

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

**Washington County Public Schools  
Application and Certification**

**July 29, 2021**



**Purpose**

Under the federal American Rescue Plan Act of 2021, Public Law 117-2, enacted on March 11, 2020, the Department awards grants to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to safely reopen and sustain the safe operation of schools and to address the impact of the coronavirus pandemic on the nation's students. The American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER) requires local education agencies (LEAs) to reserve a portion of the allocation to address learning loss through evidence-based interventions. The remaining allocation has the same allowable uses as the CARES Act and CRRSA Act ESSER Funds. The ARP ESSER funds **do not** have an equitable services requirement.

**Timeline**

Local School System applications are due to MSDE by **July 30, 2021**.

**Availability**

Funds are available for use from March 13, 2020 through September 30, 2024, including the Tydings Amendment.

**Uses of Funds**

Local School Systems must reserve not less than 20% of its total allocation to address learning loss through the implementation of evidence-based interventions, ensure that the interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. The remaining ARP ESSER funds may be used for the same allowable purposes as the CARES and CRRSA ESSER funds, including hiring new staff and avoiding layoffs. Section 2001(e) of the ARP authorizes an LEA to use ARP ESSER funds to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with the guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. An LEA may use ESSER and ESSER II funds for this purpose, although it is not expressly listed in the CARES or CRRSA Act.

**Contact Information**

Questions should be addressed to Donna Gunning by email at [donna.gunning@maryland.gov](mailto:donna.gunning@maryland.gov) or by phone at 410-767-0757; or Steve Brooks by email at [steve.brooks@maryland.gov](mailto:steve.brooks@maryland.gov) or by telephone at 410-767-0793.

## **PROGRAMMATIC, FISCAL, REPORTING, AND OTHER ASSURANCES**

### **Programmatic Assurances**

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

### **Reporting Assurances**

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

### **Fiscal Assurances**

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

**SIGNATURE PAGE**

LEA ESSER Fund Contact/Title:

David Brandenburg, Executive Director of Finance

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BrandDav@wcps.k12.md.us

Contact Phone:

301-766-2381

Local School System Superintendent (Printed Name):

Dr. Boyd Michael

Signature:

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Date:

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

### Maryland Local School System Application

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

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

*ARP ESSER requires that LEA plans include elements that are consistent with current, relevant guidance from the CDC related to the safe reopening of schools. These elements include: Universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials. Additionally, an LEA Plan must describe how it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services. **This item will be addressed in question two below.***

**Washington County Public Schools (WCPS) Accelerate Learning: 2021-2022 Reopening Plan** includes elements that are consistent with current, relevant guidance from the Center for Disease Control (CDC) related to the safe reopening of schools. These elements include:

- Universal and correct wearing of masks (p. 45)
- modifying facilities to allow for physical distancing (p. 62)
- handwashing and respiratory etiquette (p. 47)
- cleaning and maintaining healthy facilities, including improving ventilation (p. 62)
- contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments (p.61)
- diagnostic and screening testing (p. 46)
- efforts to provide vaccinations to school communities (p. 47)
- appropriate accommodations for children with disabilities with respect to health and safety policies in coordination with State and local health officials (pp. 48-54)

#### **Link to the Reopening Plan**

**July 2021 Reopening Plan** \* This plan will continue to be updated and posted

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

**Prevention and Mitigation Strategies:** For the benefit of all of our students, Washington County Public Schools (WCPS) returned to in-person learning, keeping the health and safety of students and staff at the forefront, and following the guidance from health officials in the spring of 2021. The Board of Education, in accordance with the Maryland State Department of Education (MSDE) guidance, has determined that WCPS will begin the 2021-2022 school year in-person with all students beginning August 30, 2021.

With the end of Governor Hogan’s Executive Order on July 1, WCPS returned to more standard operations for summer school. Face coverings are currently not required in summer school, and WCPS encourages and supports students and staff who continue to correctly mask for any personal reason. WCPS will continue to monitor community metrics and evaluate the need for additional measures.

Enhanced cleaning routines, use of personal protective equipment, and availability of soap and hand sanitizer will continue as part of future standard operating procedures. Staff and students will be reminded to maintain physical distancing when possible, to cough and sneeze in a safe manner, and to wash their hands regularly to prevent illness. Additional resources, including plexiglass dividers and air purifiers will continue to be available upon request.

Contract tracing will be conducted in coordination with the Washington County Health Department. Over the last year, WCPS created an elaborate process to contract trace in conjunction with the local health department. WCPS expects to trace fewer individuals during the coming school year, requiring less resources, but the protocols will remain the same. Processes and protocols for diagnostic testing are included in the 2021-2022 Reopening Plan. Detailed information regarding accommodations for students with disabilities has been developed and shared with parents and staff through the 2021-2022 Reopening Plan.

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

**Safe Reopening:** For the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff, WCPS intends to

use a combination of supplemental federal funds and general funds to implement prevention and mitigation strategies. The total amount allocated to safely reopen schools is \$22,559,609. These strategies include the following:

- **Ensuring continuous power supply:** Projects are proposed for upgrading facilities by supplying consistent and backup electrical supply. One project will provide backup at the building used for the new blended learning (ABLE) program and others that have ongoing supply issues from the local utility. The program provides an alternative instructional delivery method for a small number of families who wish to remain safely at home during the COVID-19 pandemic, while accessing a free and appropriate education from the public school system. Upgrading the existing building with consistent electricity is critical to reopening the facility. Another project will bring backup power capabilities to a high school located on a 3-school campus where none of the schools have emergency backup power capabilities
- **Upgrading Heating Ventilation Air Conditioning (HVAC):** New equipment in schools will improve air quality. HVAC projects are included in this funding proposal to improve the infrastructure and promote a healthy working and learning environment.

HVAC systems at two schools will be completely replaced. These schools have systems that are original to the construction of each in the 1970's, and are no longer reliable. The new systems will have increased ventilation capabilities to meet ASHRAE/CDC guidelines and will include modern digital control systems to create a safer and improved educational environment. One system serves a high school built in 1970 and is in need of constant repair. The second system serves a special needs school constructed in 1976 where medically-fragile and developmentally-challenged students are educated.

- **Expand Food Services through the Meal Machine Program:** Purchasing new and replacement Food and Nutrition Services vehicles in the fall of 2021 will allow WCPS to serve and deliver more nutritious meals to families. Many under-resourced students do not have access to the proper nutrition necessary to focus on learning, and providing meals creates greater equity for this group of students in particular. This proposal includes the one-time purchase of 10 replacement vans and a new "Meal Machine" step van to serve more families with meals during the summer and during the school year. Access to nutritious meals is essential for all students, but more so for our students struggling with poverty.

The extension of free meals by the federal government provides a vital resource to students who are on the fringes of poverty and may not meet the requirements of standard feeding programs. Additionally, the summer meals program is a necessary safety net for the nearly 50% of students in Washington County that are eligible annually for free or reduced priced meals. WCPS typically provides summer meals at schools and several community sites. During the pandemic, the community sites grew to a total of 24 to provide access in all areas of the county.

- **Renovate health rooms to standard:** COVID-19 has highlighted how many of the health rooms in the county are substandard based on current MSDE building guidelines due to the age of many of our buildings. An allocation of funding to renovate one of these health rooms at a middle school constructed in 1967 will assist in bringing one of the suites most in need up to standards.
- **Enclose open classrooms:** The age of WCPS buildings is closing in on fifty (50) years with very little new construction on the horizon. WCPS has been working to enclose some of the open school concept buildings for health, safety and instructional delivery purposes.
- **Replace carpet with sanitary flooring:** With our aging building infrastructure, maintaining building materials and surfaces is a primary concern. Cracked tiles, and old carpeting will be replaced with new tile or other hard, easy to clean surfaces.
- **Replace Older Faucets:** Over the last 18 months, staff have been working continuously to keep up with older model automatic faucets that do not stay operable long enough for individuals to wash and rinse their hands. The result is individuals that need to press the “button” for hot water 2-3 times during their hand washing and rinsing cycle to maintain a flow of water, causing their hands to be recontaminated everytime they need to touch the faucet.

*ARP ESSER requires that LEA Plans be reviewed every six months during the grant period. LEAs must seek public input and incorporate public input when determining if revisions are necessary and in making and revisions to the Plan.*

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

**Periodic Review:** The WCPS ARP ESSER Plan was posted on the <http://wcpsmd.org> website for public comment on July 15, 2021. A survey to gather feedback from the

internal and external stakeholders was also made available on July 15, 2021. The survey accepted input between July 19, 2021 and July 28, 2021. A virtual stakeholder meeting for participants to hear an overview and provide input on the 2021-2022 Reopening Plan and the WCPS ARP ESSER Plan was announced at the July 13, 2021 Board of Education's public business meeting and approximately 65 representative stakeholders received a direct invitation on July 15, 2021. The public notice, including the meeting registration, the draft plan, and the survey, was posted on July 15, 2021. A social media boost occurred on July 20, 2021, the meeting registration was open until 2:00 PM on July 21, 2021, and sixteen people attended the virtual meeting on July 21, 2021 at 4:00 PM. Finally, general comments are also welcomed via email through July 28, 2021 to [public\\_feedback@wcps.k12.md.us](mailto:public_feedback@wcps.k12.md.us).

In addition to the virtual event, community members could also complete a stakeholder survey at <https://www.surveymonkey.com/r/HPFLVCO>. Responses were collected through July 28, 2021. The plan will continue to be posted for public input and revised as necessary minimally each August and January for the grant period from August 2021 through August 2024.

**Meaningful Consultation:** During the 2020-2021 school year, members of senior leadership met weekly with the leadership from the Washington County Association of Administrators and Supervisors (WCAAS), the Washington County Teachers Association (WCTA), and the Washington County Educational Support Personnel, Inc. (WCESP). The use of federal grant funds was a recurring topic, and the WCTA subsequently submitted a list of considerations. School principals discussed recovery needs and the use of staffing to meet learning goals. The technology department reviewed device inventory, infrastructure and security data, and made requests for equipment, hardware, and software. A presentation of the planned expenditure of multiple grant funds, including the ARP funds, was made to the Board of Education during closed session. Stakeholders invited to participate in the virtual meeting included:

- Student government
- Teachers and teacher association
- Parents
- Educational support personnel and association
- Special education, English learner, and student advocates
- School administrators and association

- WCPS Board of Education
- Community organizations

<b>ARP ESSER Community Engagement Distribution List</b>		
<b>Name</b>	<b>Organization/ Community Role</b>	<b>Email Address</b>
Tanish Gupta	Student Member of the Board	Student-Rep@wcps.k12.md.us
Jenny Ha	Student Government Association President	<a href="mailto:hajen@wcps.k12.md.us">hajen@wcps.k12.md.us</a> <a href="mailto:enjenhaha123@gmail.com">enjenhaha123@gmail.com</a>
Neil Becker	Washington County Teachers' Association	<a href="mailto:nbecker@mseanea.org">nbecker@mseanea.org</a>
Carol Mowen	WCTA Board	<a href="mailto:mowencar@wcps.k12.md.us">mowencar@wcps.k12.md.us</a>
Eric Tilmans	WCTA Board	<a href="mailto:tilmaeri@wcps.k12.md.us">tilmaeri@wcps.k12.md.us</a>
Nitza Rivera	WCTA Board	<a href="mailto:rivernit@wcps.k12.md.us">rivernit@wcps.k12.md.us</a>
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Eric Yeckley	WCTA Board	<a href="mailto:yeckleri@wcps.k12.md.us">yeckleri@wcps.k12.md.us</a>
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Patty Felix	Washington County ESP	<a href="mailto:felixpat@wcps.k12.md.us">felixpat@wcps.k12.md.us</a>
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Heather Guessford	United Way of Washington County	hguessford@unitedwaywashcount y.org
Kathy Kerns	The Judy Center	kernskat@wcps.k12.md.us
Addie Nardi	Boys & Girls Club of Washington County	addienardi@bgcwc.org
Anne Martin	Children in Need	childreninneed@myactv.net
Tom Kline	Big Brothers Big Sisters of Washington County	t.kline@bbbswcmd.org
Kathy Powderly	Hagerstown Area Religious Council	director@harccoalition.org
	Robert W. Johnson Center	rwjcc@myactv.net
Maria Rubeling	Hagerstown YMCA	mariar@ymcahagerstown.org
Maureen Grove	Girls, Inc.	MaureenG@GirlsInc-md.org
Jim Klauber	Hagerstown Community College	jklauber@hagerstowncc.edu
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	Board of County Commissioners	commissioners@washco-md.net
Sarah Greaves	Board of County Commissioners	sgreaves@washco-md.net
Public Relations Department	Board of County Commissioners	pr@washco-md.net

ADDITIONS AS OF JULY 19, 2021		
Paulette Lee	Washington County Literacy Council	communicator07@yahoo.com
Jairo Luis Flores	Hagerstown Community College	ljflores@hagerstowncc.edu
Dawn Schoenberger	Hagerstown Community College	dmschoenberger@hagerstowncc.edu
Sila Alegret-Bartel	ICTM	sil@ictmlc.com
Amanda Bishop, LCSW-C	Wash. Co. Dept. of Social Services	amanda.bishop@maryland.gov
Dr. Mark Sewell, Ph.D.	Wash. Co. Community Action Council, Inc.	nsewell@wccac.org
Nichole Griffin	Salvation Army	Nichole.griffin@uss.salvationarmy.org
Jeannie Asbury	Reach of Washington County	jeannie@reachofwc.org

The public meeting was attended by 16 people, including the two facilitators.

The timeline of focused discussions and public feedback is below:

May 12, 2021 WCTA submission of priorities  
 May 21, 2021 Secondary leadership discussion  
 May 24, 2021 Elementary leadership discussion  
 May 27, 2021 Technology Department input  
 May 28, 2021 New grant programs, Board of Education (BOE) closed session  
 July 13, 2021 Public notice at BOE business meeting  
 July 15, 2021 Draft ARP ESSER III Plan posted for public input  
 July 15, 2021 ARP ESSER III Plan survey opens  
 July 21, 2021 Virtual stakeholder feedback meeting  
 August 3, 2021 Public presentation of the Reopening Plan at BOE business meeting  
 August 4, 2021, Leadership council feedback  
 September, 2021 Social and Emotional Learning student and staff survey  
 September, 2021 Community schools needs assessment

**Evidence of Feedback:** The draft document will be color-coded. 1. Text in black font (excluding section headers, hyperlinks, etc.) is the wording used in the Maryland Department of Education’s (MSDE) original plan template. 2. Text in blue font represents WCPS original draft responses to the questions asked in the template. These responses were shared for public input and with a stakeholder group on July 21, 2021. 3. Text in red font represents revisions made based on additional stakeholder feedback.

**Initial WCPS ARP ESSER Plan Draft:** With the input of initial stakeholders, four priorities emerged to support students and schools as a result of or in response to the

COVID-19 pandemic. The WCPS DRAFT plan strategically uses the ARP ESSER funds to reopen schools safely, to address lost instructional time, to support student achievement and mental health, and to provide the infrastructure to support student learning in safe environments. The following is a brief summary of the four priorities that WCPS has identified:

1. Safely reopening schools: ensuring a safe and healthy learning environment to mitigate the spread of COVID-19.
2. Measuring and addressing lost instructional time: using evidence-based strategies to lessen the impact of disrupted instruction on student learning that has occurred over the past 15 months and supporting schools.
3. Supporting mental health and wellness: addressing the mental health and social-emotional learning (SEL) needs of students, particularly among underserved students, parents/families, and educators most affected by the pandemic.
4. Providing infrastructure to support student learning: updating technology (cyber security, hardware, connectivity, etc.) and food and nutrition services.

**Community Feedback Survey:** The survey was completed by 512 people when the survey closed on July 28, 2021. Participants were asked to define their role in public education (*Check all that apply*).

- 1.95 % reported as a Student or Student Government Representative (10)
- 47.85 % reported as a Teacher or Teacher Association Representative (245)
- 50 % reported as a Parent or Guardians (256)
- 7.42% reported as an Educational Support Personnel or Association Representative (38)
- 1.76 % reported as an Advocate for Special Education, English Learners, and/or Under-resourced Students (9)
- 3.32 % reported as an Administrator or and Association Representative (17)
- 0.39 % reported as a WCPS Board of Education Member (2)
- 7.23 % reported as a Community Member or Organization (37)

Participants were asked to determine the degree to which they felt the four identified priorities reflected the issues currently facing WCPS students and schools as a result of or in response to the COVID-19 pandemic. Community stakeholders indicated a high degree of support for the identified priority areas. Supporting mental health and wellness

was a medium or high priority for 91.7% of responders. Providing infrastructure to support student learning was a medium or high priority for 90.9% of responders. Safely reopening schools was a medium or high priority for 89.8% of responders. Measuring and addressing lost instructional time was a high priority for 86.4% of responders.

**Supporting mental health and well-being** was ranked as a medium or high priority by 91.7% of the participating community stakeholders who completed the WCPS ARP ESSER Feedback Survey between July 15, 2021 and July 28, 2021. The strategies below are in rank order by the high priority category only (percentages include the medium and high priority response):

1. School counselors (94%)
2. Mental health counseling (95%)
3. Mentors/teachers (94%)
4. Social workers (90%)
5. Trauma-informed practices (86%)
6. Crisis intervention training (89%)
7. Conflict resolution/restorative approaches (88%)
8. Nurses (81%)
9. Community school counselors (84%)
10. Equity training (64%)

**Providing infrastructure to support student learning** was ranked as a medium or high priority by 90.9% of the participating community stakeholders who completed the WCPS ARP ESSER Feedback Survey between July 15, 2021 and July 28, 2021. The strategies below are in rank order by the high priority category only (percentages include the medium and high priority response):

1. Summer programs to support mental health and well-being (84%)
2. Credit recovery for students who did not pass courses during the school year (85%)
3. Acceleration programs to support upcoming content and prerequisite skills for the next grade level (84%)
4. English language instruction and/or language skills for students who are English learners and/or migrant students (76%)
5. Summer bridge or transition programs for students transitioning between school levels (ex. middle to high school) (79%)
6. Enrichment/teaching of elective skills or content (72%)

**The safe reopening of schools** was ranked as a medium or high priority by 89.8 % of the participating community stakeholders who completed the WCPS ARP ESSER Feedback Survey between July 15, 2021 and July 28, 2021. The strategies below are in rank order by the high priority category only (percentages include the medium and high priority response):

1. Ensure continuous power supply (88%)
2. Improve air quality (84%)
3. Provide update technology hardware to support in-person learning (87%)
4. Renovate health rooms to standard (82%)
5. Enclose open classrooms (72%)
6. Replace carpet with sanitary flooring (73%)
7. Increase instructional technology supports (80%)
8. Expand the Meal Machine program (78%)
9. Update school intercoms for emergencies (68%)
10. Employ a COVID contact tracing team (60%)
11. Provide cyber security training for staff and students (61%)

**Measuring and addressing lost instructional time** was ranked as a medium or high priority by 86.4 % of the participating community stakeholders who completed the WCPS ARP ESSER Feedback Survey between July 15, 2021 and July 28, 2021. The strategies below are in rank order by the high priority category only (percentages include the medium and high priority response):

1. Staff retention (92%)
  2. Additional instructional materials for students and teachers (81%)
  3. Early childhood programs (81%)
  4. Additional English Learner and Special Education support (82%)
  5. High-intensity structured tutoring during the school year (89%)
  6. Acceleration to support grade-level learning (84%)
  7. Professional learning for staff (63%)
  8. Online learning opportunities (59%)
  9. Extended day or “extra time” programs during the school year (55%)
  10. Extended year programs to continue instruction begun during the school year (60%)
2. An LEA that receives ARP ESSER funds must reserve at least 20% of the funds to measure and address the academic impact of lost instructional time on all students, through the implementation of evidence-based interventions, such as interventions implemented through summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs. The LEA must also ensure that such interventions respond to students’ academic, social, and

emotional needs and address the disproportionate impact of the COVID-19 pandemic on groups of students disproportionately impacted by the pandemic.

**Lost Instructional Time Overview:** To implement, support, and monitor learning acceleration for all students, with particular attention to needs of students of different races, students with disabilities, under-resourced students, and English learners, additional funding is essential. Coordination of services for these efforts began during the planning for ESSER II and subsequent restricted grants from MSDE. This proposal allocates funding to continue offering services that began in fiscal year (FY) 2022, by extending through FY 2025, as allowable.

District literacy and math achievement specialists will coordinate the services of forty English Language Arts and math tutors, as they provide intervention materials, guidance and accountability for diagnosing and addressing identified learning gaps. District reading teachers will serve as models for implementing tier 1, 2, and 3 instruction. The proposal includes special education and English Learner support through interpretation services and teachers, along with the funding for staffing the International Welcome Center. Supplemental summer learning opportunities will continue to expand and be refined to meet the needs of all students, including funding for teacher and paraprofessional compensation, and student transportation. Finally, a summer learning summit for targeted professional development will be made available for teachers, paraprofessionals, and administrators in support of the learning acceleration plan and model to improve student performance in reading and mathematics and address the social and emotional needs of students and staff.

- A. Please identify the amount of funds that will be reserved for this purpose. The amount of funds allocated for this purpose is \$11,065,818.
- B. Please identify the method(s) the LEA will utilize to measure the impact of lost instructional time, and the means that will be used to address the impact of lost instructional time, including the timeline for implementation. LEAs must identify the intervention that will be implemented, include the tier rating (Tier 1, 2, 3, or 4) for the intervention, and discuss the LEA's plan to collect and analyze data to demonstrate the impact of the intervention on student learning.

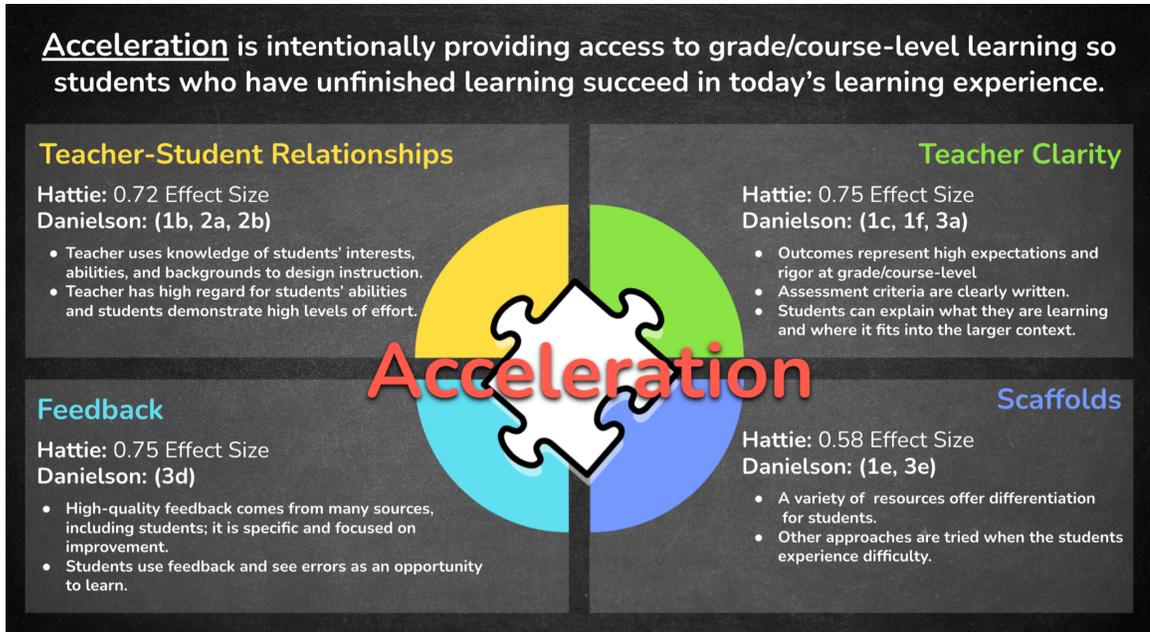
**Impact of Lost Instructional Time:** WCPS will use the school year 2019-2020 marking period grades and local assessments in math and English Language Arts to measure the impact of lost instructional time. Disaggregated local student performance data (elementary and secondary) is also being used to inform school and classroom-based action planning to meet the needs of all students, with attention to students of different races, students with disabilities, under-resourced students, and English learners. Defining strategic and district-wide approaches to acceleration for these specific student groups

during tier one instruction, and tier two and three supplemental learning opportunities, and using evidence-based interventions, including tutoring, will be on-going work at the district and school levels.

**Disproportionate Impact:** Even before the COVID-19 pandemic, research documented national educational inequities for students of color, including overidentification in special education, exclusionary practices, lowered expectations, and a lack of access to instructional resources. Performance gaps have also historically been present in the nation, state, and district for students with disabilities, under-resourced students, and English learners. WCPS adopted its Equity Policy in April of 2020, which established, as a matter of priority, a commitment to providing each student in Washington County Public Schools equitable access to the educational rigor, resources, and support needed to maximize each student's academic success and social/emotional well-being.

**Means to Address the Impact of Lost Instructional Time/Timeline:** As WCPS navigates these unprecedented times, it has employed the use of an equity lens designed to enhance choices, support decision making and allocation of resources; examine any unintended harm; and allow an added layer of necessary professional learning. WCPS demonstrated its commitment to maximizing the academic success of each student and is determined to eliminate achievement and opportunity gaps while valuing students' differences and supporting their successes as outlined in the Equity Policy. Toward that end, WCPS has taken a number of steps to mitigate disparities among and between student groups to ensure the success of every student. Initiatives such as Meals on Wheels, devices for each student, supporting families with securing internet connectivity, and supporting academic recovery through summer school and tutoring opportunities demonstrated WCPS' commitment to meeting the needs of every student to foster an environment dedicated to excellence in student achievement.

To reduce the gaps in student performance and to ensure all students recover quickly, WCPS is using an acceleration model beginning in the fall of 2021. Acceleration is defined as intentionally providing access to grade/course-level learning so students who have unfinished learning succeed in today's learning experience. All students will have access to the Maryland College and Career Ready Standards Pre-K-12 in all content areas, and the state frameworks have informed the work on the WCPS Essential Curriculum. The WCPS spring 2021 data show that many students have experienced unfinished learning due to the pandemic. In response and in an effort to accelerate learning for all, it will be essential for teachers to focus on grade/course level expectations within tier one instruction. Using John Hattie's research and the Danielson Framework, WCPS has specifically identified four teaching practices defined in the graphic below that will accelerate learning and improve student achievement.



To assist teachers in helping every student access the learning and experience success with each day's activities, key information has been added to the WCPS Essential Curriculum. Instructional modules provide a big picture view of the overall desired results, evidence of understanding, and a learning plan. More detailed instructional units are now included in each module, providing teachers with a sequence of learning, learning goals or objectives, diagnostic and formative assessments, and instructional scaffolds. These enhancements are carefully designed to assist the teacher with clarity of instructional outcomes and assessment expectations, feedback to the student focused on improvement and achievement of the learning goal, and use of tools that will encourage access to the learning without compromising high expectations.

**Literacy:** Researchers warn that students in the earlier grades may be most affected by the interruption to learning. In an effort to combat this potential, a foundational reading skills learning progression has been developed in support of an explicit, systematic, sequential, and diagnostic approach to the teaching of reading. This progression expands prekindergarten through fifth grade and provides support for the foundational reading skills, as well as language and vocabulary development. In addition, WCPS developed high impact practices to give school-based administrators and teachers greater clarity on how to address fundamental literacy skills.

**Mathematics:** Research suggests that interrupted learning in mathematics may have greater impacts than in reading. With a focused goal on accelerating learning, while also understanding the linear nature of mathematics content, WCPS is integrating brief diagnostic assessments into each unit to determine the most critical areas of need in order to access the grade/course-level learning. In coordination with the diagnostic

assessments, content scaffolds will be provided for the most critical prerequisite skills just-in-time for each unit of study. A new core resource in elementary mathematics provides rich experiences, research-based pedagogical practices, and a structure for ninety (90) minutes of mathematics each day, including sixty (60) minutes of whole group instruction at grade-level and thirty (30) minutes of flexible small group opportunities for centers, additional practice, enrichment, and/or tier 2 intervention. The mathematics intervention model for all levels (elementary, middle, and high) will shift from a focus on remediating past unknown skills to a focus on acceleration, including explicit tier 2 instruction several days ahead of tier 1 instruction on the most critical prerequisite skills and vocabulary needed for students to be successful. In addition, WCPS developed a consolidated collection of high impact mathematics instructional practices to provide additional focus and clarity for school-based leaders and teachers.

**Underserved Student Groups:** To accelerate the learning of historically underserved students, WCPS teachers will establish positive relationships with students through an asset-oriented approach, while intentionally and strategically targeting learning needs. The division of curriculum created focused learning plans that support teachers in providing clarity in the specific learning goal, planning for scaffolding appropriate for specific student groups, and providing feedback, using the evidence-based practices in literacy and mathematics.

**Professional Learning:** Ongoing professional learning continues to increase capacity to identify needs, develop goals that are focused on addressing those needs within the context of the curriculum, and to design and deliver effective targeted instruction and support to ensure student access and success. Tools, guidance, and implementation support are also provided so that adjustments can be made for implementation in light of student circumstances and learning environments. Effective implementation includes careful monitoring of individual student progress on goals. Tools, guidance, and implementation support are also provided for the collection, communication, and effective analysis of student data.

**Data Analysis:** WCPS has created an assessment site that contains a calendar of WCPS assessments for employees. The testing calendar is also available on the WCPS website for parents and community members. Various assessments will be used to identify the present levels of student understanding in order to inform instructional decisions in reading and mathematics. WCPS has developed Grade Level Expectations in both literacy and math instruction. The most important component with any assessment is understanding the purpose and having a plan for meaningful actions based on the data (CCSSO Assessment Considerations for Fall 2020).

A clear process will be used to guide intervention efforts, known as our 4 A's process. The process includes Assessing each student, Analyzing the data, developing an Action Plan, and making Adjustments to the action plan. The action plans include a learning goal, observable indicators, sources of evidence, strategies, and timeline for progress monitoring. WCPS has scheduled monthly meetings with principals, lead teachers, and department leaders to help facilitate the 4 A's process. Teachers will work with principals, lead teachers, case managers, intervention teachers, and achievement coordinators to design action plans to accelerate learning for students with identified gaps in learning.

**Interventions and Tier Rating:** To address the impact of lost instructional time, WCPS has prepared elementary and secondary tutoring guidelines to include the evidence based strategies outlined in ED COVID-19 HANDBOOK Roadmap to Reopening Safely and Meeting All Students' Needs. The tutoring guidelines provide criteria for how students are selected, and the person responsible for the intervention. The guidelines also provide what intervention students need and what intervention should be provided. School staff, including administrators, teachers, and support staff, will communicate with the families of students who are identified for tutoring services.

To support tutoring during the school day WCPS has braided state and federal funds to support 40 full time trained tutors that support tutoring during the instructional school day. In addition, WCPS is braiding funds to support tutoring before and after school, and during summer school. WCPS uses several research-based interventions to meet the needs of individual students. The primary elementary mathematics intervention programs are Do the Math (Tier 2) and Math Recovery (Tier 2). Middle Schools will use the Curriculum Associates' iReady Math (Tier 1). High Schools will use Kendall Hunt's Illustrative Mathematics Algebra 1 support intervention materials (Tier 4).

WCPS has many literacy interventions. With centralized staff support, school-based teams review individual student data to determine the appropriate literacy intervention. Literacy interventions include Wilson (Tier 1), Just Words (Tier 1), Read Naturally (Tier 3), Lexia Core 5 and Power Up (Tier 1), and Reading Apprenticeship Academic Literacy (Tier 1), Sound Partners (Tier 1), Stepping Stones (Tier 1), Foundations (Tier 3), and Leveled Literacy Intervention (Tier 1).

WCPS District Supervisors will ensure that school staff have the necessary materials required to implement the interventions. Materials were ordered for each school by district level staff. School principals will reach out to the appropriate supervisor if they need additional supplies or licenses for intervention. WCPS will braid funds as necessary to order any additional supplies throughout the year.

## ***Collecting and Analyzing Data to Demonstrate the Impact of Math and English Language Arts (ELA) Interventions***

WCPS braided state and federal funds to purchase a new district-wide assessment system with math and reading content assessments (CenterPoint) in the Fall of 2020. Ms. Maureen Margevich, Supervisor of Testing and Accountability, will ensure that district and school staff have access to all students achievement data at the conclusion of the testing window for each assessment. (The assessment platform allows the ability to quickly and efficiently assess students and receive real-time actionable data. The assessment platform will enable WCPS staff to evaluate the effectiveness of students receiving interventions and identify additional students who may benefit.

**Summer School and Tutoring:** WCPS will expand summer learning to include all school locations through fall of 2025, with learning camps in K-8, as well as high school recovery, repeat, and original credit options. Compensation for summer school and tutoring will need to attract staff to participate in the expanded efforts to address unfinished learning. This proposal includes the costs for staffing and transportation to expanded sites, and expanded administrative coverage through fiscal year 2025. **Hiring additional tutors and retaining district literacy coordinators and reading teachers as instructional models through fiscal year 2024 are priority uses for the use of funds.**

**Primary and Supplemental Instructional Materials:** Supports for improving student achievement include providing **elementary mathematics core resources through fiscal year 2024**, and supplementing summer school and tutoring instructional materials through fiscal year 2025. These materials will support instruction with a focus on literacy and mathematics incorporated with fun and engaging activities that encourage healthy relationships and dialogue around high-interest topics.

**Translation Services for English Learners (EL):** WCPS has a growing EL population that is driving the need for more highly-qualified teachers and increased access to translation services, both written and oral. Currently two staff members translate district-level communications and documents for families, in addition to their other duties. **Contracting for additional translation services through fiscal year 2024 is critical.** Hiring additional **English Learner** teachers and tutors will allow the district to better meet the learning and language needs of English Learners through fiscal year 2024. The goal of providing broader access to translation services for school-level communications would enable greater outreach to our EL families, strengthen school-family partnerships, and guide parents in supporting their children at home in their native language. **Employing a teacher to coordinate the pre-enrollment services**

available to non-English speaking families through the International Welcome Center is also a priority for ensuring equity of access to school enrollment processes through fiscal year 2024.

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

**Specific Programs, Projects, or Activities Overview:** The proposed programs, projects and activities can be organized into the larger categories of 1.) Improving infrastructure for reopening, and 2.) Supporting student mental health. The amount of funds allocated for the following proposals totals \$21,703,662.

***Improving Infrastructure for Reopening:***

- **Technology Upgrades:** Contracting with a managed security services provider (MSSP) to manage, maintain, and enhance our cybersecurity operations with 24/7/365 protect, detect, and response capabilities. An MSSP, coupled with cyber security training for staff and students will help protect the integrity and availability of critical systems, networks, and data throughout all physical and virtual classrooms. This proposal includes these services through fiscal year 2024. **Updating school intercoms to announce and respond to emergencies is critical for in-person learning.** To maintain a safe learning environment this proposed project will occur across the fiscal years from 2022 through 2024. **Completing a phone system upgrade will ensure consistent and reliable communications for our families, staff, and school community and is proposed to occur across the fiscal years from 2022-2024 to ensure proper planning can be conducted.**

Hiring an Instructional Technology business analyst will assist the team in creating a long-term budget strategy for supporting the technology that drastically increased, due to the need to provide services to all students **in and out of school**, and to provide **access** to the necessary instructional tools through fiscal year 2024.

**Providing updated technology hardware, specifically elementary schools need wiring and updated projection equipment to align with the instructional model**

used for in-person learning in classrooms. Increased instructional technology support for schools will reduce the demand currently on elementary library media specialists and provide better customer service to our students and staff. Included in this proposal is an Instructional Technology Applications Specialist and eight field technicians through fiscal year 2024.

*Social, Emotional or Academic Outcome:* Cyber security training for staff and students will help protect academic communication, lessons, student learning products, etc. which are published/completed on digital platforms. Completing a phone system upgrade and updating school intercoms to announce and respond to emergencies is critical for in-person learning and will help schools to maintain a safe and orderly learning environment for staff and students. Providing updated technology hardware will decrease staff and student calls/work orders and will improve customer satisfaction/instructional delivery.

*Addressing the Needs of Student Groups:* The Instructional Technology Analyst position will help to ensure that all staff and students (in-person and blended learners) have modern, reliable technology to access instructional tools and resources for learning.

- **Recruitment and Retention:** The funding will be used for Covid attendance expenses, unemployment, and to provide additional compensation for continuing employment with WCPS through the 2021-2022 school year. Additional compensation is included to retain staff, given the job market in nearby districts and states and the shortage of teachers, administrators, and educational support employees, in order to provide excellent instruction, support, and learning environments for WCPS students.

***Supporting Student Achievement and Mental Health:***

- **Blended Learning Instructional Option:** The Academy of Blended Learning Education (ABLE) will be an exciting new choice for families and this funding will support the necessary staff and student transportation as needed. Creating, staffing, and resourcing a new instructional delivery design offers families and students the unique opportunity to participate in online learning. Other staffing includes four additional contingency teachers through fiscal year 2024, an equity lead teacher through fiscal year 2023, and an acting math specialist through fiscal year 2022. Finally, to support student achievement and mental health this proposal extends the provision of health services and mental health services through additional social workers, and an expansion of school counseling services through fiscal year 2023.

In December of 2020, WCPS created a district committee consisting of administrators, teachers, paraprofessionals, parents, students, and community

members to recommend specific actions that will significantly impact closing achievement gaps and accelerate learning for students. One of the subcommittees created recommendations to develop a blended learning program. This subcommittee recommended the hiring of full-time staff for English, Math, Science, and Social Studies classrooms.

WCPS will measure student attendance, grades, and eventually student achievement data using local assessments and Maryland Comprehensive Assessment Program (MCAP) data to determine the effectiveness of the new blended learning program. WCPS has set high expectations for all students who participate in the Academy of Blended Learning Education (ABLE) program that could be replicated by other districts desiring to accelerate learning using a blended learning approach. The program is designed to serve students in grades K-12.

WCPS invited current students who were behind in cohort or subject level and the 1700 home school students in Washington County. Every student would be provided a device and support for using the digital tools. The WCPS Essential Curriculum aligned to Maryland College and Career Ready Standards. All teachers would be highly qualified in their respective content areas. By using a blended learning model, students would advance based on mastery and not seat time.

This proposal includes funding for the eighteen ABLE program teachers, one counselor, a program administrator, program clerical, and transportation to the site for students to take required assessments in-person or to attend evening high school through fiscal year 2023. The program will open with approximately 300 students in 2021-2022 school year.

*Social, Emotional and Academic Outcome:* One of the key differences between the WCPS blended learning program and others in the state, is the amount of synchronous vs. asynchronous time. Most districts are using the 80/20 instructional model, whereas our high school is expecting 1 hour of live instruction and 30 minutes of allocated asynchronous time per class per day, which is intended to help students be more successful in independently demonstrating their learning.

*Addressing the Needs of Student Groups:* A dedicated English Learner contractor, special education supports, and Gifted and Talented services will be offered at ABLE. All students with disabilities will be case managed by their home school case managers. ABLE has the room and flexibility to offer

interventions where needed, and students have 1 hour of each day for Personal Learning Time (PLT). They can use this for extra help, asynchronous work, etc.

- **Additional Health and Mental Health Supports:** The impact of distance learning on students has been devastating in terms of outcomes, engagement, and the restrictions in providing health services and social and emotional support to students during a pandemic. The funding will provide an Itinerant Registered Nurse position to be allocated from the district office to cover short and long-term absences of nurses employed by WCPS and participate in coordination of services for medically-fragile students for fiscal years 2022-2024. This proposal adds .5 FTE to an existing health office clerical at the district level to manage the increase in workload due to COVID-19 through fiscal year 2024.

The funding will provide short-term assistance through temporary clerical support with growing enrollment at a particular school to provide accurate and timely data for Student Services Teams (SST) to take immediate action and work with students and families to support student health needs, reduce chronic absenteeism and reduce school-age immunization non-compliance through fiscal year 2024. To support student achievement and mental health this proposal extends the provision of a health nurse, two social workers, and three school counselors originally made available through the FY 2021 behavioral health grants from MSDE through fiscal year 2024. A school counseling coordinator position is included in this proposal to help supervise the expansion of school counselors and community school counselors through fiscal year 2022.

*Social, Emotional or Academic Outcome:* The additional support of school counselors and social workers to provide additional support to students at schools with higher needs. These additional positions were placed at schools where the transition rate or behavioral support need is higher. The outcome is to be able to support these students as they transition back to a full day of in-person learning and access to their education. The school counseling coordinator position will assist in providing support to school counselors and community school counselors who are new to our system in delivery of services to students.

*Addressing the Needs of Student Groups:* The registered nurse will be supportive to medically fragile students by focusing on continuity of school attendance as well as safe and appropriate medical care in the school setting. The needs of student groups are supported by these additional school counseling positions as they are placed at schools of highest needs. It provides more opportunities for students to connect with a school counselor and assist with the transitions back to in person learning.

- **Professional Development:** A summer professional summit will bring all interested staff back to school early for four days of professional development specific to the acceleration model, new materials, and strategic planning to address lost instructional time due to COVID-19. Participants will be compensated at per diem rate for the four days to encourage and attract attendance through fiscal year 2023. The additional trainings being offered provide staff the knowledge and understanding of supporting students needs with an equity lens and focus on academics while providing support for students' individual social/emotional needs.

*Social, Emotional or Academic Outcome:* Outcomes in all academic areas are enabled, facilitated, and influenced by secure, reliable, and available technology throughout physical and digital classrooms. From a teacher projecting their lesson in a classroom or through the internet to virtual students, to students having the tools to write, create, present, communicate, and collaborate with their teachers and peers, technology is the underpinning common denominator that is necessary for college and career readiness. There are additional trainings being offered through the summit for staff to understand SEL and equity as well as other areas of need for social emotional support for students. These trainings provide staff with learning about how to provide support to all students with a focus on how to support students academically through the understanding of their needs.

*Addressing the Needs of Student Groups:* WCPS has transitioned to being a 1:1 technology school district meaning that a computing device is provided to every student. This strategy addresses several equity gaps within various student groups, the most obvious being that it provides a device to students whose families may not otherwise have access. Technology also allows educators to personalize or present alternative instruction for students who may have special education needs, require special technology equipment, are not native English speakers, or have other barriers to learning where the one-size-fits-all instruction is not the right approach.

- **Business Support:** An associate accountant was employed through ESSER II funds to assist with managing the significant increase in grant management and financial reporting responsibilities. This proposal extends that position for one year beyond the original grant through fiscal year 2024. This proposal also includes funding to support the Blueprint Implementation Coordinator position currently required by law, but unfunded. This position will assist leadership in implementing Maryland's Blueprint and will be the liaison to the Accountability Implementation Board that has yet to be established through fiscal year 2024.

*Social, Emotional or Academic Outcome:* This coordinator position will assist with monitoring these accounts to be sure that funding is being utilized to support these additional positions and opportunities for staff which then can increase support for students and their academic and social/emotional needs.

*Addressing the Needs of Student Groups:* This position can assess the spending of these additional funds through an equity lens that supports the needs of all students, including subgroups, in our system. They can provide reports to the various departments on the data points for each of these groups in support of these funds.

## **Part II – LEA Maintenance of Equity for High Poverty Schools**

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

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

## **Part III – Budget Documents**

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

WASHINGTON COUNTY PUBLIC SCHOOLS

### **BUDGET NARRATIVE**

#### **Application for ESSER III Grant for Period 3/3/21-9/30/24**

**General Support** – Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in

person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$36,925 plus fixed charges.

Also, we are providing for the costs of the Blueprint Implementation Coordinator for 3 fiscal years at \$135,000 per year plus fixed charges.

**Business Support** – Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$52,842 plus fixed charges.

Additionally, an associate accountant was provided for in ESSER II and we are extending that position another year through this grant at a cost of \$69,030 plus fixed charges.

Transfers provides for indirect cost recovery and reflects the FY22 indirect cost rate applied to the eligible portion of the grant after excluding equipment. Because rates tend to swing higher and lower from year to year under the methodology currently in place, this line may need to be amended in the future, depending on how much is spent in various years. The estimated total is \$1,616,742.

**Centralized Support** – Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$100,123 plus fixed charges.

We are also adding the position of IT Business Manager and an IT Applications Specialist for 3 years at \$90,000 and \$37,000 per year, respectively, plus fixed charges.

**Office of the Principal** – Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$531,562 plus fixed charges.

Also, we would like to add several positions which would benefit the educational program. We are increasing secretarial coverage at a city middle school at a cost of \$15,000 per year plus fixed charges, for 3 years. We are beginning a new program for all grade levels at one of our schools – the Academy of Blended Learning Education. This program will need a principal/administrator (\$110,000 for 2 years) and clerical position (\$40,000 for 2 years), plus fixed charges.

To run the expanded summer school program, we need administrative coverage during the month 11-month assistant principals are off, so we are providing \$15,000 per year for 4 years, plus fixed charges.

**Instructional Administration and Supervision** – Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based

on the number of people and the amount of the payments, this is estimated to cost \$199,009 plus fixed charges.

We would also like to cover the cost of two positions on a temporary basis – an acting high school math specialist (\$95,000) and an equity lead teacher (\$70,000), each for 1 year, plus fixed charges. We also need a coordinator of counseling for 1 year at \$90,000 plus fixed charges.

We also need to cover positions from a grant that expired this year for 2 district literacy achievement coordinators for 3 years at \$100,000 each, plus fixed charges.

**Regular Instructional Programs** – Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$3,425,765 plus fixed charges.

As mentioned before, we're adding our new ABLE program this fall and it will need 18 teachers for two years at \$60,000 each plus fixed charges. To support regular programs, we're adding 3 contingency teachers at \$60,000 each plus fixed charges for 3 years, to allow for staffing irregular enrollment patterns at specific schools around the county.

We're also adding 10 ELA/Math tutors for elementary schools at a cost of \$23,000 each for 3 years, plus fixed charges. From a grant that expired, we're covering district reading teacher stipends at \$70,000 per year at \$5,000 per teacher for 3 years.

Since our summer school program has expanded so much and far exceeds the supplemental summer school grants provided, we are providing the excess here, estimated at \$3,843,352 for the 3-year grant period.

Supplies and Materials provides for math primary resources at an estimated cost of \$400,000 per year for 3 years, as well as summer school materials at \$100,000 per year for 3 years.

**Special Programs** – Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$333,217 plus fixed charges.

Also, as our EL program continues to grow in enrollment, we need to add two more EL teachers at \$66,000 each plus fixed charges, for 3 years. And we're covering a position previously paid under an expiring grant – a welcome center specialist at \$65,000 per year for 3 years, plus fixed charges. Also covered is a lead teacher at \$70,000 for 3 years at a city elementary school.

Contracted Services provides for translation services for our EL program, estimated at \$50,000 per year for 3 years.

**Career & Technology Programs** - Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$171,066 plus fixed charges.

**Gifted & Talented Programs** - Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$127,612 plus fixed charges.

**School Library Media** - Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$103,028 plus fixed charges.

**Instructional Staff Development** - Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$16,758 plus fixed charges.

Additionally, we are planning to hold special summer professional development for teachers and paraprofessionals, paid at per diem rates to encourage participation. We estimate this will cost \$1,950,064 over the grant period based on registrations for this year's sessions in August.

**Guidance Services** – Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$167,217 plus fixed charges.

Also, we believe we'll need a guidance counselor associated with the ABLE program at a cost of \$60,000 for 2 years, plus fixed charges. We are also funding 3 other counselors partially from the Behavioral Health grants and need to pick up the remaining cost here, which amounts to \$156,045 plus fixed charges.

**Psychological Services** – Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$40,348 plus fixed charges.

**Special Education** – Public School Programs, Office of the Principal, and Instructional Administration and Supervision - Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$801,482 for public school programs, \$9,749 for office of the principal, and \$65,913 for instructional administration and supervision, plus fixed charges.

**Student Personnel Services** – Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$106,950 plus fixed charges.

Additionally, we need 2 temporary social workers. One is covered by the Behavioral Health grants for 2.4 years, so we need to cover the rest of the third year for that one and 3 full years for the other, at \$60,000 per position per year, plus fixed charges.

**Student Health Services** – Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$35,767 plus fixed charges.

In addition, we need an additional Registered Nurse to handle the caseload, at \$52,000 per year, as well as an increase to the clerical position hours amounting to \$17,500 per year. Each of these will be for 3 years, plus fixed charges.

**Student Transportation** – Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$187,513 plus fixed charges.

Other charges provide transportation for evening high school on a regular basis and the ABLE program during testing periods. This is estimated at \$100,000 per year for 2 years. Also, we believe there will be a need for increased summer school transportation so we are providing \$216,067 per year for 4 summers covered by this grant period.

**Plant Operations** – Warehousing and Operating Services - Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$3,292 for warehousing and \$366,312 for operating services, plus fixed charges.

Also included in salaries and wages are some new positions. We are adding 8 technicians to assist with the devices purchased with other grant funds which will cost \$320,000 per year for 3 years, plus fixed charges.

Contracted services provide several items critical to our technology infrastructure. \$264,466 is provided to replace and modernize our clocks and intercoms. \$309,000 is needed for cyber training and security software subscription for 3 years. \$500,000 is needed for wiring elementary schools' projectors. \$700,000 is the amount estimated for a new phone system and \$400,000 will provide for a managed security services provider.

**Maintenance of Plant** - Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$74,678 plus fixed charges.

Contracted services provide for a number of building projects that will provide for continuous service and enhance the learning environment, totaling \$22,559,609. Flooring projects are estimated at \$1,000,000 and will replace carpet with hard surfaces which are easier to keep clean and sterile. \$500,000 will be used to replace faucets. \$450,000 will be used to provide generators at two schools. Since our middle schools were built with an open design in the 1970's, we'll spend an estimated \$5,759,609 to enclose classrooms in two of them. New HVAC systems at two schools will cost \$14,600,000. A health suite expansion at a middle school will cost \$250,000.

**Fixed Charges** – This is the total of the fringe benefits associated with the positions described above at \$4,145,889, as well as the costs associated with the reward payments at \$575,532.

**Food Services**—Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$144,379 plus fixed charges.

Also, we are providing the funds for 10 new food delivery vehicles totaling \$350,000.

**Community Services** - Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$3,600 plus fixed charges.

**Capital Outlay** - Salaries and Wages provides for a reward payment to employees for working new duties during the pandemic, provide additional compensation for working in person, and address retention challenges. Based on the number of people and the amount of the payments, this is estimated to cost \$18,485 plus fixed charges.

We look forward to implementing the resources provided by this grant and meeting the challenges for which this funding is targeted.

**Section 2001 (e), American Rescue Plan Act of 2021**

(e) USES OF FUNDS. —A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 ([20 U.S.C. 6311\(b\)\(2\)\(B\)\(xi\)](#)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with

## Appendix A: Section 2001(e) of the American Rescue Plan Act of 2021

Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

## Appendix B: American Rescue Plan Act of 2021 LEA Allocations

### ARP ESSER Fund Allocations

<b>Local School System</b>	<b>ARP ESSER</b>
Allegany County Public Schools	25,329,276
Anne Arundel County Public Schools	108,684,942
Baltimore City Public Schools	443,499,452
Baltimore County Public Schools	217,036,616
Calvert County Public Schools	11,450,432
Caroline County Public Schools	13,690,784
Carroll County Public Schools	16,825,388
Cecil County Public Schools	27,830,030
Charles County Public Schools	30,866,467
Dorchester County Public Schools	17,463,078
Frederick County Public Schools	37,907,980
Garrett County Public Schools	8,953,889
Harford County Public Schools	42,459,496
Howard County Public Schools	43,506,702
Kent County Public Schools	5,233,195
Montgomery County Public Schools	252,061,089
Prince George's County Public Schools	274,521,788
Queen Anne's County Public Schools	6,796,056
St. Mary's County Public Schools	26,076,656
Somerset County Public Schools	13,496,264
Talbot County Public Schools	8,232,805
Washington County Public Schools	55,289,352
Wicomico County Public Schools	47,372,036

Appendix A: Section 2001 (e), American Rescue Plan Act of 2021

Worcester County Public Schools	14,389,034
SEED	7,050,315
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<b>Total</b>	<b>1,756,023,122</b>