly increased the possibilities for differentiation. John Hattie developed a way of synthesizing various influences on learning outcomes according to their effect size. The average effect size studied was 0.40. Through micro-teaching/video review of lessons (0.88), feedback (0.70), response to

intervention (1.29), scaffolding (0.82), small group learning (0.47), and more, blended learning facilitates opportunities to leverage high-yield instructional strategies.

Personalized learning is a goal for educators, and advancements in technology have made it more possible than ever. Because FCPS moved to 1:1 devices in secondary classrooms and 1:3 devices in elementary classrooms, a digital ecosystem where digital tools, content, and platforms are readily available for teachers and students is being created.

Additional Research Specific to Technology Tools

*“Technology is expected by many to address the seemingly pressing need of improving test scores. Can this technology improve test scores? Will this technology increase students’ performance on international benchmarks? Such expectations mistakenly equate education to test grades. This intolerably narrow definition of education should be corrected. Technology should be put to better uses than improving test scores. The better uses include but are not limited to digital textbooks, personal learning networks, collaboration, personalized learning experiences, and more power for students.”
Zhao, Zang, Lei, and Qui (2016).*

Experimental evidence at the K-12 level suggests that giving children a computer did improve proficiency in using the computer but had limited impact on learning outcomes. Computer assisted learning showed significant effectiveness in helping students learn math. A fairly low intensity online program that provided students with immediate feedback on homework showed good results. More intensive software-based intervention programs showed more dramatic gains for students.

Escueta, M., Quan, V., Nickow, A., and Oreopoulos, P. (2017). Education technology: An evidence-based review. NBER Working paper No. 23744.

Personalized computer-assisted spaced practice improved retention by 12% over computer assisted massed practice. Integrating personalized-review software into the classroom yields appreciable improvements in long-term educational outcomes.

Lindsey, R., Shroyer, J., Pashler, H., and Mozer, M. (2014). Improving students’ long term knowledge retention through personalized review. Doi: 10.1177/0956797613504302.

In the 2016-17 school year, FCPS math content staff found a positive correlation between the amount of time spent on a computer adaptive standards-based math software and local math benchmark performance.

Frederick County Public Schools

Digital Divide

An Interview with a STAR School Teacher:

I discussed the role of computers in schools with a Waverley Elementary teacher recently. I feel her perspective is one I have heard over the last few years in regard to the importance of access to computers in the school setting. She indicated that in her conversations with her students, they had much more familiarity with phones than computers, as most of the student

did not have access to a computer at home. She noted that having access to a computer was important for students from a digital literacy perspective. The functionality and capability of a computer is significantly different from a phone or even a tablet, including the need to develop keyboarding skills. Further she noted that computer functionality in regard to the assessment environment should not be understated. The familiarity of drop and drag, pull down menus, use of mouse etc. are critical for students, as is relatively fluent keyboarding skills. In summary, she noted that access to computers is an equity issue.

The LYNX View of the 1:1 Program (Submitted by Michelle Shearer):

The flexible and personalized opportunities provided through LYNX require regular use of a personal device beyond a cell phone. Because of the 1:1 initiative, FHS students who do not have personal devices or reliable Wi-Fi service at home still have equitable access to LYNX opportunities, including experiences with business/college partners as well as innovative learning opportunities in school. Currently, 1686 FHS students and staff members are digitally connected members of the “FHS LYNX Schoology Group” where they access information about all aspects of Frederick High School and the many opportunities available.

To take full advantage of LYNX, students use their school-issued devices throughout the school day and/or at home to:

- view the monthly calendar of LYNX experiences and register for college and career-related events, such as on-campus guest speakers, off-campus experiences at businesses, college visits, etc.*
- access forms to provide specific feedback to LYNX partners and advocates about their experiences to help plan future events for students*
- update Student Success Plans and Personal Stories to provide information for advocates, counselors, and teachers to personalize their high school experience*
- register for the LYNX Learning Lab to communicate academic needs (tutoring, collaborative work, online support, testing, re-assessment, etc.)*
- complete credits through LYNX online classes or VIS coursework*
- compile and submit a “body of evidence” to demonstrate mastery of performance standards through the “Credit by Demonstrated Mastery” (CDM) process*
- apply to FCC for dual enrollment and access FCC course material through their online platforms (ex: FCC’s 1-credit ACCE 101 course titled “College Success Tools” is a LYNX block 6 class that requires students to have devices)*

With the support of 135 LYNX partners in business and higher education and our school-wide digital community on Schoology, we are able to teach and model constructive use of technology for a wide variety of college and career pursuits. Because each and every student has access to a school-issued device, they are able to fully participate in our school-wide digital LYNX community on Schoology. Furthermore, teachers can also diversify instruction in the classroom (while saving paper), teach students to navigate the learning management systems they will encounter in college and the workplace, and better prepare students for mandatory testing that is delivered on devices. For example, English Learners who may be “computer shy” can build confidence through daily use of their devices on which they will take

the WIDA exam and other state-mandated tests. Students can also utilize translation features to access information and fully engage in their education.

When the 1:1 initiative began at FHS, one of our EL teachers took a photograph of a student in the early hours of the morning; he was on the front steps of FHS, sitting close enough to the school to pick up the Wi-Fi signal to complete his homework on his school-issued device. The 1:1 initiative enables us to close the “digital divide” and has been a game changer for all students, who have no choice but to keep up in a world that is increasingly dependent on rapidly-changing technology.

Mandated Online Assessment

To meet the requirement of all state assessments moving to an online platform, an implementation team met regularly to determine impact of the new requirements, including the need for usable devices that would meet the technical specifications of the exams. Capacity to complete the assessments in an efficient manner with minimal disruption to instruction was an ongoing concern.

There was a significant difference in the impact on the instructional program before the 1:1 initiative vs. after the 1:1 implementation.

Table 1: Impact on Instructional Program Beginning of PARCC Implementation (SY14/15)

Level	Number of Labs (stationary and mobile)	Number of Students Tested (at one time)	Number of testing days - AM testing session & PM testing session each day (not counting make-up exams)
Elementary	3 - 4 labs	90 students	12 days
Middle	3 - 5 labs	130 students	24 days
High	3 - 5 labs	130 students	10 days

Quotes from School Test Coordinators about testing environments in SY14/15

- “The impact on instruction was felt around the building because for us to be able to test an entire grade at a time we had to borrow chrome books from classroom teachers from around the building. This impacted instruction because those machines weren’t available for students’ use during the day, typically for independent rotations in ELA or Math. There were times I had to borrow from our media specialist, impacting her ability to use those machines for instruction with her classes.”*
- “There was a significant impact on instruction due to limited technology.”*
- “Instruction was impacted greatly when we had to share the technology due to testing. It impacted classroom teachers for approximately a month and a half where the*

teachers did NOT have access to technology. This became frustrating as many teachers were using platforms such as Google Classroom to grade and to submit assignments. Teachers did NOT have access to the computer labs or the Chromebooks at this time due to all technologies being used for testing. This even included the media center. All of these devices and areas were used for technology, therefore teachers and students did NOT have access to them for over a month and a half."

- *"On testing days, stationary computer labs were closed to classes for instruction. We had very few Chromebooks. Classes with computers in the regular classroom continued with instruction."*

Table 2: Impact on Instructional Program Current Testing Environments

Level	Device to Student Ratio	Number of Students Tested (at one time)	Number of testing days - AM testing session & PM testing session each day (not counting make-up exams)
Elementary	1:3 devices	All students (only testing grades 3-5)	4-8 days depending on number of units assessed each day
Middle	1:1 devices	All students	4-8 days depending on number of units assessed each day
High	1:1 devices	All students	2-4 days depending on number of units assessed each day

Quotes from School Test Coordinators about current testing environment

- *"Currently the impact on instruction is due to having devices for each student. We are able to provide an equitable testing opportunity and environment for ALL grade levels, whereas in 2015 we had to create alternative schedules for each grade level. The 2015 year was also drawn out more and impacted teachers and students more due to the lack of access to the technology as it was being used for testing. Currently we are able to complete testing during the testing window quickly by testing all students at the same time. It also allows for us to provide accommodations to students in a timely fashion due to having a device for each student."*
- *"With the administration of the MCAP on Chromebooks during the class block it will have minimum impact on the rest of the school community."*
- *"We are currently able to use the extra Chromebooks we have without pulling them from students, so no impact."*

An analysis of the knowledge and skills needed to meet the needs of the businesses in the Local Area, including employment needs in in-demand industry sectors and occupations.

Math concepts - Knowledge in the sciences - Effective written and verbal communication skills - Adaptability - Leadership and Management Skills - Computer Skills - Critical Thinking and Problem Solving - Ability to read, interpret and analyze information.

(2019). *Workforce development board investing in people; Frederick County Workforce Area Workforce Innovation and Opportunity Act (WOIA) Plan*. Frederick: Frederick County Workforce Services.

Local businesses and industry leaders have expressed workforce needs in the following areas:

Pre-Employment & Workforce Preparation Skills	Workplace Professional Skills	Technical and Industry Related Skills	Other Education, License and Certifications Needs
Dependability	Judgment	Microsoft Office Suite	Advanced Degrees – Science, Biotech, Engineering, CyberSecurity, Nursing (BSN)
Basic Math	Leadership & Management	Operating Software Systems	ALS, BLS, CPR
Communication-Verbal & Written	Teamwork & Interpersonal	Forklift Operator Certification	OSHA
Problem Identification	Problem Solving	Web Platform Development	CDL
Planning	Customer Service	Building Trade Skills	Licensed: Plumbers, Electricians, HVAC Technicians, Automotive & Diesel Technicians
Work Ethic	Flexibility	Project Management	RN, CNA, CMA, Community Health Workers
Critical Thinking	Decision Making	Lean Management Principles	Social Media Tech Skills
Digital Literacy	Creativity	Agricultural Technology & GPS Field Monitoring	PMP, CISSP, ITIL, COBIT

⁸ Chart based on advertised detailed job skills found in job openings advertised online via the Maryland Workforce Exchange in Frederick County, Maryland April 2016

– June 2018; It also reflects information gathered via survey and meetings with industry groups, including feedback from the County Executive's Business and Industry Cabinet.

(2019). *Workforce development board investing in people; Frederick County Workforce Area Workforce Innovation and Opportunity Act (WOIA) Plan*. Frederick: Frederick County Workforce Services .

Job Posting Analytics run by Frederick County Workforce Services showed that 4,507 of 23,332 postings over the past three years required technology proficiency as one of their technical skills or required qualifications. Recent posting examples include Administrative Assistants (Specialized Engineering), Mid-Level Project Managers (Ophthalmology), Facilities Managers (Biopharmaceuticals), Retail Sales (Carmax), Senior Data Manager (Substance Abuse).

Frederick County Workforce Services . (2019). *Job Posting Analytics*. Frederick: Frederick County Workforce Services.

Top 4 Maryland on-line advertised job openings for 2018 All require computer technology skills

Career	Number of advertised openings
Registered Nurses	44,623
Computer Programmers	15,406
Customer Service Representatives	13,319
Computer User Support Specialists	13,014

Maryland Department of Labor (2018). *Maryland Work Exchange*. Retrieved from <https://mwejobs.maryland.gov/vosnet/Default.aspx?enc=vLa15KtdCzQQMP6jrcRdIQ==>

[The digital skills gap is widening fast. Here's how to bridge it](#)

Skills gaps across all industries are poised to grow in the Fourth Industrial Revolution. Rapid advances in artificial intelligence (AI), robotics and other emerging technologies are happening in ever shorter cycles, changing the very nature of the jobs that need to be done - and the skills needed to do them - faster than ever before.

Milano, M. (2019, March 12). *World Economic Forum*. The digital skills gap is widening fast. Here's how to bridge it. Retrieved from <https://www.weforum.org/agenda/2019/03/the-digital-skills-gap-is-widening-fast-heres-how-to-bridge-it/>

[Digital Edge Report](#)

- More than 8 in 10 middle-skill jobs (82%) require digital skills, a 4% increase since 2014.
- Digitally intensive middle-skill jobs pay more than non-digital middle-skill jobs: Overall, middle-skill jobs that demand digital skills average \$20 per hour; those with advanced digital skills such as IT networking or CRM software can command salaries at or above \$28/hour, which places them in the top quartile of all earners.
- Digital skills provide a career pathway into middle and high-skill jobs. Allowing employees more opportunity to build their career path towards their goal position and salary.
- Digital middle-skill jobs represent roughly 38% of overall job postings – but some markets afford more opportunity than others. In examining the top 10 metropolitan areas, we found some regions have higher proportions of these jobs than others, ranging from 33% in San Francisco and Washington D.C. to 42% in Houston.
- Non-digitally intensive middle-skill opportunities are mostly restricted to transportation, construction, and installation/repair jobs. Put another way, digital skills and digital literacy have become a minimum standard for middle-skill jobs in most other sectors.

Bradley, B. R. (2017). *Capital One and Burning Glass Technologies*. Retrieved from "The Digital Edge: Middle-Skill Workers and Careers.": https://www.burning-glass.com/wp-content/uploads/Digital_Edge_report_2017_final.pdf.

[Indeed, Labor Market Outlook 2016: Uncovering the Causes of Global Jobs Mismatch](#)

- In the US, 32% of people aged 16 to 29 have [no work-related computer experience](#). This means that even though millennials have grown up on the internet, some may not be developing the tech skills needed in today's workplaces.
- A large number of people age 16 to 29 have no computer experience at work, according to OECD calculations based on the Survey of Adult Skills. While the rates of technology use among young people in their personal lives is rising, employers can't assume that those skills translate to the workplace.

Sinclair, T. (2016). *Indeed. Labor Market Outlook 2016: Uncovering the Causes of Global Jobs Mismatch* Retrieved from <http://offers.indeed.com/rs/699-SXJ-715/images/Indeed%20Hiring%20Lab%20-%20Labor%20Market%20Outlook%202016.pdf>

[Why the Skills Gap Is Still Growing](#)

Digital transformation is sweeping the economy and the trend isn't limited to technical industries. Today, nearly 80% of companies are in the process of digital transformation. Finance, retail, manufacturing, and even law are all experiencing a new demand for technical skills. However, the workforce hasn't caught up to the growing demand. While technology rapidly changes, people are slow to change. One in five workers says their professional skills are not up to date.

Visual Workforce. (2019, June). Why The Skills Gap Is Still Growing. Retrieved from: <http://www.visualworkforce.com/blog/why-the-skills-gap-is-still-growing>

A 2015 [Change the Equation](#) study found 60% of millennials couldn't sort or search for data in a spreadsheet. (Change the Equation was a national coalition of 110 corporate CEOs who are committed to improving science, technology, engineering and mathematics (STEM) learning for every child, with particular focus on girls and students of color.)

Elliott, M. (2016). *Show Biz Cheat Sheet.* Unqualified? 5 Computer Skills That Too Many People Lack : <https://www.cheatsheet.com/money-career/unqualified-computer-skills-people-lack.html/>

[The 25 Skills That Can Get You Hired in 2016](#)

- Statistical analysis and data mining was the second-most in-demand job skill for 2016.

Murthy, S. (2016). *Linkedin.* The 25 Skills That Can Get You Hired in 2016. Retrieved from: <https://blog.linkedin.com/2016/01/12/the-25-skills-that-can-get-you-hired-in-2016>

[Leveling Up: How to win in the skills economy](#)

- 36% of managers surveyed said recent grads weren't proficient in data analysis using tools like Excel, Tableau, and Python. Data analysis was the technical skill young grads were most likely to lack, managers said.

Payscale. (2016). Leveling Up: How to win in the skills economy. Retrieved from: <https://www.payscale.com/data-packages/job-skills>

Digitalization and the American workforce.

- In 2002, 56 percent of the jobs studied required low amounts of digital skills. Nearly 40 percent of jobs required medium digital skills and just 5 percent required high digital skills.
- By 2016, the share of jobs requiring high digital skills had jumped to 23 percent. The share requiring medium digital skills rose to 48 percent. And in a huge shift, the share of jobs requiring low digital skills fell from 56 to 30 percent.
- Additionally, virtually all industry groups saw their mean digital scores increase from 2002 to 2016, though the degree and speed of digital adoption varies significantly. Leading the digitalization race is a group of broad service sectors, including professional, scientific and technical services (55); media (52); and finance and insurance (55). On the lower end, education, transportation and warehousing, basic goods manufacturing, and construction have scores mostly in the 30s.
- The mean annual wage for workers in high-level digital occupations reached \$72,896 in 2016, whereas workers in middle-level digital jobs earned \$48,274 on average, and workers in low-level digital occupations earned \$30,393 on average.
- Job growth has been rapid in high-digital level occupations, such as computer-mathematical and business-finance occupational groups, as well as in low-digital level occupations, such as personal care and food preparation. By contrast, middle-digital occupations, such as office-administrative and education occupations have seen much slower job growth.

Muro, M. L. (2017, November). *Metropolitan Policy Program* . Digitalization and the American workforce: Retrieved from: <https://www.brookings.edu/research/digitalization-and-the-american-workforce/>

Curriculum, Instruction, & Innovation

Question: 66043 – The line item changed from 2,337 FY17 to \$0 by FY20. \$9,000 in FY21. Please describe how this will be used for the “Summer hours for Elementary Literacy Specialists.”

Response: Literacy specialists receive additional summer days to assess newly enrolled students. This amount simply covers the increasing costs of these days as literacy specialists have transitioned to the new pay scale. This will also account for days allotted when Urbana ES opens.

Question: 73003 – Please describe the “Phonic Suite system-wide implementation.”

*Response: Phonics Suite contains three foundational skills programs, **Countdown** in Kindergarten, **Blast** in Grade 1 and **HD Word** in Grade 2. All three support structured literacy for all students and are systematic and explicit instructional programs. These programs were field tested in the fall of 2019 in selected schools; BOE designated funds for structured literacy were used for the field test. Additional schools will begin using the programs in January 2020; this expansion was funded through Striving Readers Comprehensive Literacy grant funds. All schools will use these programs next year. The \$260,000 will cover the cost of implementing in the remaining schools and the ongoing costs of the program for the district. Ongoing costs include consumable student books and the teacher's digital license.*

Question: The ESSL digital projector replacement – aren't they raising funds for the replacement? Will any funds raised offset our outlay or is this \$300,000 in addition to what they hope to raise?

Response: Currently, FCPS is engaged in raising funds to replace the projector and cove lighting. As we progress through the budget process, the amount required for this replacement may change as a result of the fundraising. Please note: The \$300,000 amount also includes a recurring amount of \$25,000 to create a replacement cycle for the projector.

Human Resources

Question: Workers' Comp Specialist – is this a new position that we haven't had before?

Response: Yes, the Workers' Compensation Specialist is a newly requested position.

Frederick County is the largest school system in MABE's Workers' Compensation pool, and as our system has grown, so have the number and complexity of reported worker injuries and illness. From FY 2013—FY 2019, the number of Workers' Compensation claims have steadily increased each year--from two hundred ninety-five (295) claims to four hundred forty-nine (449) claims or a total of fifty-two percent (52%).

The Human Resources Department has one (1) staff member who handles Workers' Compensation claims, as well as Family Medical Leave and Americans with Disabilities Act requests. Staff has felt the challenge of the demanding increase in claims and requests, as what was intended to be a thirty-five (35)-hour work week has now grown, on average, to forty-five hours (45) hour per week.

Workers' Compensation claims, if not addressed accurately and in a timely manner, can have significant financial implications for an employer. Some claims can take months or, in some instances, years to resolve; however, thorough proactive claims management, generally, employees recover and return to work more quickly after an injury, costs associated with claims are reduced, and stakeholder services are more consistent.

Facilities Services

Question: Building Trade Apprentice Program – This is to fill a need, correct? Is it not associated with CTC, but I’m assuming that the students from there could feed into this?

Response:

Need Fulfillment. Last year, the Board of Education increased Grounds Maintenance staffing. The last Building Maintenance staffing increase coincided with the opening of Oakdale High School (OHS), over a decade ago. FCPS’ facility portfolio in FY21, when compared with a decade ago, will have added two new schools, and replaced aged schools with larger facilities – a cumulative increase of 350,000 square-feet.

Apprentice Program. We propose this approach to fulfill staffing needs for four reasons: 1) we are unable to fill vacancies using traditional recruitment; due to our rigid candidate-screening process, as much as labor-market demands, 2) our best heating, ventilation, air-conditioning, and refrigerant (HVAC/R) mechanics has risen through our ranks, attaining trade proficiency on-the-job, 3) Fredrick Community College plans to commence an HVAC/R apprentice program this fall, and 4) the U.S. Department of Labor reports that 91% of apprentices remain on the job one year after employment. As we launch our program, we intend to target those Career and Technology Center students who have demonstrated exemplary commitment to their chosen trade.

Question: What are the increased costs for safety shoes and glasses?

Response: This is a repeat request – this is the first year that conditions have permitted the request to be included in the Superintendent’s recommended budget. The request is in response to two changes within the Negotiated Agreement: 1) the annual safety-shoe reimbursement increased from \$60 to \$90, and 2) custodians are now provided with smocks and gloves.

(Excerpts: Non-Supervisory Support Employee Unit Negotiated Agreement between the Frederick Association of School Support Employees and the Board of Education of Frederick County, Maryland; School Years 2017-2020)

Glasses/Footwear - The Board will reimburse all employees who are required to wear safety lenses and frames the additional cost of purchasing prescription safety lenses and frames once every twenty-four (24) months. All employees who are required to purchase and wear safety shoes will have a one-time selection option for reimbursement of a maximum of either \$90 a year or \$180 every other year toward their actual purchase cost of such items. Requests for safety shoes must be accompanied by verification that safety shoes meet accepted industry standards. All employees who are required to purchase safety glasses for the workplace shall be reimbursed as per the vision benefit. Safety lenses and side shields must be verified by receipt in order to be reimbursed. Sales tax will not be reimbursed.

Custodians - Custodians will be provided smock/aprons which are to be worn during the work shift, and then left at the work station. Custodians will be provided insulated gloves.

Transportation

Question: There are a few items to reduce non-transportation mileage for secondary students. Please explain the goal of this expenditure.

Response: The Board had requested a cost for reducing the non-transported area (the walking distance to a school) by .25 mile from 1.75 mile to 1.5 mile for Secondary Students (BOE Policy 441.2.B). If the Board decides to reduce the Secondary non-transported area by .25 mile it will cost the school system \$1,439,263.48.

Cost Breakdown:

<i>One Time Cost 10 New School Buses:</i>	<i>\$977,800.90</i>
<i>Driver First Year Salary:</i>	<i>\$392,240.00</i>
<i>Driver One Time Start Up Costs:</i>	<i>\$8,000.00</i>
<i>Fuel Usage First Year Cost Est.</i>	<i>\$53,222.58</i>
<i>General Repair of School Buses first year:</i>	<i>\$8000.00</i>

Question: What types of one-time and recurring costs do our bus drivers have (assuming certification and renewal of)?

Response:

\$800 for one-time costs – stipend in lieu of supplemental pay for training

\$1000 recurring – stipend, physical/medical exam, drug screening, and safety equipment

Question: When the "propane grant" was awarded, doesn't that get us 32 new buses (for free)?

Response: The VW settlement does not provide school systems with 100 percent cost of an alternative fuel school bus. The VW Settlement only pays for the difference between the cost of a diesel bus and the cost of alternative fuel school bus. FCPS was awarded \$550,000.00 for the difference in cost for the purchase of 22 propane powered school buses.

Break down of awarded money.

<i>Est. Cost of Propane School Bus</i>	<i>\$120,000.00</i>
<i>Est. future cost Diesel School Bus at the time of application:</i>	<i>\$95,000.00</i>
<i>Difference:</i>	<i>\$25,000.00</i>

Technology Infrastructure

Question: 74050 - \$1.3 million - Access & distribution infrastructure, Light Speed content filter. Please explain what this is and what infrastructure is being affected/changed/replaced, etc.

Response:

LightSpeed Content Filter: *The Children's Internet Protection Act (CIPA) was enacted to address concerns about children's ability to access obscene or harmful content over the internet. CIPA imposes certain requirements on schools in order to be eligible to receive federal E-rate funds. As a result, FCPS is required to maintain protection measures to block or filter internet access to pictures that are: (a) obscene; (b) pornographic; or (c) harmful to minors. CIPA requires schools to monitor the online activity of minors and must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites, electronic mail, chat rooms and other forms of electronic communication, and cyberbullying awareness and response.*

FCPS's current network architecture employ's Lightspeed content filters system to meet the aforementioned CIPA requirement to maintain protection measures to block or filter the online activity of minors, while they use FCPS provided technology. The Lightspeed renewal provides the filtering solution with an updated & maintained list, which categorizes internet content to effectively protect students and ensure CIPA compliance. The requested expense is to renew the maintenance and subscription services necessary to keep the content filters operational, with an up-to-date CIPA compliant database.

Access & Distribution Infrastructure: *In order for network communications to function, a stable and secure communications path must be established and maintained between the devices. As depicted in Image-1, provided below, endpoint devices (e.g. computers, phones, laptops) connect to the network via "access" layer equipment. The access layer equipment is interconnected via "distribution" layer equipment, which then are interconnected via the "core" layer of the network. FCPS currently maintains approximately 1,700 access & distribution layer devices (see Image-2 below), excluding the over 4,300 wireless access points.*

The goal is to receive an estimated seven years of operational use from this type of equipment. Approximately one third of FCPS's access and distribution infrastructure equipment are older than the targeted maximum operational life. The requested budgetary enhancement would serve to replace the oldest equipment still in use, which is essential to FCPS's ability to function as an organization and deliver instruction to students.

Image-1

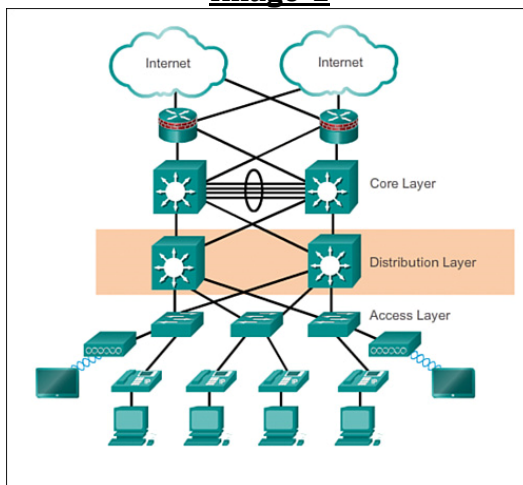


Image-2



Question: What is meant by Storage Area Network replacement?

Response:

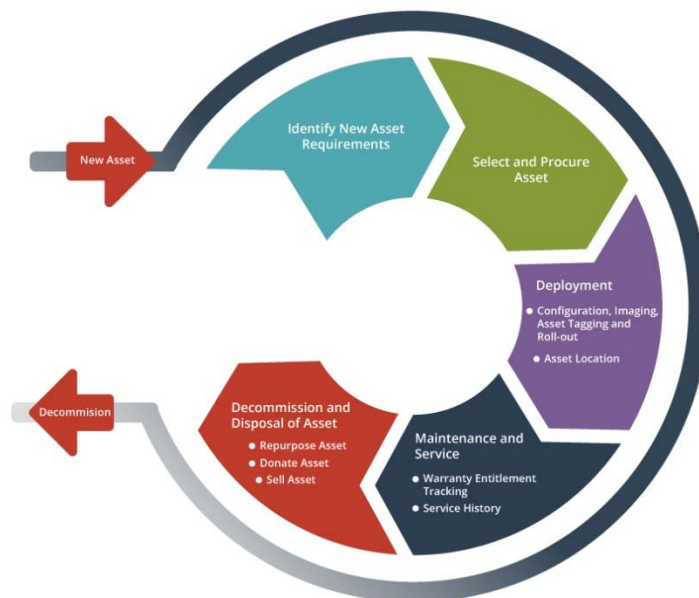
Storage Area Network: A Storage Area Network (SAN) is an extremely essential component of the enterprise network architecture. The SAN is an interconnected system designed to deliver data storage capacity to the network. For example, the network file shares, the data stored in PeopleSoft, the student information in eSchool, and an employee's emails are some examples of the types of data stored in the enterprise SAN architecture. The FCPS SAN is designed to support the significant storage demands of the organization in a manner capable of meeting the data access, data retention, and data recovery requirements of a regulated government agency and school district, like FCPS.

An organization should plan for approximately five years of operational use from a SAN implementation. FCPS's current SAN was purchased in 2012 and is approaching eight years old. Despite some investments into SAN component improvements to extend the operational life, the current architecture is struggling to meet the performance and scalability demands of FCPS's operational needs.

As an essential component of FCPS's network architecture, SAN availability and performance will have a cascading impact upon the majority of information systems FCPS relies upon to fulfill its mission.

Question: Please walk me through the technology replacement cycles? Which lines are specifically student equipment and which are staff equipment?

Response:



Technology tools are more closely analogous to a car than a textbook. When placed into service, technology hardware begins to be worn down through use and become irrelevant due to advancements. Similar to a car as it ages, a piece of technology requires an increasing amount of service and maintenance support to continue to fulfill its purpose the longer and more demanding the operational requirement it is meeting. Eventually a piece of technology is costlier to keep in service than to replace and is unable to meet the performance expectations of current relevant models.

A student born on June 29th, 2007 would currently only be in the 7th grade at an FCPS middle school. It just so happens that the first iPhone was released on the same date 12 years 6 months and 17 days ago. A first-generation iPhone would be unusable today and Apple ceased to support the device nearly seven years ago. The power of technology doubles every two years, resulting a limited window of practical operational use.

When software is developed for use on a technology platform, it is planned to leverage the most relevant hardware available at the time. A company will generally support only a few historical iterations of technology. Developers will continually update their applications to ensure they have competitive features and functionality, which results the eventual obsolescence of antiquated technology hardware.

Potential bad actors are continually looking for vulnerabilities to exploit, in order to gain access to the valuable information assets of an organization. In addition to features and functionality requirements, companies consistently provide updates to limit risks posed by exposed vulnerabilities. These update cease after a company is no longer maintaining an application.

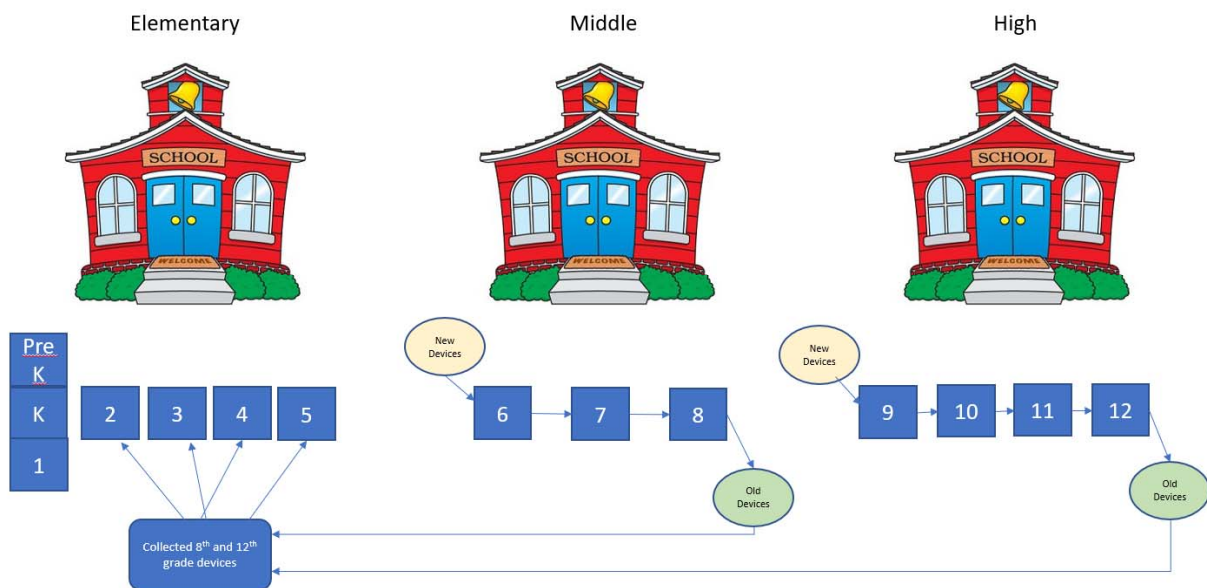
The best example of this process occurring is demonstrate by the Google Auto Update Policy, which establishes an Auto Update Expiration (AUE) date for every Google Chrome Device:

“Chrome devices (e.g. Chromebook, Chromebox, Chromebase, Chromebit) receive automatic updates that enhance both the device and its software. Device updates provide the latest features and keep the device secure, and are applied across the operating system, browser and hardware. These updates depend on many device specific non-Google hardware and software providers that work with Google to provide the highest level of security and stability support. For this reason, older Chrome devices cannot receive updates indefinitely to enable new OS and browser features.”

The Google Chrome Enterprise Auto Update Policy establishes the AUE date for the Dell Chromebook 11, to June 2019. As a result, thousands of Dell Chromebook 11’s purchased and placed in service by FCPS are no longer receiving relevant updates, which have an ever-increasing risk to negatively impact instruction, operations, and security.

The following line items represent the line items intended to address hardware costs of a sustainable lifecycle replacement:

Chromebook Hardware Replacement Cycle (\$1,000,000) [Students]: FCPS currently has over 38,000 Chromebooks in classrooms across the district. The Department of Technology Infrastructure currently purchases \$1 million of Chromebooks per year. However, to meet the requirements of a sustainable lifecycle at the secondary 1:1 schools, FCPS should be purchasing approximately \$2 million of new Chromebooks each year. This operational recurring enhancement would purchase enough Chromebooks to provide every incoming 6th & 9th grader a new Chromebook and Case. The student will use the same device, each year, for their tenure at middle or high school. Upon graduation, the devices in a reasonable state of repair and remaining operational life would be moved to the elementary schools’ grades 2-5, for a limited term of service. Once the devices reach their AUE, the equipment will be removed from service.



Desktop/Laptop 5-Year Replacement Cycle (\$2,546,982) [Staff & Student]: FCPS currently supports over 18,000+ Desktops/Laptops for staff & student use. In order to sustainably maintain this quantity of Desktops/Laptops, FCPS should be purchasing approximately \$3 million per year. This enhancement request reflects a reduction commensurate to the funds approved by the FCPS Board of Education in FY20, to support teacher equipment and the Visual and Performing Arts labs.

Access & Distribution Infrastructure (\$1,200,000) [Staff & Students]: As explained in response to the first question posed, this equipment is essential to the functionality of all staff and student technology.

Storage Area Network (SAN) Replacement (\$500,000) [Staff & Student]: Per the response to the second question posed by the Board of Education, this equipment is essential to the delivery of core network services to FCPS student and staff.

LightSpeed Content Filter Renewal (\$170,000) [Staff & Student]: Please reference the first question posed by the Board of Education, this service renewal is required by CIPA and is essential to network functionality affecting both FCPS student and staff.

Replacement Cycles Listed as Other Requests Not Included in the SRB:

Chromebook Hardware Replacement Cycle (\$2,600,000) [Students]: The Department of Technology Infrastructure currently expends the majority of the \$60 Technology Fees collected on the repair and maintenance costs of the Chromebooks currently in service. Any remaining funds collected via the Technology Fee are used to reach the \$1,000,000 currently expended annually to replace some of the oldest devices in service. The \$2.6 million enhancement would enable FCPS to sustainably replace end-of-life Chromebooks, while also eliminating the initial base \$60 technology fee for students.

iPad Replacement Cycle (\$300,000) [Staff & Student]: FCPS does not currently officially support the use of Apple products for general education use. However, in recognition of specific instructional requirements, iPads are used for Special Education and Kindergarten Readiness Assessment (KRA) purposes, as well as some Pre-K, K, and 1st grade requirements. As a result, FCPS has a sizable Apple iPad population in use to support instruction. iPads are supported by Apple for approximately 4 years of operational use. The requested enhancement would support this life cycle for the devices fulfilling supported operations.

Fiscal Services Non-Departmental

Question: 61198 – Salary resource pool – What % will the amount give?

Response: The salary resource pool equates to a step for all units averaging to a salary increase of 2.17%. The salary resource pool includes fringes and a small adjustment to supplemental budgets for increases in per diem rates.

Question: Please walk through the money designated in the salary resource pool and share how that amount would carry over to SEIA, IA and other paraprofessional salaries.

Response: All benefitted employees are part of the calculation for the salary resource pool.

Question: What are the specific results of the reclassification study -- there's money in the proposed budget linked to the reclassification. What are those funds for?

Response: Staff has been working with the reclassification consultant to create the final evaluation tool for classification of positions. Phase II of the consultant's work is to train staff on the accurate and consistent use of the tool when requests for consideration are submitted. The estimate in the FY21 budget, which was derived with the assistance of the consultant, is additional funds needed, above what is already budgeted, to implement an initial reclassification process.

Question: 66048 – What is the new substitute salary scale going to be?

Response:

○ Substitutes with AA	Current = \$13.27	Proposed = \$15.00
○ Substitutes with BA	Current = \$14.23	Proposed = \$17.00
○ Program Substitutes	Current = \$16.03	Proposed = \$17.00
○ Long-Term Substitutes	Current = \$17.20	Proposed = \$18.50

Question: 66348 – Please outline the number, placement, and job descriptions for resident substitutes.

Response: Proposed Deployment for FY2021:

Elementary Schools – Resident Substitutes

- *Fewer than 350 Students – 1 resident substitute to be shared across no more than 3 geographically-similar schools*
- *351-500 Students – 2 resident substitutes to be shared across no more than 3 geographically-similar schools*

- *501 or more Students – 1 resident substitute per school*

Middle Schools – Resident Substitutes

- *All middle schools get 1 resident substitute per school, except for tier 3 schools which will get 2 resident substitutes.*

Current Deployment for FY2020:

Resident substitutes are employed at each FCPS Collaborative Improvement Process (CIP) school, including Title I schools. There are 12 of these schools and they include Butterfly Ridge Elementary, Hillcrest Elementary, Lincoln Elementary, Monocacy Elementary, North Frederick Elementary, Waverly Elementary, Crestwood Middle, Monocacy Middle, West Frederick Middle, Frederick High, Governor Thomas Johnson High, and Tuscarora High.

Since this successful implementation and based on data, two additional resident subs were approved for Brunswick Elementary, Spring Ridge Elementary and Ballenger Creek Middle.

There are also five resident substitutes that support multi-grade elementary schools on a shared and rotational basis. These substitutes have a home-school assignment at Lewistown Elementary, Walkersville Elementary, Orchard Grove Elementary, Liberty Elementary, and Emmitsburg Elementary. They also support Parkway Elementary, Sabillasville Elementary, Wolfsville Elementary, Myersville Elementary, and Urbana Elementary.

The job description for the resident substitute is the same as a regular substitute.