- ★ **Public Affairs**
- ★ **Accelerating Achievement & Equity**
- ★ **Special Education**
- ★ **Student Services**
- ★ **Organizational Development**
- ★ **System Accountability & School Administration**
- ★ **High Schools**
- ★ **Charter Schools**

- ★ **Curriculum Instruction & Innovation**
- ★ **Office of the Chief Legal Counsel**
- ★ **Human Resources**
- ★ **Office of the Chief Operating Officer**
- ★ **Operations & Maintenance**
- ★ **Transportation**
- ★ **Technology Infrastructure**
- ★ **Fiscal Services Non-Departmental**

Public Affairs

Question: Have you considered reducing the number of calendar handbooks you have printed? (NA)

Response: Through a survey sent to the community in the Fall 2022, 52% of respondents would prefer an online calendar handbook and 48% would prefer a hardcopy of the handbook. The PA Team has discussed reducing the number of pages in the handbook but we have not discussed reducing the number of copies printed. During the months ahead, we will continue to explore how to make the online version of the handbook more interactive, while decreasing the number of calendars printed.

Question: Have you thought about the distribution of the calendar handbooks for families with multiple children in the system? (RG)

Response: We have not discussed the distribution of the calendar handbook to families with multiple children in FCPS. It is an important question that would contribute to reducing the number of calendar handbooks printed. The PA Team will look into determining how this may be done, however, it may not impact the number of calendars printed for the 2023/24 school year.

Question: Have you considered contracting out the projects or bringing in contract staff? (NA)

Response: No, the services requested from our Multimedia Graphics Arts Team are continual. Since requests are not intermittent, it would not be cost conducive to contract out the products requested. For the current team of three during FY22 there were roughly 338 recorded requests for products. To date (FY23), 316 recorded requests have been made (this does not include urgent requests for products made by FCPS staff).

One of the responsibilities of our media artist is responding to photo op requests. For many of these events, it requires out of seat time traveling to and from the event, time at the event, and 2-3 hours minimum to upload, edit and archive photos. Our media artist receives and responds to photo op requests along with various media graphic art needs.

Requests for our media artists requires seat time (production of one pagers, booklets/publications, posters, video graphics, social media graphics, website graphics, banners, rack cards, and other multimedia products) and out of seat time (headshots, photos of school and systemic events, and the need for updated photographs for various products).

While the workload is large, we have been able to meet the majority* of requests with the support of interns within our department. However, interns are still learning from our team. To continue meeting the multimedia graphic arts demands for our district, it is essential that we grow our team of multimedia graphic arts professionals.

*For example, due to the amount of seat work requested of our media artists, over the past few years, we have not been able to support all of the photo op requests received.

Question: Are we considering other ways to share the committee meetings? (DR)
Response: Instead of indexing and housing all Board committee meetings on SWAGIT, our Audio/Visual Production team can place committee meetings on YouTube and have the link placed in BoardDocs.

Work is also being done to update the Board and Control Rooms with technology that would allow for better quality videos (audio) of Board committee meetings, without the need for members of the Audio/Visual Production Team to be present to record committee meetings.

Question: With SWAGIT, is there a deletion of the videos after a certain amount of time? (NA)
Response: No, SWAGIT archives the videos. The yearly service we pay for indexes and houses 30-40 Board Meetings meetings a year.

Question: Public Affairs Translation Services - Are we sufficiently staffed? (DB)
Response: Yes, at this time we are sufficiently staffed.

Question: Community Outreach Family Assistance - What items are purchased in 74092? (DB)
Response: Incentives, materials and resources for community and family outreach events and programs. Funds may also be used to provide professional learning for the Family & Community Involvement Coordinator.

Accelerating Achievement & Equity
Question: If the Board does not approve the Coordinator of Equity position, how do you see us completing the work of implementing policy? (DB)
Response: By the end of the 2022-2023 school year, the Equity Team of one supervisor and three teacher specialists will have completed, based on completed projects and those already planned, the following:

- *72 professional learning sessions*
- *30 school-based and central office department requests for support with equity-related matters (This is what has been responded to as of 1/18/23. This does not represent the ongoing requests that will be requested throughout the remainder of the school year.)*
- *9 Student Voices Programs, totally 30 school-based sessions with students and staff*
- *5 Systemic Community Engagement Initiatives (with such organizations as the Frederick Center, Housing Authority of the City of Frederick, Kappa Alpha Psi Fraternity, Inc., Stella's Girls, etc.)*
- *Planning and implementing of the 33rd Rev. Dr. Martin Luther King, Jr. Celebration, the largest student-centered program in FCPS*

These activities and projects represent what has already been accomplished or those that are already scheduled during the 2022-2023 school year. These do not include the ongoing requests that will occur throughout the remainder of the current school year. These also do not represent ongoing collaboration with principals, directors, Human Resources, or legal services to problem solve and address staff or community concerns.

There are a significant number of training and monitoring requirements in the new Policy 117, which will be time intensive for the existing equity staff. The Equity Office is already preparing for additional professional learning, monitoring and reporting requirements, increased school reports and supports associated with this policy. In addition to these requirements, the Equity Office is finalizing processes to undergo an Equity Climate Survey. The results from this survey will require additional time-intensive actions. With the Equity Team's commitment to operational excellence, without the addition of the 12-month coordinator, the team will be required to reprioritize our projects and potentially reduce the amount of support, or eliminate some supports, in areas where we have been able to support this year and in previous school years. This may be needed due to our focus on implementing Policy 117 well.

Question: How many staff members are in the equity office and what are their work calendars?
Response: There are four (4) staff members in the Equity Office who support the 47,000+ students of FCPS and 7,000+ FCPS employees. These four staff members include:
- *1.0 FTE 12-month Supervisor*
- *3.0 FTE Teacher Specialists who work an 11-month contract (1.0 of these positions is grant funded, contingent upon renewal of the grant each year. As such, only 2.0 of these positions are in the general FCPS budget.)*

There is currently only one twelve-month employee in the Equity Office, other than the executive director.

Question: What is our staffing ratio for English learner (EL) students? How does the ratio affect the ability of teachers to meet the needs of the students? (DR)
Response: Our staffing ratio for EL teacher to student is one teacher for every 30 students. When a school is understaffed the EL students are negatively impacted in a variety of ways. First, there are fewer opportunities for the EL teacher to provide support in the general education classroom or individualized support for students . Additionally, EL teachers have a decreased opportunity to effectively support other established processes to support the overall academic achievement and programming for students, such as student support meetings and IEP meetings. Large caseloads also impact the ability for EL teachers to meaningfully engage with EL families to support their understanding of the school, expectations, connection to community support, etc. Finally, EL teachers are required to administer a state-mandated EL test (ACCESS) every year which is very time intensive in a specified window of time.

Question: How are EL students identified? (DR)
Response: MSDE established the identification of EL students through multiple measures based on federal legislation. When an EL student enrolls, there are a series of questions asked of the student and family to establish language dominance. If the dominant language is other than English, these potential EL students are then given an MSDE approved language screener

(WIDA Screener) to determine a qualifying score. If a student qualifies, parents/guardians are given the choice whether or not to participate in EL services.

Every student enrolling in FCPS must answer the language questions. When a majority of the questions are answered as a language other than English, the FCPS International Office is notified to administer the language screener. If the student qualifies for services, the International Office pre-enroll the student and works with their assigned school to complete the registration process. If the student is slated to attend a school without an EL program they are given the option of going to that school with an EL program. The parent/guardian may refuse services to attend their home school instead.

Question: How do you determine the placement of the EL therapist? (RG)
Response: The EL therapist works with EL students who do not have medical insurance or Medicaid. EL students are identified through EL counselors, Student Services Team (SST) meetings, by CASS workers or PPWs, or as requested by parents/guardians who indicate their student is in need of counseling and/or some type of behavioral support. The therapist first works with the family to gain permission to work with students, and then begins to work with the students at their school.

Special Education
Question: How are students with 504 plans factor into the resources added? How many students have a 504 - % of the enrollment? Who is responsible for the management of the 504 plans? (RG)
Response: We currently have approximately 2,900 students in FCPS with 504 plans. Students with 504 plans in the district account for approximately 5% of enrollment. The school administrator determines who will serve as the 504 Coordinator in each building annually. Oftentimes this is the principal or assistant principal, however in most cases it is the school counselor, especially at the secondary level. Currently, the Department of Special Education oversees the training and technical assistance to school-based 504 Coordinators. In the FY23 budget, funds were allocated for a 504 development program with efficiencies for the end users and families. This funding is recurring.

Question: The $275,000 increase to the RISE program, is this for expansion or inflation? How do you plan to expand the RISE program? (DB)
Response:The $275,000 increase to the RISE program is inflationary. The elementary RISE Program operated by Sheppard Pratt offers 10 seats to support students with IEPs. Over the past two years the cost for the program has risen substantially, $678K to $751K, this increase will support the ongoing costs that are negotiated with Sheppard Pratt and MSDE annually. Based on data trends there is an ongoing 7% increase in costs annually.

Given the inflationary increase, the Department of Special Education has completed a cost analysis and seeks to stand up FCPS programming at the secondary level (e.g. middle school) to mirror the supports and services in the elementary RISE partnership with Sheppard Pratt. Other current budget requests for staffing such as the additional teachers for specialized programming, therapists, BCBAs, and SEIAs account for opening this new specialized program, inclusive of a RISE like FCPS program, which was outlined as a recommendation from our SECAC and in the Blue Ribbon Task Force.

The requests for staffing and the funding set aside for the audit recommendations in the SY24 proposed budget are inclusive of the required staffing to stand up a FCPS middle school, RISE-like program.

Question: To what extent have the Blue Ribbon Task Force recommendations been incorporated in these requests? (DB)
Response: Blue Ribbon Task Force recommendations were related to staffing, professional learning, and resources for students with disabilities to engage in learning and make meaningful progress. The following recommendations align to the Blue Ribbon Task Force recommendations and SECAC recommendations:

- *Expressions and Learning for LIfe classrooms at the elementary, middle and high school are at capacity. Additional classrooms will need to be staffed with teachers to reduce class sizes, therefore more staff for the programs are needed.*
- *Professional Learning for the Augmentative Communication Technology Team (ACTT) additional staffing to the team to manage the increase in caseloads, as well as additional funding for student equipment to the team*
- *Additional staff of IEP Facilitators, Partners for Success Coordinators to further engage families of children with disabilities in understanding and participating in the IEP process.*
- *Increases in funding for materials of instruction for a schools with and without specialized programming*
- *Continued funding of supplemental curricular resources for students who will graduate with a Maryland Certificate of Completion*
- *Staffing for increase in specialized programming staff (e.g. Rock Creek, SUCCESS, and Learning for Life becoming 11 month to allow for increased staff collaboration and training*
- *Additional staffing to stand up a FCPS Rise-like program (e.g. 11 month special educator,Therapist, BCBA, 11 month SEIA)*

Student Services
Question: Do we have specialized services/training for staff to work with students who are in recovery for addiction? (DR)
*Response: We provide periodic training on prevention and intervention of substance abuse to Student Services staff (including school counselors). Health teachers receive professional learning on the topic, as it applies to their curriculum. However, there is no systemic training provided to all staff.*

Organizational Development
Question: Is there data that you have collected to evaluate the professional learning experiences that the department provides? (DB)
Response: Evaluative data is collected for all professional learning experiences that occur in the Department of Organizational Development. This data is used for continuous improvement, establishing more focused learning targets, and grant reporting, where applicable.

Question: Are we adjusting our induction process to address the needs of our teachers who are deciding to leave the system? (DR)
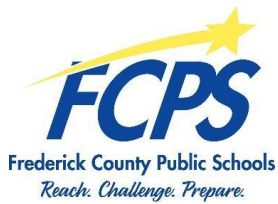
Response: The latest review of the three-year induction program, in 2022, was designed to address the needs of teachers who had interrupted teacher education progress as well as to address the common concerns of teachers in their first three years of experience. We do not have specific exit interview data; however, our teacher specialists for professional learning and induction document the challenges teachers face and use those to address future programming. In addition, this year we implemented a teacher review process each quarter that allows for collaboration across the ACTS division to address teachers who need additional support.

System Accountability & School Administration

Question: How are the staffing models determined at the different levels? (DB)

Response: Staffing is determined in two parts. The first part is the general education teacher allocation based on the use of the ratios as detailed in the next question (see below). The second is a school Administrative and Support (A&S) staffing allocation. This allocation includes principals and assistant principals, counselors, behavior support teachers, academic support teachers, literacy and math specialists, secretaries, and instructional assistants. These allocations are based not only on enrollment bands, but also Tier of school. All FCPS schools are placed into three tiers with consideration to level or degree of poverty, homelessness, mobility, students with disabilities or 504 plans, and English learners. When considering student enrollment, all program placements (general and special education) are included when determining staffing. In addition and on top of the above noted staffing, schools are given an allocation of special education teachers and special education instructional assistants, and an allocation of English learner teachers. The three tier staffing charts in their ultimate final form will staff schools as noted herein (FY24 Staffing Model).

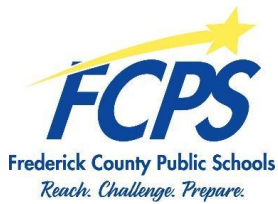**Question: What are the classroom staffing formulas at each level? (DB)**

Response:

Elementary:

Tier I:	*Kindergarten*	*1 Teacher to 23 students*
	Grades 1 - 5	*1 Teacher to 24.8 students*
Tier II & III:	*Grades K - 2*	*1 Teacher to 22 students*
	Grades 3 - 5	*1 Teacher to 24.8 students*

Middle School: 1 Teacher to 19.25 students

High Schools: 1 Teacher to 20.81 students

The formulas above simply provide an output of total teacher FTEs. School principals then must determine their enrollment at each grade level, as well as, course requests, program needs, and student needs to craft a schedule to best meet the needs of learners. In addition to the base staffing allocation, contingency positions are available to meet the need of larger class sizes at elementary (120% of the ratios across the grade level) or to support high school course and program requests. Enrollment and staffing is monitored throughout the spring, summer, and fall by the School Administration and Instructional Leadership (SAIL) Directors and the school principals to determine if a request for a contingency position should be submitted for approval. As of 1/18/23, all 26 contingency positions have been distributed to meet the needs of schools as noted below. When contingency positions are exhausted and a need is evident,

the Directors determine if there are unfilled positions that could be re-allocated temporarily to meet a need.

School	FTE				
BHES	1.0	GTJMS	0.5	PES	0.5
BHS	0.5	LEWES	1.0	TES	1.0
BRES	2.5	LHS/BHS	0.5	TPS	1.5
CES	1.0	LIES	1.0	UES	1.0
DCES	1.0	MES	0.5	UHS	1.0
EES	1.0	MoMS	1.5	UMS	0.5
FCVS	1.0	NM/WOES	2.0	Virtual Program	0.5
GES	1.0	OHS	1.0	WFMS	1.5
		OMS	0.5	YSES	1.0

Question: Would it be an anomaly to hear that a teacher (i.e. 5th grade) has a class size of 30? (DR)
Response: Yes, it would be rare, but not impossible. The chart below represents 120% of the current ratios used to determine elementary staffing. Each class at the grade level in a school must exceed the ratio to engage in the discussion of a contingency position. When the principal and director consult, they discuss variables including teacher input and available candidates when allocating a contingency position. On occasion, a teacher will request not to disrupt their students and families and continue with the higher number of students. Availability of highly qualified candidates is a consistent area of concern.

Tier	Kindergarten	Grades 1-2	Grades 3-5
Tier 1	27.8	29.8	29.8
Tier 2 and Tier 3	26.4	26.4	29.8

At the secondary level, decisions are made by course and content. A decision could be made to have smaller class sizes in year long math classes vs. honors level math classes. Developmental factors and student readiness in the content are variables considered. A class size of 35 would be more commonplace at the secondary level. At this date, all contingency positions have been distributed. We are aware of at least one school who meets the thresholds and Directors are evaluating unfilled positions that could be temporarily reassigned.

Question: What are the budget and operational impacts of reducing the overall class sizes by 0.5 average systemwide? Is it merely ½ of the numbers presented yesterday for the reduction of one, or are there other considerations? Is it possible to allocate funds in order to reduce class and then use those funds to target particular areas of need that may be identified by staff? (ie: Could we specifically target K-3 class sizes or particular middle/high school areas of curriculum?) (DR)
Response: Staff is working on a presentation to the Board to explore this question in more depth. Costs for decreasing by 1.0 and .5 at each level are as follows:

Level	*Additional Cost Reduction by 1.0*	*Additional Cost Reduction by .5*
Elementary	*3.6 Million (42.8 FTE)*	*2.1 Million (25.2 FTE)*
Middle	*1.8 Million (21 FTE)*	*1 Million (10.5 FTE)*
High	*2.6 Million (31 FTE)*	*1.3 Million (15 FTE)*

Reductions would have to align to the existing staffing model, which would mean the board could determine a level (K-2, 3-5, 6-8, 9-12) or a Tier of school to reduce class size. Additional content including real impact, research, and relevant contextual variables (i.e. hiring, building capacity, etc.) will be shared and must be considered with any decision.

High Schools

Question: How do you determine the placement of the Coordinator of Athletics and Facilities? (SJ)

Response: The variables that we consider when placing the Coordinator of Athletics and Facilities include:

- *Enrollment*
- *Building capacity*
- *Size of administrative team*
- *Size of custodial team*
- *Building cleaning score*
- *Facility size*
- *Athletic participation*
- *Extracurricular participation*
- *Pool*
- *State Tournaments*
- *Sportsmanship*

All 10 comprehensive high schools will benefit from this position. There are currently 5 schools with this position and a phase in approach in the FY24 budget allows for 2 more schools to come on board.

Charter Schools

Question: Sabillasville Charter has a projected enrollment decrease at the elementary level. This is concerning. Will the charter meet the enrollment numbers that they have committed to? (DB) *This is an expanded answer from the first response.*

Response: The projected enrollment numbers for a charter school cannot be compared to the other schools because the number listed is the current enrollment. Each charter agreement states the level of enrollment grade by grade that is required. Sabillasville (SES) is expanding to grade 7 (overall K-7) which allots another 20 seats. Currently they are five seats below the anticipated enrollment. The expectation is that SES will meet or be close to their grade level enrollments. They did meet their expected level of commitment from the community by their

December 1 deadline for next school year's anticipated enrollment. Given this is the first year, we still are waiting to see if there are students who leave after the first year and if there are students on the waitlist in those particular grades to replace the ones leaving.

Curriculum Instruction & Innovation

Question: Do we receive feedback from teachers regarding how the Vanguard program impacts their teaching career? (DR)

Response: We collect feedback from teachers in the Vanguard Program every year about their experience including how the program is impacting their career in the areas of agency, trust and collaboration, and innovation. Please check out the 2022 Vanguard Impact Report for a summary of these survey results as well as more information.

Office of the Chief Legal Counsel

Question: Can a parent choose to bring an attorney to an IEP meeting and FCPS select not to send our attorney to the meeting? (DB)

Response: That is possible, but in most cases if an attorney is present to represent the family, the FCPS attorney is present in the event a legal question arises during the meeting that would be helpful to answer so the meeting can proceed; having both attorneys present also provides the opportunity for the attorneys to work together to resolve any questions or disagreements as it relates to the law which is conducted outside of the meeting as a recommended and best practice. Finally, it is the IEP chairperson that conducts and facilitates the meeting; not legal counsel.

Question: Outside of the DOJ, are you saying a special education attorney is warranted? (NA)

Response: Yes; based on a school system the size of FCPS, it is cost effective to have in-house counsel; without an in-house attorney all matters involving legal representation were referred to outside counsel. Also having in-house counsel provides a more collaborative approach to serving our students and families since an in-house attorney is working with the special education team to resolve legal concerns before they escalate to litigation if possible.

Question: How much time do we spend on PIA requests compared to other school systems? (SJ)

Response: Based on surveying other school systems , FCPS has a higher amount of requests processing PIAs as other school systems the size of Frederick County. For example, last year FCPS processed 241 requests; Baltimore County 200; Harford 98; Howard 150, Anne Arundel over 100.

Human Resources

Question: How are positions classified? (NA)

Response: There are two types of processes in place for examining positions.

- *Classification - The process of analyzing the essential functions and required qualifications of a proposed new position for placement on a salary scale in the appropriate employee unit.*

- *Reclassification - The process of requesting approval for, and analyzing position content of, a position for placement on a higher or lower salary grade in the appropriate employee unit.*

Classification decisions will be based on the position's essential functions and position requirements. If the essential functions or minimum requirements change after the initial request is made, the classification will be re-evaluated, which we call reclassification.

In 2019, FCPS partnered with the Segal Group to develop a job classification tool to evaluate new and existing positions throughout the school district. The purpose of the tool is to consistently, accurately and equitably determine placement on the appropriate FCPS salary scale using numerical ratings. This tool was developed by Segal, as a consultant to the district and implemented starting in 2020.

When a new position is created, the job description is developed and sent to Human Resources for review and classification. The initial classification review process uses a technology based classification tool that examines the following areas:
1. *Formal education*
2. *Work experience*
3. *Management and supervision*
4. *Human collaboration skills*
5. *Work independence*
6. *Technical skills*
7. *Fiscal responsibility*
8. *Physical requirements and working environment*

In the classification process, each factor above has different degrees or levels of complexity that carries a point value. The sum of the points from each of the eight (8) factors equals the total point value of the job. The job classification tool will automatically assign a grade to the job based on the point value and distribution displayed below:
- *Formal Education 12%*
- *Work Experience 12%*
- *Management & Supervision 15%*
- *Human Collaboration Skills 15%*
- *Work Independence and Impact of Action 15%*
- *Technical Skills 16%*
- *Fiscal Responsibility 10%*
- *Physical Requirements and Working Environment 5%*

These same eight (8) factors above used in an initial classification are also used for a reclassification review.

*The purpose of the reclassification process is to review the position, not the person. Reclassification is not an appropriate process to reward employees or provide them with increased compensation due to longevity or work performance. It is solely tied to the job description and what is required for a particular position and whether that has changed substantially over time. In a reclassification, factors that are **not** included in a review are:*
1. *Quality of performance*
2. *Quantity of work (volume)*
3. *Employee length of service*

4. *Skills/education not related to the job or minimum qualifications*
5. *Employee step placement within the grade*

Once classified, positions are placed on the appropriate salary scale and grade.based on the unit in which the position exists (e.g. support staff, certificated staff, administrative, etc). This consistency in our position classification standards creates integrity in our compensation for all FCPS employees and our four-year position reclassification review cycle. More information may be found on our website and in the links below:
Reclassification Process | For Staff
SOP for Classification and Reclassification Request
Four-Year Position Reclassification Review Schedule

Office of the Chief Operating Officer
Question: How far out do we forecast our enrollments and capital needs? How does the staffing in the capital programs department reflect that forecasting? (SJ)
Response: Staff develops a 10-year Facilities Master Plan that is reviewed and approved by the Board annually. This document serves as a guide for the annual Capital Improvement Plan budget.The plan is not stagnant and is adjusted to reflect the changing needs of the County as conditions and enrollment trends change. Enrollment projections are included in the plan too, and are modified annually to reflect changes in growth rates and development impacts. Staffing for Capital Programs is evaluated as part of the annual budgeting process to ensure there is sufficient staff to handle project management and oversight. If there was a short-term need for staffing in between budget cycles, consulting services could be used as a temporary measure until the next budget cycle.

Question: Please confirm that there are no budgetary impacts if we moved all student start times back 30 minutes? What about the operational impact? What would the latest dismissal time at the primary level and what would be their estimated arrival time at their home bus stops? (DR)
Response: Modifying the entire district's bell times by the same interval (i.e. 30 minutes), would not have a budgetary impact, but would have a significant operational impact. A 30 minute change would mean that the last elementary school start time would be 9:45 AM, adjusting the staff work day and requiring families of young children to make arrangements for their care. This would also mean the last dismissal would be 4:15 PM, impacting the ability of staff and families to participate in a number of after school activities due to the resulting drop off time, which could be around 5:30 PM or later. For students with disabilities receiving transportation services, they would likely have longer and later transport times due to overlap with commuter traffic patterns. A specific example of some of our special education routes would involve a pickup from school at 4:45 PM and a return home around 6:00-6:30 PM. In addition, the shift in start times would impact the availability of buses to support athletic and extracurricular events, since many route drivers could be unavailable to support transportation to early contests. Students might also need to leave school early to get to athletic and other events, missing instruction. Last, it would impact staff duty day and hours of work would need to shift which would create potential hardships for staff with childcare and the ability to meet after school and evening obligations.

Operations & Maintenance

Question: For what services do we typically contract as opposed to completing with FCPS staff? (DR)

Response: Our contracting generally falls into one of three (3) categories:

1) *Regulatory - Some maintenance and repair obligations require the attention of certified technicians, and FCPS is not justified in retaining such certified staff due to the cost of retaining staff with these specialized credentials, or due to the infrequency of use for such technicians. This would include work performed on elevators, fuel tanks, and various engineering analyses. There are cases in which it is beneficial to have such certified staff on our team, as with the water treatment staff who test and treat the schools that rely on well water.*

2) *Equipment - Some maintenance work requires specialized equipment, such as a bucket truck or vacuum truck. In these cases, we do not want to incur the expense to purchase and maintain such equipment, due to our infrequent need. For the same reason (i.e., infrequency of use) it does not make sense to train our staff on the safe and effective use of such equipment, and rent the equipment. So, we simply hire contractors for tasks such as high tree work, and the servicing of underground stormwater management features.*

3) *Economies of Scale and Seasonality - Mowing and snow removal are examples of maintenance and operations burdens that are best contracted. Our staff will handle snow removal in small areas (e.g., sidewalks, portable-classroom decking) and critical spaces (e.g., central bus operations), and we rely on contractors to address roadways and parking lots. Site-based custodians will perform mowing as their staffing level permits, and the remainder of the mowing is performed by contractors.*

Our contracted services include: asphalt paving, major tree service, major HVAC equipment repair (mostly chillers), industrial hygiene services, large-scale remediation (e.g., flood and fire damage), lead and asbestos testing and remediation, hazardous waste disposal, refuse and recycling services, fire alarm and sprinkler system testing, large roofing repairs, chain-link fencing, gymnasium wood-floor repair, grease trap servicing, mechanical water treatment, bleacher and diving board inspection, fire-extinguisher testing, and fuel-tank testing.

Transportation

Question: Has FCPS considered having the side mounted cameras on the bus to catch vehicles that do not stop for buses? (SJ)

Response: Yes. FCPS met with FCSO back in December 2022 to discuss adding red light runner/side cameras to the buses. A second meeting will be scheduled on this topic.

Question: How many bus drivers do you have (FTE)? (NA)

Response: 347 benefited bus drivers, 22 non-benefited (subs). The transportation department has been given the flexibility to hire as many drivers needed to ensure FCPS students have transportation to and from school.

Question: Are there other cost implications associated with the reduction of the walking distance beside the equipment and bus driver expenses? (DB)

Response: Yes. As shared early FCPS would need to hire 11 new drivers in a market where securing drivers is already challenging. Until and in the absence of hiring drivers, transportation

office staff would have to drive those routes and impact the ability to perform their assigned work, which would create an operational hardship. This would also require compensation for overtime. In addition, we would need to hire extra drivers to cover those additional routes when those drivers are off. It will take anywhere from four to six weeks to have a new bus driver ready. Last, we continue to be limited in where we can store and park buses, which is already beyond the current space we have available.

Question: What are the budget and operational impacts if we only reduce the walking limit for secondary students? (ie: Reduce secondary to 1.5 miles and keep primary at 1.25 miles.) (DR)
Response: Reducing the non-transported area for secondary students requires purchasing 11 buses. Cost for new buses (est. $1,268,168.00), hire 11 new drivers ($539,110.00). Even though those drivers would not be needed to provide transportation services for elementary school students. Transportation would place them in a standby position to assist the department in case of a breakdown. Providing transportation the ability to drop off students at the school in a timely fashion. Fuel (est. $62,243.00), Repairs (Very Low). Total $1,869,521.00

Technology Infrastructure
Question: How are we doing on our one-to-one at all school levels? (RG)
Response: FCPS is currently providing every school with at least one Chromebook for every enrolled student. At the High School and Middle School level, all students are able to take their assigned Chromebook home with them throughout the year. While every elementary school is provided with a Chromebook for each student, the program is intended for the equipment to be used only while the students are in school. As a result, the distribution of the Chromebooks within the school is determined by what the principal believes to be the best for their circumstances.

Question: Do you anticipate increasing your budget at the same pace you have over the past several fiscal years? (DB)
Response: The DTI's mission, as directed by the Board, is to provide and support the technology tools necessary to meet the mission requirements of every FCPS Department and School. As a result, the budget enhancement requests are primarily determined by factors external to the DTI. For example, the Board and Cabinet directed the DTI to implement a 1:1 Chromebook program for all FCPS Middle & High School students in 2017, without an associated budget enhancement. FCPS began the process of allocating budget enhancements for the maintenance and support of the equipment for the 1:1 program in FY20. In the late-spring of 2022, the DTI was tasked to ensure all elementary schools were 1:1 by the start of the school year. In order to accomplish and support the new requirement additional funding and support positions were provided in the FY23 budget enhancement requests.

Unfortunately, it is difficult to provide a direct response to this question as a result of the fact that the majority of driving factors are outside of the DTI's control and frequently without consultation. However, the DTI will continue to provide recommended enhancements that reflect FCPS's priority for Operational Excellence, by requesting the appropriate resources necessary to supply, support, and secure the technology tools leveraged by FCPS to accomplish its mission and goals. Therefore, the pace of requested growth in the DTI budget is dependent upon the decisions and priorities of the Board and Cabinet.

Question: Can you provide details regarding the staffing growth over the last few fiscal years? (DB)
Response: There is an ever-growing need for the qualified technology staff that are essential to providing, supporting, and securing the technology tools FCPS relies upon to deliver instruction and manage the organization. In 2013 and again in 2014, FCPS reorganized the manner in which certain technology platforms are managed throughout FCPS. As a result, when I was named the Director of Technology Infrastructure (DTI) on January 1, 2017, the department consisted of approximately half the total FTEs from five (5) years previous and did not add a single additional FTE until the FY19 budget cycle, which added 1 FTE.

FCPS's use and reliance upon technology has grown exponentially over the past decade. For example, wall-to-wall wireless connectivity, 1:1 student Chromebooks, virtual instruction, learning management system, to name a few systemic technology initiatives undertaken in this time period. Additionally, the Department of Technology Infrastructure was tasked by the Board of Education in January of 2017 to improve FCPS's information security posture & maturity by implementing industry standard best practices and reducing the organizations cyber risk exposure. While over the course of the past four (4) fiscal years the department's FTE count has grown by 31 positions, the DTI remains extremely under-resourced and improperly positioned to accomplish the mission it has been given.
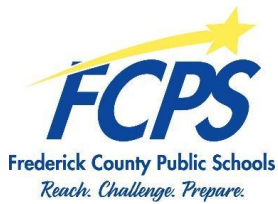
In collaboration with the Chief Operating Officer and Deputy Superintendent, the DTI has consistently recommended organizational alignment changes to more efficiently leverage FCPS resources to accomplish the mission with which it has been tasked. In 2019, the technology support staff portion on the ACTT team was moved from the Special Education Department to the DTI and in 2020 the AVAC team was likewise moved from the Maintenance Department. By all reports, these changes have resulted in improved efficiency and support quality for their respective user communities. These two moves increased the department's FTE count with preexisting positions, accounting for a full 1/3 or nine (9) of the 31 total FTEs added over this four (4) year period. Based upon organizational management and technology operations best practices, the continual evaluation of other potential alignment synergies would reduce the need to request as many new FTEs in subsequent budget cycles.

Question: Does DTI have internships or work with students at CTC? (DR)
Response: The DTI worked with the Youth Apprenticeship Program since 2017. We were one of the first FCPS departments to participate in the program and begin employing these interns. At any given time over the past six years, the DTI has typically employed two students through this program and is highly supportive of its work.

Question: What is the current system of tracking Chromebooks? Does DTI recovery costs from students for lost or damaged devices? (NA)
Response: The DTI currently uses the TIPWeb inventory management system to track the district's technology resources on behalf of the Board of Education. We are in the process of migrating from this system to the ServiceNow platform, which will enable FCPS to consolidate work order management, inventory management, and potentially other applications onto one common system. Items discovered to be missing or not returned are referred to Fiscal Services for action.

Fiscal Services - Non-Departmental

Question: What was the final % increase to Health Insurance premiums in FY2023? (DR)
Response: Our FY23 increase to health insurance was 5.5%.

Question: What was the final amount placed in the Salary Resource Pool in FY2023 in both dollars and percentage increase? Could you also include the benefits impact? (DR)
Response: In FY23, our approved salary resource pool was $32,325,803, which equated to an average of 7.14% increase for all benefited staff. Our COLA for non-benefited salaries was 5%. Through negotiations, each bargaining unit determined how their portion of the salary resource pool would be used.
Salary Resource Pool Breakdown:
Salaries	*$29,452,725*
Fringes	*$2,873,078*
Total	*$32,325,803*

Elementary School Teacher Staffing Model

Classroom Teacher (Tier I):
    Kindergarten: 1.0 teacher per 23.0 full-time equivalent student
    Grades 1 - 5:   1.0 teacher per 24.8 full-time equivalent student

Classroom Teacher (Tier II & III):
    Grades K - 2:   1.0 teacher per 22.0 full-time equivalent student
    Grades 3 - 5:   1.0 teacher per 24.8 full-time equivalent student

Art/Music/PE Teacher:
    3.0 Specials Teachers for every 15 classroom teachers

Elementary School Administrative and Support Staffing Model

Three-Tier															
Enrollment	350 or Fewer			351 - 449			450-699			700-899			900 or More		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Principal	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
AP	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0
Teacher Specialist for Administration	0.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Secretary -12	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Secretary - 10^	1.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0
Administrative	**3.0**	**4.0**	**4.0**	**4.0**	**4.0**	**4.0**	**4.0**	**4.0**	**4.0**	**4.0**	**5.0**	**5.0**	**6.0**	**6.0**	**6.0**
School Counselor	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	3.0	3.0	3.0	4.0	4.0	4.0
Behavior Support*	0.0	1.0	1.0	0.0	1.0	1.0	0.0	2.0	2.0	1.0	1.0	2.0	2.0	2.0	3.0
Media Specialist**	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.4	1.4	1.4	1.6	1.6	1.6
Literacy Specialist***	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Math Specialist***	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Academic Support	0.0	1.0	1.0	0.0	1.0	2.0	1.0	2.0	2.0	2.0	3.0	4.0	3.0	4.0	5.0
IA	1.0	1.0	1.0	1.0	1.0	1.0	2.0	3.0	3.0	2.0	4.0	4.0	4.0	5.0	5.0
Resident Substitute	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	1.0	2.0	2.0	1.0	2.0	2.0
User Support Specialist	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Support Total	**7.0**	**9.0**	**9.0**	**7.0**	**9.0**	**10.0**	**10.0**	**15.0**	**16.0**	**14.4**	**18.4**	**20.4**	**19.6**	**22.6**	**24.6**

^Schools under 300 students do not receive the 10-month secretary.

*Behavior Support positions may include a counselor or behavior support specialist.

**Media Specialists: School with less than 300 students receive a 0.8 FTE Media Specialist

***Literacy and Math Specialists are 11-month or 10-month + 9 days positions depending upon the tier and enrollment band.

Middle School Teacher Staffing Model

Classroom Teacher: Calculation uses a value of 25.8 full-time equivalent (FTE) students adjusted by a factor of 0.746 to allow for teacher planning time. This results in a student-teacher ratio of 19.25 FTE per teacher.

Middle School Administrative and Support Staffing Model

Three-Tier												
Enrollment	500 - 699			700 - 899			900 - 1199			1200 -1500		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Principal	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
AP	1.0	2.0	2.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0	4.0	4.0
Secretary -12	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Secretary - 10	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	1.0
Registrar - 11	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Administrative	**5.0**	**6.0**	**6.0**	**6.0**	**7.0**	**7.0**	**6.0**	**7.0**	**7.0**	**8.0**	**9.0**	**9.0**
School Counselor - 11	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
School Counselor - 10	1.0	2.0	3.0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0
Behavior Support*	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Media Specialist	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Literacy Specialist**	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Math Specialist**	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Academic Support	1.5	2.5	4.0	1.5	3.5	4.5	2.0	3.5	5.0	2.0	3.5	5.0
IA	1.0	2.0	3.0	1.0	2.0	3.0	2.0	3.0	4.0	3.0	3.0	3.0
Resident Substitute	1.0	2.0	2.0	1.0	2.0	2.0	1.0	2.0	2.0	1.0	2.0	2.0
User Support Specialist	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Support Total	**10.5**	**14.5**	**18.0**	**11.5**	**15.5**	**18.5**	**13.0**	**16.5**	**20.0**	**15.0**	**17.5**	**19.0**

Behavior Support positions may include a counselor or behavior support specialist.

**Literacy and Math Specialists are 11-month positions.*

High School Teacher Staffing Model

Classroom Teacher: Calculation uses a value of 23.51 full-time equivalent (FTE) students adjusted by a factor of 0.885 to allow for teacher planning time. This results in a student-teacher ratio of 20.81 FTE per teacher.

High School Administrative and Support Staffing Model

Three-Tier												
Enrollment	**900 - 1199**			**1200 - 1499**			**1500 - 1799**			**1800 - 2100**		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Principal	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
AP	2.0	2.0	2.0	3.0	3.0	3.0	4.0	4.0	4.0	5.0	5.0	5.0
Secretary -12	2.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Secretary - 10	2.0	2.0	2.0	3.0	3.0	3.0	4.0	4.0	4.0	5.0	5.0	5.0
Registrar - 12	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Administrative	**8.0**	**8.0**	**8.0**	**11.0**	**11.0**	**11.0**	**13.0**	**13.0**	**13.0**	**15.0**	**15.0**	**15.0**
School Counselor - 11	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
School Counselor - 10	1.0	1.0	2.0	2.0	2.0	3.0	3.0	3.0	4.0	4.0	4.0	5.0
Behavior Support*	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Media Specialist	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
CCR Specialist	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Literacy Specialist**	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Math Specialist**	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Academic Support	0.0	0.0	1.0	0.0	1.0	1.0	0.0	1.0	1.0	0.0	2.0	2.0
IA	5.0	5.0	5.0	6.0	6.0	6.0	8.0	8.0	8.0	9.0	9.0	9.0
Resident Substitute	1.0	1.0	1.0	1.0	2.0	2.0	1.0	2.0	2.0	1.0	2.0	2.0
DLL Mentor	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
USS	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Support Total	**16.0**	**16.0**	**18.0**	**18.0**	**20.0**	**21.0**	**21.0**	**23.0**	**24.0**	**23.0**	**26.0**	**27.0**

Behavior Support positions may include a counselor or behavior support specialist.

Literacy and Math Specialists are 11-month positions.

LYNX High School Additional Staffing:

1.0 FTE - Assistant Principal

4.0 FTE - LYNX Advocates

VANGUARD TEACHER PROGRAM

a nationally recognized teacher leadership program

AT-A-GLANCE

TEACH
Pedagogical Problem-Solvers
(Going beyond the lesson plan to identify and try to solve problems for individual students.)

LEAD
Empowered Leaders at all levels of FCPS
(Distributive teacher leadership to support instructional problem solving.)

COACH
Embedded Coaches
(Supporting teachers in every school, grade level, and content area.)

OUR GOALS

Grow student agency

Leverage technology intentionally

Cultivate reflective practitioners

Embrace generativity

Lean into and build professional networks

Continuous Growth
through reflection
(self & shared)

Action Research
through iteration and instructional design

Innovative Leadership
through collaboration

"I have never felt more valued as a teacher. The Vanguard program is supportive and innovative! Two things all teachers need!"

- Becki Pfeil, cohort 3

"You can feel the energy as Vanguards work together to help improve and enhance the learning of our students. The Vanguard Program has helped motivate me to try new things, connect with others, and improve my teaching."
- Caris Meni, cohort 3

"I have worked with thousands of teachers in the last ten years and I rarely get to work with a group that is so passionate, so driven, and so excited to learn as the teachers in Vanguard"
- Dr. Catlin Tucker

"I love the work in Frederick County Public Schools and the focus on expanding innovation through people. Not through programs, not through tech, but actually helping develop great leaders throughout their entire school system. It is really powerful." **- George Couros**

VANGUARD IMPACT REPORT

281
VANGUARDS
6 cohorts

60
SCHOOLS

5
CENTRAL OFFICE DEPARTMENTS

> Every Curricular Area

> Every Grade Level

Vanguard Evaluation Summary - *% rating agree and strongly agree*
Vanguard Graduates (Cohorts 1- 3)

Vanguard Teacher Program - 94%
- *The Vanguard Program was valuable to me.*
- *The Vanguard Program provided unique experiences that made me feel valued.*
- *I would recommend the Vanguard Program to a colleague.*

Agency - 98%
- *I pursue innovative teaching practices in my role.*
- *I seek out opportunities to grow professionally.*
- *I am an agent of change, not an object of change.*

Trust and Collaboration - 92%
- *I openly discuss instruction and plan with others.*
- *I professionally network with Vanguards in and out of the Vanguard forums.*
- *I trust the program leaders to provide purposeful professional learning.*

Innovation/Risk-taking - 94%
- *I stretch my instructional design in ways that I would not have done before.*
- *I willingly share successes and challenges around instructional design.*
- *I actively seek out feedback from students and my colleagues.*

TEACHER LEADERSHIP

73
PROMOTIONS TO ADMINISTRATIVE OR SPECIALIST ROLES

8
ELITE ACADEMY PARTICIPANTS

64
TEACHER OF THE YEAR NOMINEES

STUDENT TESTIMONY

> Blended learning is a great way for teachers to teach their students in an interesting way. It enables students to have a better grasp of their learning and teaches a valuable life lesson about time management and independence.
> **- FCPS Student**

> This class was the first class in high school where I felt I was in a comfortable environment.
> **- FCPS Student**

AWARDS AND RECOGNITION
2021
NEA Foundation Horace Mann Award for Excellence in Teaching
FCPS Teacher of the Year
2019
Tressler Distinguished Teacher
FCPS CTE Teacher of the Year
FCPS Veteran in Education Service Award

This report data is effective as of 11/17/2022.

VANGUARD VOICES

Scott Nunes @MrNunesteach · Nov 7
Does your district promote Blended Learning?

💬 15   ♻ 1   ♡ 14

Amy Brower
@AmyBrower8

Replying to @MrNunesteach

We have an amazing program here, started years ago with 1 group. They then helped a second group, and so on to year 6! Mix in some strong MBE connections and amazing speakers, and it's pretty fantastic! If you are looking for resources, tips, or strategies, search #fcpsvanguard

11:13 PM · Nov 7, 2022 · Twitter for iPhone

Molly Murphy @MollyMurphyMPS · Oct 17
Personalizing their learning today. Started by doing a check in to see how they felt about the standard. Then had discussions about which path would be the best choice for them. I loved hearing their honesty and understanding of their needs.#fcpsvanguard

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Dana Stanfield (Doggett) @danadoggett15 · Sep 30
Trying out a very simple station rotation next week in order to differentiate instruction for student needs. Also trying to incorporate more icons into my slides for my EL students! #fcpsvanguard #startsmall

💬 1   ♻ 4   ♥ 30

Amanda Murphy, CALP @MrsMurphyBRES · Nov 2
Replying to @lizmathenyfcps @SSislerFCPSmath and 13 others
Being surrounded by educators that want togrow and become better at their craft everyday, the ENERGY from my colleagues, and being able to innovate for my students. #cohort5 #specialeducation

💬 1   ♻ 3   ♥ 10

Katie Malone FCPS @MrsKMaloneFCPS · Nov 3
Replying to @MrsMurphyBRES @lizmathenyfcps and 13 others
Yes! Being around colleagues with a problem solving mindset has helped me so much

💬   ♻   ♥ 6

Katie Malone FCPS @MrsKMaloneFCPS · Nov 3
Replying to @lizmathenyfcps @SSislerFCPSmath and 12 others
The positive energy & professional connections. #FCPSVanguard has definitely been the most energizing PL I've experienced. I leave excited to try new things rather than weighed down by more on my plate. Excited to welcome cohort 7 in a few months!

💬   ♻ 2   ♥ 8

#FCPSVanguard

vanguard.fcps.org

VANGUARD

VANGUARD VISUALS

A 3+ *year journey...*

A Surprise "I'm In!" Visit

Launch Event @ Hood

Summer Academy!

Learning at the Forums

Powerful Collaboration!

Graduation Celebration