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## *FY 2023 Chief Executive Officer's PROPOSED Budget Q & A*

### *Questions from the Board of Education*

*Budget Work Session - February 3, 2022*

*Topics:*  
*School Support and Leadership*  
*Human Resources*  
*Chief of Staff*

<b>Questions from the Board of Education Budget Work Session – February 3, 2022</b>		
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	3.	What are the findings from the elementary SBB model?
J. Mickens-Murray	4.	What is the total of Associate Superintendents and under which line item are they funded?
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B. Queen	29.	<b>Page 97 C&amp;CE</b> - It is a large increase in travel/mileages can we also understand why?
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		reason for the increase?
P. Boozer-Strother	32.	<b>Page 100</b> - The addition of the four skilled communications employees is needed. PGCPSS continues to resolve some of PGCPSS' long standing communication gaps. However, in this large system there are still many issues to resolve to achieve the goal of reaching every staff member, student and parent/caregivers exactly when they need to be informed. What are the key issues to resolve to perform at a more optimal level? What were the metrics utilized to determine the expanded staff skills decisions?
B. Queen	33.	<b>Page 100 Communications</b> - For the interpretation cost, what company are we using? Is it the most cost effective? Did we use students at Gallaudet College? What type of contract of MOU do we have?
P. Boozer-Strother	34.	<b>Page 104</b> - Please explain the future case management system, negative consequences of PGCPSS not operating with one currently and in the past, and how this new system will improve operations.
B. Queen	35.	<b>Page 105 GC</b> - It is an increase in the cost of Secretary/clerks for FY 2023. What is the reason for the added positions and was this a cost effective decision? Could we have not used in-house students for this position?
B. Queen	36.	<b>Page 106 GC</b> - Where do this office of General Counsel \$4,013,432 cost go?
B. Queen	37.	<b>Page 111 Strategic Initiatives</b> - It's a new position in FY 2022 but I noticed it's a really large increase of expenditures for FY 2023. What is the reason why?
B. Queen	38.	<b>Page 112 Strategic Initiatives</b> - At the bottom of the page, what is the reason for these discretionary funds?

1. **How does the budget get us closer to our Transformation 2026 goals?**

The FY 2023 CEO's Proposed Operating Budget aligns very closely with the Transformation 2026 Strategic Plan, working towards the Mission, Vision, Outcome Goals, Strategic Imperatives and Critical Success Indicators. As this budget was developed, the new Strategic Plan was considered by the account managers, directors and Chiefs as they built their proposals for funding consideration. Throughout the internal presentation, discussion and approval processes, the Chief Executive Officer, Executive Cabinet and the Budget and Management Services team ensured that items receiving funding priority would help the District move towards the outlined goals. To answer this question directly, below is a small illustrative sampling of how this budget aligns with the Transformation 2026 Outcome Goals. It is not exhaustive as Transformation 2026 is pervasive throughout this budget.

- Outcome Goal 1 – Attain educational excellence by providing every PGCPs student with a premier education characterized by innovative, relevant, and accessible learning and development opportunities that build 21st century competencies.
  - Systemic supports for students to address their academic needs following interrupted instruction during the Pandemic.
  - Expansions of Language Immersion Programs, 3 Dimensional Education, World Languages and International Baccalaureate Programs and Judy Hoyer Early Learning Hubs.
- Outcome Goal 2 – Achieve excellence in equity within our learning and work environments that demonstrates an inclusive, authentic and culturally responsive community that attracts, supports, develops, retains and celebrates a diverse masterpiece of students, families and education professionals.
  - Funding for increased compensation for all employees to retain and recruit high-quality educators, administrator and support personnel.
  - Early childhood special education year-round service expansion and expansion of Community Schools program to eighteen schools including provision of additional wraparound services in high-need schools.
- Outcome Goal 3 – Realize workforce and operational excellence by harnessing the power of organization learning for improved creativity, enriched collaboration, systemic knowledge sharing and operational efficiency.
  - Learning Recovery Networked Improvement Community Initiative with the University of Maryland: School leadership training programs tailored to the individual needs of each principal related to their growth and development towards their understanding of improvement science.
  - Quality Teaching for English learners Professional Learning: To build teachers' capacity to work with English learners and provide strategies for addressing the interrupted instruction of these students during the Pandemic.
- Outcome Goal 4 – Increase awareness of mental health and wellness linkages to learning by eliminating stigmas, increasing access to supports and decreasing the number of avoidable adverse educational outcomes.
  - Extension of full-time mental health therapists to twenty-five additional schools.

Many additional mental health supports for students, families and employees through the ESSER grant programs.

**School Support & Leadership**

2. **Will you include an explanation of how/will Student Based Budgeting impact the number of Principals/Vice Principals per school?**

Principals are a locked position that is funded and staffed by central office and therefore Student Based Budgeting would not have any impact on the number of Principal positions per school. In contrast, Assistant Principals are unlocked positions and therefore schools would have the flexibility to plan the composition of the staff that is needed to support the unique needs within their schools. Over the past three years, there has been an average increase of 2% in Assistant Principal Positions purchased with Student Based Budgeting funds.

3. **What are the findings from the elementary SBB model?**

A pilot program to consider changes to elementary school Student-Based Budgeting is currently underway in FY 2022 (School Year 2021-2022). This pilot involves nine elementary schools chosen to represent the full set of elementary schools based on factors including school size, location within the County, family income levels and English-language learner population. Each of the nine Board of Education districts are represented by one school:

1. Montpelier Elementary School (District 1)
2. Riverdale Elementary School (District 2)
3. Mary Harris "Mother" Jones Elementary School (District 3)
4. Seabrook Elementary School (District 4)
5. Patuxent Elementary School (District 5)
6. Perrywood Elementary School (District 6)
7. William Beanes Elementary School (District 7)
8. Oxon Hill Elementary School (District 8)
9. Baden Elementary School (District 9)

During the FY 2022 budget development process, instead of participating in the standard student-based budgeting (per-pupil) model used in these schools since FY 2013, the nine pilot schools allocated their staffing funding through equity-based formulas (quota) models. There are several advantages and disadvantages of each model as outlined below:

<i>Criteria</i>	<i>Student-Based Budgeting (Per-Pupil)</i>	<i>Equity-Based Formulas (Quota)</i>	<i>Comments</i>
<b>Principal Autonomy</b>	✓		In SBB models, Principals are given more flexibility in determining how to use their resources and align funding with their overall school plans.
<b>Principal Focus</b>		✓	Quota models require less budget input from Principals, allowing them to focus time in academic areas.
<b>Central-Office Initiative Consistency</b>		✓	It is easier to direct centralized priorities through resource formulas. With SBB, funding can be locally shifted to areas that do not match districtwide priorities.
<b>Quota Cliffs</b>	✓		Formulas can leave a school just short of resource allocation. For example, a school might receive 2.0 FTE for 56 4th-grade students while another school receives 3.0 FTE for 57 4th-grade students.
<b>Transparency</b>	✓	✓	Both models clearly outline how resources are allocated and what exceptions are required.
<b>Overall System Cost</b>	✓	✓	Both models distribute the same level of overall resources to schools.
<b>Funding Equity</b>	✓	✓	Equity weights are built into both models.
<b>Implementation - Costs and Resource Utilization</b>	✓		A model change requires implementation resources including the time of school administrators and other employees. Formulas have to be developed, various systems require changes and training is needed.
<b>Implementation - Risk of Aversion to Change</b>	✓		Because the model allocates the same level of total resources on different criteria, there will be "winners" and "losers" in a new model. The schools receiving more resources are likely to passively accept the new model, while those receiving fewer resources are more likely to actively challenge the new model. This could give the appearance that the change lacks stakeholder support so a more deliberate quantitative and qualitative analysis is necessary

As of January 2022, this pilot is still within the evaluation phase. Currently, these schools are halfway through the pilot year. In February 2022, a qualitative survey will be released to the administrators of the pilot schools to understand their preferences moving forward and a full report on findings will be completed and provided to the Board of Education.

4. **What is the total of Associate Superintendents and under which line item are they funded?**

The FY 2023 Proposed Budget includes 5 Associate Superintendent Positions within the Division of School Support & Leadership. The budget book displays more broad categories of positions called, "Job Titles." Specific positions include Chief of School Support & Leadership, Associate Superintendent of Student Services, Associate Superintendent for Elementary Schools, Associate Superintendent for Middle Schools and Associate Superintendent for High Schools (under the Job Title Associate Superintendent). The Associate Superintendent positions are funded in the line item of "Other Admin/Professionals/Specialists within the respective program areas.

5. **Page 54 - Has the Elementary Equity Pilot started? How often will BOE receive progress reports around academic grade-level performance? Why was the pilot not started for Middle School? I recognize the value of starting with Elementary Schools but believe there is an opportunity to mitigate learning gaps in Middle Schools during the Blueprint Initiative.**

The Elementary Equity Pilot is currently underway. See the response to question #3 in this packet for additional information. Due to the significant resources needed to complete and evaluate the pilots, they were spread to multiple years by grade level. The Middle School and K-8 Academy pilot is currently under development for implementation in FY 2023.

6. **Page 64 - Can you please explain why the alternative schools are being proposed for consolidation? I am considering putting forward a budget amendment. An explanation would be helpful for me to determine how to move forward.**

See Attachment Q6-Q11 – 02.03.22 for the PowerPoint that provides further details on the Alternative Schools redesign.

7. **Page 64 - Why is Restructuring of Alternative School from 5 locations to 3 centralized locations academically more efficient? Were parents included in the decision?**

Parents have not been included in this decision since students are assigned to alternative program locations with the intent of these students returning to their assigned boundary school. Please see Attachment Q6-Q11 – 02.03.22 that provides further details on the Alternative Schools redesign.

8. **Alternative School Redesign - How were the decisions arrived at?**

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9. **Alternative School Redesign - How do we use Edgenuity in the alternative programs?**

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12. **Page 255 - Community Schools Model Core Service- how are school communities (Principals/Assistant Principals) being evaluated on the implementation of each of the six pillars?**

The Principals/Assistant Principals utilize the Professional Standards for Educational Leaders and S.M.A.R.T. Goals to align their work with one or more of the Six Pillars. For example:

- **Standard 1. Mission, Vision and Core Values:** Effective educational leaders develop, advocate and enact a shared mission, vision and core values of high-quality education and academic success and well-being of each student.
  - He/She articulates, advocates, and cultivates core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement. This is evident through Principal Coffee Conversations, Steering Committee Meetings and/or PTA/PTO meetings, etc.

- He/She adjusts the school's mission and vision in order to change expectations and opportunities for the school, and address the changing needs and situations of students. This is evident through the Needs Assessment data, mental health referrals, referrals for other services, evaluations from workshops and activities, attendance data, discipline referrals, etc.
- **Standard 8. Meaningful Engagement of Families and Community:** Effective educational leaders engage families and the community in meaningful, reciprocal and mutually beneficial ways to promote each student's academic success and well-being.
  - Principals/Assistant Principals ensure that the school is a resource for families and the community. They also create a means for the school community to partner with families to support student learning in and out of school. Students have the opportunity to participate in but not limited to the following programs: Coding, Extended Learning Opportunities, theatre, music, dance, creative writing, culinary arts, etc.
  - They collaborate with the Community School Coordinator, Parent Engagement Assistant, Department of Social Services, and the mental health agencies to support students and families (mental health services, housing, food, workforce development, trauma-informed care, etc.).
  - School based Steering Committees are utilized to give parents a voice and involves them, along with educators and community partners in the planning, implementation, and oversight of the community school.

13. **Page 259 - Please explain the strategic goals around the various increases and decreases in certain staffing positions. Does some of this reflect that the previous duties/goals are offset by growth in other priority areas such as mental health services and the Community Schools model? Given these changes in staffing are part of the hard decisions to balance the budget, are there service reductions that schools communities can expect that may not be offset due to increases in other areas?**

The changes in staffing reflected on Page 259 of the FY 2023 Proposed Budget are a result of the Alternative Program consolidation. Please see the Attachment Q6-Q11 – 02.03.22 that provides further details on the Alternative Schools redesign. A few highlights of the document is provided below.

- There will be no interruption in service delivery. We are looking to enhance services through our 3-prong approach: academics, behavioral, and social-emotional learning.
- Onsite mental health support and wrap-around services for our students will not be compromised.
- Neither model will be impacted; priorities will continue to be given to our students.
- The staff changes are a result of consolidation and not a loss of service delivery.
- The identified enhancements will result in increased academic programming, behavioral, mental health, and wrap-around services to increase student achievement.

14. **Page 262 - Please explain the Summer Program Assignment variance from FY 2022 to FY 2023. Please explain the Insurance Benefits – Active Employee variance from FY 2022 to FY 2023.**

The variance from the FY2022 Estimate to the FY2023 Proposed in Summer Program Assignments is due to funds from the FY22 American Rescue Plan State Supplemental Summer School Grant that was used to support summer instructor pay. In FY2023, the summer school costs will be supported by the ESSER III grant with the presumption that State Supplemental Grants will not be issued in fiscal year 2023.

The variance from the FY2022 Estimate to the FY2023 Proposed in Insurance Benefits-Active Employees reflects the projected estimate of applicable fringes to cover costs for positions that are associated with the virtual on-line campus supported by the ESSER III grant.

15. **Page 262 - What has the large amount of summer school dollars been spent on? Can you give me a breakdown of how and what area it was spent on? Were these funds used equitably across our county and was it used for the most needed students?**

During the summer of FY 2022 (July – August of 2021), summer program opportunities were provided to all students at no cost either in person, virtually or in a hybrid format. The summer program costs identified on Page 262 of the FY 2023 Proposed Budget represents the summer assignment pay for teachers who provided instruction to middle, K-8 and high school students. The summer assignment pay for teacher who provided instruction to elementary school students is budgeted in Academics under Early Learning.

16. **Page 262 - Why has Life insurance increased?**

The budget for Life Insurance is calculated as a percentage of the total full-time salaries and wages. As salaries and wages increase or decrease so will the Life Insurance benefit budget amount.

17. **Page 266 Community Schools Office - Please explain how the Blueprint for Maryland’s Future legislation is calculating FY 2023 grants based on concentration of poverty and why PGCPs is not receiving an additional allocation of funds to support a growing group of schools. Why were more funds distributed in FY 2021 than expected for FY 2023?**

The 2019 Blueprint Bill for Maryland’s Future established the Concentration of Poverty Grant which allocated additional targeted per pupil funding for wrap-around services and personnel supports for Community School Coordinators to help implement school-level strategies based on results from needs assessments of eligible schools with high concentrations of poverty. The fiscal year 2021 allocation included current year new grant appropriations in addition to eligible prior fiscal year 2020 unspent carryover funds mostly impacted by school closures and transitions from in-person learning to virtual learning due to the spread and outbreak of Covid-19.

Based on House Bill 1300, there is two parts to the Concentration of Poverty Grant for Community Schools:

- **Personnel Grant (Key Points):**
  - Must employ a Community School Coordinator and full-time Nurse Supports
  - Remaining funds can be used to support wrap-around services
  - Each school receives allocations in the amount of \$248,833
  
- **Per Pupil Grant (Key Points):**
  - Eligible schools may use funds to support wrap-around services and additional needs per the results of the school needs assessment.
  - Schools with a poverty level of approximately 80% will receive a Per Pupil Grant allocation beginning in FY 2022.
  - The formula calculation for Per Pupil Grant allocations each year will be equal to the product of the total number of eligible students in the school and the per pupil amount based on a sliding scale noted below:

	<b>School Concentration of Poverty Per Pupil Phase In</b>					
	<b><u>80%</u></b>	<b><u>75%</u></b>	<b><u>70%</u></b>	<b><u>65%</u></b>	<b><u>60%</u></b>	<b><u>55%</u></b>
FY 2022	16%					
FY 2023	32%	16%				
FY 2024	37%	32%	16%			
FY 2025	55%	37%	32%	16%		
FY 2026	66%	55%	37%	32%	16%	
FY 2027	75%	66%	55%	37%	32%	16%
FY 2028	100%	75%	66%	55%	37%	32%
FY 2029	100%	100%	75%	66%	55%	37%
FY 2030	100%	100%	100%	100%	100%	100%

House Bills 1300 & 1372 – Blueprint for Maryland’s Future provide more in depth information on the formula calculation of the Concentration of Poverty grants. Grant program funding level estimates will be continuously monitored and revised throughout the duration of the budget development process to reflect current projections until approved by the various funding agencies.

This program provides grants to public schools in which at least 70% of the students were eligible for free and reduced-price meals. The State distributed a grant to each local school board equal to \$248,833 for each existing eligible school (77). The funds are set aside to pay:

- **Community School Coordinators:** Salaries and fringe benefits (\$7,263,364).
- **Health Care Practitioners:** Salary and fringe benefits for two positions (\$186,336.00).
- **Mental Health Supports:** Each Community School will receive at least a full time mental health therapist. The therapist will serve students and families and will also conduct professional development for staff (\$7,911,173.00).
- **Wraparound Services:** Services specific to the personnel grant for the 77 schools have been allocated an amount of \$50,000 (\$3,850,000).

PGCPs receives Concentration of Poverty funding based on the number of schools identified. Funds to schools have not decreased.

18. **Page 272 Student Services - Core Service section needs complete definition of equity for PGCPs including gender identity and expression.**

The FY 2023 Requested budget document will be revised to reflect a complete definition of equity for students. Please see the revisions below:

Previous Submission: Ensures policies and processes support educational equity for students whereby their age, gender, sex, sexual orientation, race, ethnicity, socio-economic status and learning ability are not barriers to their academic success.



Revised: Ensures policies and processes support educational equity for students whereby their age, ability (cognitive, social/emotional, and physical), race/ethnicity, family structure, language, national origin, religion, sex, sexual orientation, gender identity and expression and socio-economic status are not barriers to their academic success.

**Human Resources**

19. **What are the most attractive benefits for recruitment while in the COVID-19 pandemic? Are teachers from school districts that are not taking masking, testing and vaccine precautions interested in working for PGCPs due to heightened health and safety measures?**

The most attractive benefit for recruitment while in the COVID-19 pandemic is our approach to prioritizing the health and safety of our students and staff. Our leadership continues to make decisions that promote our stance on the welfare of our community. This includes transition to virtual learning after the Winter break, weekly testing for students and staff, hosting vaccination clinics at school sites, providing employee vaccination and quarantine leave, distributing masks and at-home Covid testing kits, and having sanitizing stations and bottled water in every school. We believe this highlights our care for the welfare of our community, thus providing reasons to join.

The pandemic forced many organizations to cancel in-person recruiting events and transition to virtual events. It has been beneficial financially to recruit in a virtual environment during the pandemic not having to pay for travel and lodging or in-person job fair registration fees. However, in-person recruiting was the best way to connect and engage individuals interested in joining Prince George’s County Public Schools (PGCPS). To optimize the benefit of the in-person experience and the one-to-one interaction between candidates and principals while balancing the COVID-19 safety protocols, we created ‘PGCPS Drive-thru Hiring Events’ that were a success and will be continued for the upcoming recruitment season.

The COVID-19 pandemic has provided us the opportunity to participate more frequently in virtual recruitment efforts. We continue to use job seeking platforms to include *Handshake* (college students) and *LinkedIn* (experienced professionals) to connect with eligible candidates. To enhance our candidate and Principal experience, we piloted the *Career Fair Plus* virtual platform which offers the option of allowing candidates to sign up for phone or video conversations with specific schools ensuring the candidate receives undivided attention. We have also increased the use of social media to market PGCPS teacher events to include highlighting our focus on health and safety, benefits, one-to-one district, online campus program for grades 7-12, and employee wellness program to name a few.

The surrounding school districts have implemented similar health & safety precautions as PGCPS but to varying degrees. As such, we are not necessarily seeing heightened interest. It is important to local applicants to work for a school district where they feel like their health and safety matter. We are targeting our recruitment message to assure applicants that this is a top priority for PGCPS. In partnership with our communication office, we are continuing our efforts to produce videos and other marketing tools to showcase our district, through social media and job boards, to attract applicants locally and nationally to PGCPS.

20. **Page 190 - Please provide an outlook for staff departures and retirements expected at end of school year and how this compares to recent years.**

The chart below provides Unit I three-year trend data for staff departures (separations) and retirements as of January 21, 2022. We expect the staff departures and retirements at the end of the school year to align with the average of the past three years resulting in an anticipated 195 retirements and 961 separations. Per the Negotiated Agreement, Non-tenured Unit I employees have until May 1 to inform the district of their intent to resign, while tenured educators must submit their resignation by July 15th.

Leaving Reason Summary	SY19	SY20	SY21	SY22 as of 1/21/22	Total
Retirement	258	150	178	53	639
Separation	1,392	694	797	234	3,117
<b>Total</b>	<b>1,650</b>	<b>844</b>	<b>975</b>	<b>287</b>	<b>3,756</b>

21. **Page 194 Contracted Services - Reason for no Proposed in FY 2023?**

For FY23, the funds were transferred to the Office of General Counsel as they assume arbitration responsibility that was previously done under the Office of Employee and Labor Relations

**Chief of Staff**

22. **Page 92 - What is the reason for a large increase of salary on page 92 in FY 2023?**

The total increase in the unrestricted budget (page 92) from the FY 2022 Approved budget to the FY 2023 Proposed budget is primarily due to application of the negotiated salary and benefit increases that went into effect on July 1, 2021. During the budget development process, the funds for salary negotiations are set aside in a non-departmental budget, once the increases are received by the employee, those funds are realized at the department level creating an increase in both salary and benefit sub-objects.

23. **Page 92 - Under the Chief of staff, what is the reason for the large amount spent on salary/wages? Why was more spent than what was actually approved in FY 2022?**

The FY 2021 Actual budget was significantly larger than both the FY 2022 Approved and the FY 2023 Proposed primarily as a result of a reduction in full time salaries. The FY 2022 Approved budget recognized a reduction of 1.0 FTE for the Officer position thus realizing a decrease in full time salaries. Additionally, as turnover occurred in the Administrative Secretary position, it resulted in lower salary obligations for this position.

24. **Page 92 - Can you explain the reason for the changes in the dollars decreasing on page 92 in two places under the contractor services?**

The FY 2023 Proposed budget provided reduced appropriation in the both the areas of Instructional and Professional Contracted Services. This is primarily the result of realignments made by the Chief of Staff to other offices and current contracts ending, including the Claire Weisz (WYZ) Comprehensive Boundary Initiative.

25. **Page 93 - Can you explain why dollar amount decreased and the reason for the change for professional contractor services?**

The funds allocated for the professional contracted services decreased in the FY 2023 Proposed budget as a result of funds that were associated with the Geer Innovative Approach grant that were appropriated in FY 2021 and ended in FY 2022.

26. **Page 95 Appeals - What is the reason for the increase in under stipend on page 95?**

The FY 2023 Proposed Budget recognized expenditures in the FY 2021 Actual column for stipends paid to employees. Sub sequential columns on the same page did not have any appropriation or amounts. Stipends are budgeted centrally for all employees while their expenses are recognized at the individual cost centers associated with the employee.

27. **Page 95 - What is the reason for the increase of one position that has caused the dollar amount to double?**

The FY 2023 Proposed budget for the Appeals Office provides for an increase of 1.0 FTE in the position of Secretary. The FTE for this job category doubled from 1.0 FTE to 2.0 FTE. As the number of positions double, the dollar values associated with salaries and benefits will double to support increase.

28. **Page 97 C&CE - There is a large increase in professional contract service can you explain why?**

The FY 2023 Proposed budget provides for an increase in contracted services in the office of Communications & Community Engagement. This increase is a result of funds that were realigned from the Office of the Chief of Staff to support contracts including Stones Throw and Stagwell Media that provide services for virtual town halls and videography.

29. **Page 97 C&CE - It is a large increase in travel/mileages can we also understand why?**

In the spring of FY 2021, non-local travel was cancelled due to COVID closures. The cancellation due to COVID related closures carried into FY 2022. In FY 2023, an increase is estimated to account for staff development training and projected conference attendance where staff will participate.

30. **Page 99 Communications - What is the reason for the dollar increase on page 99 under communication with O.T. wages?**

The increase in Overtime in the Communications Office between the FY 2021 Actual expenditures and the FY 2023 Proposed budget is the difference between appropriation and realized expenses. Although Overtime realized \$2,534.00 in expenditures for FY 2021, it was under appropriation levels as a result of COVID which closed central offices for a significant portion of the fiscal year thus causing a reduction in the amount of overtime spent.

31. **Page 99 Communications - In FY 2022 we went down under workman compensation but in FY 2023 it went up, what is the reason for the increase?**

The FY 2023 Proposed budget calculation for Worker's Compensation is calculated based upon one overall average rate for all employees system wide to achieve a projected budget amount for the fiscal year. This same rate is charged to each full-time equivalent (FTE) based upon salary amount. Worker's Compensation actual expense rates vary depending upon the classification of employees. For instance, rates for trades, drivers, cafeteria workers and other classifications are higher than those for teachers or clerical workers due to the assessed amount of risk due to possible injuries. Due to the variation in expense rates versus the standard rate applied when budgeted, oftentimes this will create variances between the Actual and Budget columns when presented in the budget book.

32. **Page 100 - The addition of the four skilled communications employees is needed. PGCPs continues to resolve some of PGCPs' long standing communication gaps. However, in this large system there are still many issues to resolve to achieve the goal of reaching every staff member, student and parent/caregivers exactly when they need to be informed. What are the key issues to resolve to perform at a more optimal level? What were the metrics utilized to determine the expanded staff skills decisions?**

With the onset of the COVID-19 pandemic, interest in digital content has increased exponentially over the past few years, which has stressed the capacity of the Public Information and Web Services teams. The Communications team is understaffed in key areas related to graphic arts and web design. Filling these roles will help the team to perform at a more optimal level in support of schools, staff, students, families and the community.

In the absence of a full-time Graphic Artist, it is impossible to ensure consistent branding and quality in publications, artwork and digital images across schools, offices, departments and social media platforms. The additional Web Services staff member will help to deliver accurate, accessible and timely content across our 385 websites and to ensure content quality across school websites. The Web team supports not only nearly 200 school websites and their constantly-changing web editors, but 150+ office websites as well.

We compare our staff configurations to neighboring districts and others with similar enrollment and demographics in an ongoing effort to right-size the communications team and fill skill-set gaps.

33. **Page 100 Communications - For the interpretation cost, what company are we using? Is it the most cost effective? Did we use students at Gallaudet College? What type of contract of MOU do we have?**

PGCPS is committed to ensuring equitable access and ensuring compliance with federal regulations regarding language access for parents/guardians who are not native speakers of English. The U.S. Department of Justice Civil Rights Division and the U.S Department of Education's Office for Civil Rights provides joint guidance to assist SEAs, school districts and all public schools in meeting their legal obligation to ensure that parents/guardians are provided with appropriate and meaningful language access support. Our responsibility also includes language accessibility for parents/guardians who are deaf or hard of hearing, under the Americans with Disabilities Act (ADA).

PGCPS has built a multi-faceted language access program, including an internal Interpreter Bank of temporary language interpreters to make information accessible and engaging for culturally and linguistically diverse family groups. The hiring, assessment and ongoing professional development of temporary on-call language interpreters hired by the district is a highly effective cost-saving measure for PGCPS and increases employee engagement and investment. The Office of Interpreting and Translation (OIT) has worked collaboratively with the PGCPS Deaf and Hard of Hearing program in acquiring temporary on-call American Sign Language (ASL) interpreters to ensure the provision of cost-effective and professional services for parents/guardians under ADA, thereby reducing contractual needs. Some contracted interpreting services remain necessary for ASL and other high volume or unique language needs. The current contracts with two vendors are managed by Purchasing and the Department of Special Education, with Professional Interpreter Exchange and Vital Signs. The OIT also works very closely with the American Translators Association and the University of Maryland Graduate program in Translation and Interpreting to source quality candidates and trained interpreters for high volume support

34. **Page 104 - Please explain the future case management system, negative consequences of PGCPs not operating with one currently and in the past, and how this new system will improve operations.**

Law firms and legal departments throughout the country use electronic case management systems to streamline legal operations and improve efficiencies. According to the ABA Journal, one of the top challenges faced by law firms and legal departments over the last few years has been staff inability to access information and case files.

A case management system is similar to an electronic file cabinet that allows staff to immediately review information or upload information to a case matter. Matters can be located within seconds using the search tool. The systems that are under consideration are highly customizable and will allow staff to manage cases, integrate calendars, collaborate with co-counsel, and automatically link emails related to a particular case. The case management system will not just manage legal case files, but will also allow the OGC to track quasi-legal and non-legal workflow.

Currently, OGC does not have a centralized filing system. Thus, when an attorney is inaccessible because of court appearances, meetings or planned vacations, it is cumbersome and often impossible to determine case status, leading to a lack of efficiency of service. Moreover, attorneys do not have access to each other's files which would allow the work to continue should the assigned counsel be unavailable and in cases where there is more than one attorney assigned. Finally, a case management system will allow OGC to track cases and data related to cause of action, case resolution, and remedial actions needed.

The negative consequences of not having a case management system include the following:

- Inefficient workflow
- Slowed work production

- Reduced collaboration
- Inability to track matters efficiently
- Increase personnel cost associated with manually tracking matters
- Increase risk associated with possibility of case mismanagement
- Inability to easily cross reference cases to identify possible conflict
- Staff frustration

A new case management system will improve operations in the following ways:

- Ability to manage daily operations more efficiently
- Staff ability to create, access and track notes more efficiently

**35. Page 105 GC - It is an increase in the cost of Secretary/clerks for FY 2023. What is the reason for the added positions and was this a cost effective decision? Could we have not used in-house students for this position?**

The position requested in the FY 2023 proposed budget to OGC’s organizational chart is an E-discovery professional. The legal profession is racing to keep pace with technological advances and the changing law related to those advances. Emails and other documents made and maintained in the course of public business are subject to disclosure not only in litigation, but also pursuant to Maryland Public Information Act requests. Failure to properly review and release documents, as mandated, will subject PGPCS to legal consequences, including claims of spoliation and possible sanctions. Prince George’s County Public Schools ability to respond to requests for electronic information must be enhanced as a proactive measure rather than as a reactionary one.

By way of example, in a single externally filed employment discrimination administrative complaint, there were over 100,000 emails that required reviewed, first to avoid duplication and thereafter to determine if any privilege warranting denial of release. The cost of a vendor performing this task would have been cost prohibitive. (Quotes from 3 entities averaged over \$50,000).

Our current staffing model is insufficient to manage the function. Further, the e-discovery professional is ordinarily an individual with a paralegal and an IT background, or alternatively, a senior paralegal. The individual will be required to have a working knowledge of state and federal e-discovery laws and familiarity with e-discovery systems. Because of the knowledge and skills required to perform the work of an e-discovery clerk, and the confidential nature of OGC, this work cannot be performed by a student.

**36. Page 106 GC - Where do this office of General Counsel \$4,013,432 cost go?**

The Office of the General Counsel reports up through the Office of the Chief of Staff, which ultimately reports under the CEO as shown in the organization chart below.



**37. Page 111 Strategic Initiatives - It’s a new position in FY 2022 but I noticed it’s a really large increase of expenditures for FY 2023. What is the reason why?**

The large increase in the FY 2023 Proposed budget is primarily due to funds associated with Instructional Contracted Services. New vendor contracts were included in this office to include the Hillside Work-Scholarship Connection and Latin American Youth Center. The

Hillside Work-Scholarship Connection partners with five high schools to provide college and career readiness training, mentoring, tutoring, and other academic, social, and emotional support for approximately 340 students. The core services are available to students beginning in middle school and continue until the student graduates high school. Latin American Youth Center offers support to approximately 150 students across five high schools. Participating students receive guidance with staying on track for graduation, enrolling in post-secondary education, obtaining long-term employment, and other life skills.

38. **Page 112 Strategic Initiatives - At the bottom of the page, what is the reason for these discretionary funds?**

The discretionary funds at the bottom of page 112 are for a program enhancement for the Strategic Initiatives Offices. In the FY 2023 Proposed budget, the Strategic Initiatives office is requesting funds to support the National Center for Community Schools at each site to understand their strengths and challenges and to provide customized implementation assistance to build their local capacity to implement the community schools strategy at both the school site and system levels.

# ALTERNATIVE SCHOOL REDESIGN

## WHAT IS OUR WHY? (Rationale)

Across the country and the state of Maryland, alternative schools and programs are serving students who are not succeeding in the traditional education setting. Often this population exhibits one or more of the following characteristics: underperforming academically, possessing learning disabilities, displaying emotional or behavioral issues, displaying a high risk of potential suspension or expulsion, displaying a high risk of dropping out of school and displaying the need for individualized instruction and/or an alternate learning environment. PGCPs offers a variety of alternative options: two alternative school sites-one grades 7-10 (Green Valley), two vocational high schools,(Croom and Tall Oaks) and the Community Based Classroom. While there are several options offered for students to complete graduation requirements, there is still a dearth of resources for younger students and limited seats for students who need academic support and support for non-cognitive skills. Additionally the new design will provide enhanced support for ESOL and SPED students. Currently, PGCPs Alternative schools systems and structures are very similar to those of our comprehensive high schools. Although our schools are called “alternative” schools, there are limited instructional, socio-emotional supports and wraparound services. Currently they do not provide systems and structures that are different from those offered at the comprehensive schools. The students that are served in the alternative school environment may be students in need of additional support for matriculation to the next grade level and on the path to graduation and those and students that could benefit from a smaller and supportive environment. These students may have behavior concerns, emotional issues, mental health issues, academic gaps, referred from the Office of Appeals and/or court appointed. The redesign of current structures will promote the increased engagement and academic achievement of grade 6 through 12 students enrolled in the newly established school structures.

Within the Maryland Star Rating System, all of the Alternative Schools with graduation cohort have a rating of “1” based on the components of the Accountability Framework. In order to address the performance of the district’s alternative schools, innovative structures and revitalizing the programs are required. Through cross department and cross functional collaboration, it is the goal of the Alternative School Redesign Team to identify and implement innovative approaches to improve current practices in the alternative school settings.

An essential component of the redesign proposal is the focus on socio-emotional, restorative practices and the enhancement of wraparound services. Addressing the needs of the whole child is critical to the success of students. The use of restorative approaches, student and family engagement via the use of social workers and behavior intervention specialists, advisories and wellness and enrichment activities. The aforementioned will support the positive engagement of students, foster relationships and the decrease in inappropriate behaviors resulting in out of school suspensions and student disengagement.

## Purpose of the Alternative School Redesign

- Redesign the five alternative schools (Annapolis Road, Green Valley, Croom, Tall Oaks, Community Based Classroom) from their current structure to establish a three pronged approach to support the implementation of instructional, social-emotional, and behavioral approaches that are individualized for each student to ensure academic and behavioral success in and out of school.
- Change the current structure from schools to programs which will provide continuity in fostering relationships and innovative non-traditional academic and social pathways and experiences that differ from those offered at comprehensive schools in a smaller setting.
- Redesign the academic programming to develop the whole child, social, emotional and developmental needs.
- Improve multiple sources of student data (i.e., assessment, attendance, discipline, 9th grade promotion, 12th grade graduation rate, quarterly grades, on time grade matriculation and inclusive of the data components on the middle and high school Maryland Accountability Framework) \*see data charts
- Create a middle school alternative (non-traditional) model supportive of students in grades six to eight focusing on a project-based instructional learning model.
- Provide individualized support for students to include synchronous and asynchronous learning opportunities.
- Engage students in restorative practices that foster relationships and decrease inappropriate behaviors that result in out of school suspensions and student disengagement.
- Foster cultural responsive environments through pedagogical practices, student services, professional development of teachers, engagement of students, families and communities.
- Develop community partnerships and externships with local industry to create opportunities for student growth.
- Align practices with the 6 pillars of community schools: Expanded and Culturally Relevant Curriculum; Effective Teaching Practices; Multi-tiered systems of support; Family a Community Partnerships and Community Support Services.

## Objectives

- To establish alternative innovative options to graduation that addresses the identified needs of students using a three pronged approach.
- To develop a common core of principles and philosophy relative to alternative school (non-traditional) programming and the return to the boundary school if applicable.
- To identify and implement alternative education Evidence Based Practices (EBP) aligned with the National Alternative Education Association (NAEA) exemplary practices to improve student achievement and behavior.
- To promote high quality educational services for students in alternative (non-traditional) school settings
- To inform policy relative to alternative education programming
- To expand Career and Technology Education (CTE) program offerings at Croom and Tall Oaks aligned to the district's college and career readiness goals
- To align programming of our alternative settings with the standards set by MSDE.
- To design individualized learning plans (ILP) for each student with measurable goals and criteria for success

## Alternative School Trend Data

The data below provides an overview of the current status of the district's Alternative School performance:

[Area 3 Alternative Schools Trend Data](#)

## Who attends Alternative Schools?

Students who have either been expelled, court involved, or referred for placement as disruptive students from their base schools are considered appropriate candidates for the program.

Primary focus will be at-risk students identified by base schools for behavioral and/or attendance concerns and are likely to earn a high school diploma based on successful intervention and expelled students who are admitted on a rolling enrollment basis. The program is suitable for students who would benefit from short-term, highly structured and supportive environments.

The Alternative School redesign provides an opportunity for a paradigm shift in the process of promoting and opening program offerings to a wide range of students. Eligible students can include but are not limited to the following:



- Interest and/or need for smaller academic and/or behavioral setting
- Behavior concerns
- Academic and credit gaps
- Interest in an innovative and non-traditional program
- Identified for an accelerated path to earn a set number of credits
- Students in need of a flexible schedule
- Interest in CTE program
- Interest in Dual Enrollment
- Internship offerings aligned to CTE course of study

School teams will work collaboratively with the centralized review and placement team, parents and the student to determine best fit.

Instructional Programming		
SCHOOL	CURRENT	PROPOSED
Annapolis Road	<ul style="list-style-type: none"> <li>● TARGET POPULATION Grades 9 and 10</li> <li>● Face to face core content and electives courses for credits toward graduation requirements</li> <li>● County developed curriculum used for each course</li> <li>● Semesterised courses to support rolling enrollment;</li> <li>● 14 students enrolled in online courses through Edgenuity</li> </ul>	<p><b>NORTHERN NON-TRADITIONAL PROGRAM</b></p> <ul style="list-style-type: none"> <li>● TARGET POPULATION Grades 9 through 12</li> <li>● Provide innovative asynchronous and synchronous learning opportunities</li> <li>● Offer flexible scheduling via face to face and virtual platforms</li> <li>● Enhance differentiated support, increase enrollment and staffing for student groups:                             <ul style="list-style-type: none"> <li>● ESOL</li> <li>● SPED</li> </ul> </li> </ul>
Tall Oaks	<ul style="list-style-type: none"> <li>● TARGET POPULATION Grades 11 and 12</li> <li>● Students must have 10 or more credits to enroll</li> <li>● Face to face core content and electives courses for credits toward graduation</li> </ul>	<ul style="list-style-type: none"> <li>● Increase Career and Technology Education course offerings</li> <li>● Identify a curriculum to provide lessons to support the implementation and increase engagement of socio-emotional learning and relationship building                             <ul style="list-style-type: none"> <li>● Provide college and career</li> </ul> </li> </ul>

	<p>requirements</p> <ul style="list-style-type: none"> <li>● County curriculum used for each course</li> <li>● Career Technology Education:</li> <li>● Information Technology</li> <li>● Semesterised classes;</li> <li>● 9 students are enrolled in online courses through Edgenuity</li> </ul>	<p>counseling via Naviance</p> <ul style="list-style-type: none"> <li>● Provide opportunities for student access to dual enrollment courses</li> <li>● Develop process for Individualized Learning Plans for progress monitoring of student’s academic and behavior success</li> <li>● Provide lessons for students and professional development for teachers to foster a culturally responsive learning environment</li> <li>● Provide mental health supports and wraparound services via a coordinated service delivery model</li> <li>● Establish structures for restorative practices and restorative circles for student dialogue and proactive approach to student engagement and discipline.</li> </ul> <p><b><i>(Proposed enhancements aligned to the recommendations of the Draft MSDE Alternative Education Guidance Document and the National Alternative Education Association Exemplary Practices 2.0)</i></b></p>
<p>Community Based Classroom (CBC)</p>	<ul style="list-style-type: none"> <li>● Under the leadership of Jerome Clark, the CBC program was developed as a school program designed to increase opportunities for student dropouts to get back on track to attain a high school diploma.</li> <li>● TARGET POPULATION Ages 16 to 21: <ul style="list-style-type: none"> <li>● Non-grads</li> <li>● Dropout</li> <li>● Transfer Students</li> </ul> </li> </ul>	<p>Currently, CBC’s 2021-22 enrollment consists of 70 seniors and 3 juniors. Consolidation of the program would ensure the matriculation of the 3 current juniors to one of the following:</p> <ul style="list-style-type: none"> <li>● A credit recovery pathway via the PGCPs Online Campus for SY22-23 with in person instructional support;</li> <li>● Attend another alternative program;</li> <li>● Return to their boundary comprehensive high school with the extension of support as needed.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students must have 10 credits to enroll</li> <li>• Face to face core content and electives courses for credits toward graduation requirements</li> <li>• County curriculum used for each course</li> <li>• Yearlong and semesterized classes</li> <li>• Flexible Schedule: Two hours per day, 2 days per week (M and Wed or Tu and Thurs)</li> </ul>	
Croom	<p><b>TARGET POPULATION</b> Grades 11 and 12 Face to face core content and electives courses for credits toward graduation requirements County curriculum used for each course Career Technology Education</p> <ul style="list-style-type: none"> <li>• Architecture and Design</li> <li>• Information Technology</li> </ul> <p>Semesterised courses; 9 students are enrolled in online courses through Edgenuity</p>	<p><b>SOUTHERN NON-TRADITIONAL PROGRAM</b></p> <ul style="list-style-type: none"> <li>• TARGET POPULATION Grades 9 through 12</li> <li>• Provide innovative asynchronous and synchronous learning opportunities</li> <li>• Offer flexible scheduling via face to face and virtual platforms</li> <li>• Enhance differentiated support, increase enrollment and staffing for student groups: <ul style="list-style-type: none"> <li>• ESOL</li> <li>• SPED</li> </ul> </li> <li>• Increase Career and Technology Education course offerings</li> <li>• Identify a curriculum to provide lessons to support the implementation and increase engagement of socio-emotional learning and relationship building <ul style="list-style-type: none"> <li>• Provide college and career counseling via Naviance</li> <li>• Provide opportunities for student access to dual enrollment courses</li> <li>• Develop process for</li> </ul> </li> </ul>

		<p>Individualized Learning Plans for progress monitoring of student's academic and behavior success</p> <ul style="list-style-type: none"> <li>● Provide lessons for students and professional development for teachers to foster a culturally responsive learning environment</li> <li>● Provide mental health supports and wraparound services via a coordinated service delivery model</li> <li>● Establish structures for restorative practices and restorative circles for student dialogue and proactive approach to student engagement and discipline.</li> </ul> <p><i>(Proposed enhancements aligned to the recommendations of the Draft MSDE Alternative Education Guidance Document and the National Alternative Education Association Exemplary Practices 2.0)</i></p>
<p>Green Valley</p>	<p>TARGET POPULATION  Grades 7 through 10  Face to face core content and electives courses to meet Middle School COMAR requirements and for attainment of credits to meet MSDE graduation requirements  County curriculum used for each course  Semesterised courses</p>	<p><b>NON-TRADITIONAL MIDDLE SCHOOL</b></p> <ul style="list-style-type: none"> <li>● TARGET POPULATION Grades 6-8</li> <li>● Provide innovative and developmentally responsive asynchronous and synchronous learning opportunities</li> <li>● Provide Project Based Learning opportunities with an interdisciplinary, exploratory and real world focus</li> <li>● Identify a curriculum to provide lessons to support the implementation and increase engagement of socio-emotional learning and relationship building</li> <li>● Provide college and career</li> </ul>

		<p>counseling via Naviance</p> <ul style="list-style-type: none"><li>● Develop process for Individualized Learning Plans for progress monitoring of student’s academic and behavior success</li><li>● Provide lessons for students and professional development for teachers to foster a culturally responsive learning environment</li><li>● Provide mental health supports and wraparound services via a coordinated service delivery model</li><li>● Implement an advisory program to engage students in interpersonal relationship building, career and college planning and readiness and focus on executive skill development</li></ul> <p><b><i>(Proposed enhancements aligned to the recommendations of the Draft MSDE Alternative Education Guidance Document and the National Alternative Education Association Exemplary Practices 2.0)</i></b></p>
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## Redesign Proposal

<b>#1:</b>	<p><b>CONSOLIDATE COMMUNITY BASED CLASSROOM</b></p> <p>Design a credit recovery pathway via the PGCPS Online Campus for SY22-23; students may also attend another alternative program, or comprehensive high school.</p>
<b>#2:</b>	<p><b>COMBINE ANNAPOLIS ROAD/TALL OAKS</b></p> <p>Design a 9-12 non-traditional program for students who reside on the northern end of the county who may not have been successful in a comprehensive high school, and/or what to learn in a setting designed for credit recovery, innovation and smaller setting.</p>
<b>#3:</b>	<p><b>REDESIGN CROOM</b></p> <p>Design a 9-12 non-traditional program for students who reside on the southern end of the county who may not have been successful in a comprehensive high school, and/or what to learn in a setting designed for credit recovery, innovation and smaller settings. Croom's CTE component would expand</p>
<b>#4:</b>	<p><b>REDESIGN GREEN VALLEY</b></p> <p>Design a 6-8 non-traditional, project based learning, addressing the needs of middle school students, academically and in accordance to their overall social, emotional and developmental needs.</p>

PROS	CONS
<ul style="list-style-type: none"> <li>This would allow us to create <b>programs</b> instead of <b>schools</b>. All data (attendance, academic performance, behavior, demographic, etc.) associated with the students are accounted for by each student's respective boundary schooling which they are enrolled; (boundary school). Therefore removing these sites from the MSDE high priority list for possible future restructuring.</li> </ul>	<ul style="list-style-type: none"> <li>Although all staff will have positions within PGPCS, staff may have to relocate to other school locations due to certification and combining positions.</li> </ul>
<ul style="list-style-type: none"> <li>Three pronged approach to support the implementation of Instructional, social-emotional, and behavioral approaches that are individualized for each student to ensure academic and behavioral success in and out of school.</li> </ul>	<ul style="list-style-type: none"> <li>Infrastructure enhancements needed at Croom to accommodate increased enrollment</li> </ul>
<ul style="list-style-type: none"> <li>Ability to support additional students spanning grades 6 through 12</li> </ul>	<ul style="list-style-type: none"> <li>Infrastructure enhancements needed at Croom to accommodate increased enrollment</li> </ul>
<ul style="list-style-type: none"> <li>Based on the Maryland Report Card, 4 of the 5 alternative schools have a Star rating of 1. (Green Valley does not have a rating because it does not have a graduation rate. Becoming a program allows student data to be associated with their boundary school which would eliminate 4 schools from being rated a 1 based on the MSDE star rating system.</li> </ul>	<ul style="list-style-type: none"> <li>Location for a northern middle school site for grades 6-8</li> </ul>
<ul style="list-style-type: none"> <li>Enhance wraparound service delivery supporting the establishment of internal and external relationships between staff, students and families.</li> </ul>	<ul style="list-style-type: none"> <li>Recruitment and placement of certified teachers and staff in various content areas. May be a concern due to staffing shortages in select content areas.</li> </ul>
<ul style="list-style-type: none"> <li>The Redesign will create a cost savings to the school district</li> </ul>	
<ul style="list-style-type: none"> <li>Combining ARA and Tall Oaks and creating one Non-traditional Northern program for student's grades 9-12 will provide a personnel savings.</li> </ul>	

<p>Currently, the schools are on the same campus. Teachers on both campuses teach the same content areas. Combining the schools will result in cost savings for staff inclusive of administration. One Coordinating Supervisor instead of 2 principals will provide oversight of the program.</p>	
<ul style="list-style-type: none"> <li>Expansion of Career and Technology Education program offerings at Croom and Tall Oaks aligned to the district's college and career readiness goals</li> </ul>	
<ul style="list-style-type: none"> <li>Establishment of a centralized application and placement process which would be reviewed by a team vs. school by school having their own process.</li> </ul>	
<ul style="list-style-type: none"> <li>Implement a comprehensive socio-emotional learning program including restorative practices</li> </ul>	
<ul style="list-style-type: none"> <li>We have Evening Virtual Programs at 23 of our comprehensive high schools that students in need of additional credits and support can attend.</li> </ul>	
<ul style="list-style-type: none"> <li>Provide differentiated support for ESOL students</li> </ul>	
<ul style="list-style-type: none"> <li>Provide differentiated support for SPED students</li> </ul>	
<ul style="list-style-type: none"> <li>Align practices to exemplary alternative school models inclusive of enhancement proposed by MSDE</li> </ul>	
<ul style="list-style-type: none"> <li>Destigmatize perception through rebranding of current alternate programming</li> </ul>	
<ul style="list-style-type: none"> <li>Increase virtual learning offerings via day and evening program offerings</li> </ul>	
<ul style="list-style-type: none"> <li>Centralized application approval and placement process (aligned with practices recommended by MSDE)</li> </ul>	
<ul style="list-style-type: none"> <li>Ability to offer evening opportunities for students in need of an evening program due to work or child care needs</li> </ul>	



<ul style="list-style-type: none"> <li>• Continue drug and alcohol counseling and prevention support</li> </ul>	
<ul style="list-style-type: none"> <li>• Development of a comprehensive and centralized transition program across grades and schools</li> </ul>	
<ul style="list-style-type: none"> <li>• Implementation of Individualized Learning Plans to progress monitor student progress</li> </ul>	
<ul style="list-style-type: none"> <li>• Implementing Project-Based learning in middle school.</li> </ul>	

**DEFINITIONS AS IDENTIFIED BY MSDE**

**School vs Program**

- A **SCHOOL** consists of a body of students who are enrolled and generally receiving instruction and other educational services at the "school". All data (attendance, academic performance, behavior, demographics, etc) associated with the enrolled students are accounted for by the school. A school is recognized with a data reporting number through the Maryland State Department of Education.
- A **PROGRAM** provides instruction and other educational services to a body of students who remain enrolled at another school that is recognized by the Maryland State Department of Education. All data (attendance, academic performance, behavior, demographic, etc.) associated with the students are accounted for by the school in which they are enrolled.

## HISTORICAL/CHRONOLOGY OF PGCPS ALTERNATIVE SCHOOL PROGRAMS AND REDESIGN PROPOSAL

ACTIVITY	TIMEFRAME	DISTRICT LEAD(S)
Announcement of Alternative School Redesign Project	May 2014	CEO
Established Alternative Education Redesign Project	May 2014	<ul style="list-style-type: none"> <li>● Sito Narcisse, Ed.D., Associate Superintendent, Area 3</li> <li>● Janice Briscoe Ed.D., Special Projects Officer, Area 3</li> </ul>
Created a project plan with goals, timelines and proposed outcomes	May 2014	<ul style="list-style-type: none"> <li>● Sito Narcisse, Ed.D., Associate Superintendent, Area 3</li> <li>● Janice Briscoe, Ed.D., Special Projects Office, Area 3</li> </ul>
Established a cross department, cross functional project team	May 2014	<p>Core team members:</p> <ul style="list-style-type: none"> <li>● Mark Fossett, Ed.D., Instructional Director, Area 3</li> <li>● Diane Powell, Ph.D., Director Student Services</li> <li>● Gordon Libby, Principal, Green Valley Academy</li> <li>● Agnes Brown-Jones, Principal, Annapolis Road Academy</li> </ul>
<p>Formed subcommittees:</p> <ul style="list-style-type: none"> <li>● Curriculum and Instruction</li> <li>● Blended Virtual Learning</li> <li>● Staffing</li> <li>● Staff Development,</li> <li>● Student Support Teams/Socio-Emotional Support,</li> <li>● College and Career Readiness</li> <li>● Personal Education Plans, Overage/Under</li> </ul>	July 2014	<p>Members of Team:</p> <ul style="list-style-type: none"> <li>● Alternative School Leaders</li> <li>● Academics</li> <li>● Student Applications</li> <li>● Instructional Technology</li> <li>● Special Education</li> <li>● Student Services</li> <li>● Area 3 Office</li> <li>● Office of Talent Development</li> <li>● Plant Operations</li> <li>● Budget</li> </ul>

<p>Credited Students</p> <ul style="list-style-type: none"> <li>• Parent Involvement, Physical Plant Upgrades</li> <li>• Program Evaluation</li> </ul>		
<p>Conducted a site visit to Montgomery County Public Schools (Blair G. Ewing Alternative School)</p>	<p>July 2014</p>	<ul style="list-style-type: none"> <li>• Janice Briscoe, Ed.D, Special Projects Officer, Area 3</li> <li>• Carletta Marrow, Ed.D., Instructional Director, Area 3</li> </ul>
<p>Conducted site visits to Baltimore County Public Schools (Dundalk, Woodlawn and Randallstown High Schools)</p>	<p>October 2014</p>	<ul style="list-style-type: none"> <li>• Janice Briscoe, Ed.D., Special Projects Officer, Area 3</li> <li>• Agnes Brown-Jones, Principal, Annapolis Road Academy</li> <li>• William Kitchings, Principal, Northwestern and Crossland Evening High Schools</li> <li>• Tammy Williams, Principal, Community Based Classroom</li> <li>• Larry McRae, Ed.D., Principal, Tall Oaks</li> <li>• Steven Curry, Student Applications</li> <li>• Christopher Gardy, Regional Online Coordinator, Northwestern Evening School Coordinator</li> <li>• Pamela Smith, Supervisor, Career and Technical Education</li> </ul>
<p>Conducted a site visit to Banner Prep, Milwaukee</p>	<p>November 2014</p>	<ul style="list-style-type: none"> <li>• Gordon Libby, Principal, Green Valley Academy - Design, Program Components</li> <li>• Zaneta Brown-Ingles, Intervention Specialist, Secondary School Reform - Curriculum, Interventions</li> <li>• Kristin Parks, 9th Grade Coordinator, Dr. Henry A. Wise, Jr. HS - Interventions,</li> </ul>

		<p>Online Learning</p> <ul style="list-style-type: none"> <li>• Christopher Gardy, Regional Online Coordinator, Northwestern Evening School Coordinator - Budget*, Program Components</li> </ul>
Conducted a site visit to Boston Day and Evening Academy, Boston	November 2014	<ul style="list-style-type: none"> <li>• Janice Briscoe, Ed.D., Special Project Officer, Area 3 - Administration, Design, Student Services, Data</li> <li>• Mark Fossett, Ed.D., Instructional Director, Area 3 - Oversight, Staffing, Data, Scheduling, Administration, Budget*</li> <li>• Kyra Miley-Libby, Ed.D., Director Curriculum and Instruction - Curriculum, Online Learning</li> <li>• Agnes Brown-Jones, Principal, Annapolis Road Academy - Design, Program Components</li> <li>• Zaneta Brown-Ingles, Intervention Specialist, Secondary School Reform - Curriculum, Interventions</li> <li>• William Kitchings, Principal, Northwestern and Crossland Evening High Schools - Course Offerings, Flexible Scheduling Model, Interventions, Online Learning</li> </ul>
Presented proposal on Alternative School Redesign Team to CEO and Deputy Superintendent	November 2014	Janice Briscoe, Ed.D., Special Projects Officer, Area 3
Program assessments led to conversations for potential Alternative School redesign	School Year 2018-2019	<p>Carletta Marrow, Ed.D., Associate Superintendent, Area 3 (<i>change in leadership</i>)</p> <p>Members of Team:</p> <ul style="list-style-type: none"> <li>• Michelle Spence, Alternative School Teacher,</li> </ul>

		<p>Green Valley Academy</p> <ul style="list-style-type: none"> <li>● Oliver Bridges, Program Coordinator, Green Valley Academy</li> <li>● Phillip San Gabriel, Student Applications</li> <li>● Steven Curry, Student Applications</li> <li>● Nathan Newman, Principal, Green Valley Academy</li> <li>● Terri McColl, Teacher, Green Valley Academy</li> <li>● Reggie Henderson, Principal, Croom HS</li> <li>● Daniele Brooks, Instructional Specialist, Annapolis Road Academy</li> <li>● Larry McRae, Ed.D., Principal, Tall Oaks HS</li> <li>● Tammy Williams, Ed.D., Principal, Community Based Classroom</li> <li>● Lisa Williamson, Alternative School Teacher</li> <li>● Tamra Sease, Instructional Specialist, Area 3</li> <li>● Charoscar Coleman Ed.D., Instructional Director,</li> </ul> <p>Area 3</p>
Continuation of Alternative School Research and Redesign work	School Year 2019-2020	<p>Members of Team:</p> <ul style="list-style-type: none"> <li>● Carletta Marrow, Ed.D., Associate Superintendent, Area 3</li> <li>● Tamra Sease, Instructional Specialist, Area 3</li> <li>● Ann Pyon, Instructional Specialist, Area 3</li> <li>● Charoscar Coleman. Ed.D., Instructional Director,</li> </ul> <p>Area 3</p> <ul style="list-style-type: none"> <li>● Danielle Brooks, Instructional Specialist Annapolis Road Academy</li> <li>● Lisa Williamson, EOP Alternative Schools</li> </ul>
Attended the National Alternative Education Association (NAEA)	October 2019	<p>Attending staff:</p> <ul style="list-style-type: none"> <li>● Carletta Marrow, Ed.D., Associate Superintendent,</li> </ul>

conference		<p>Area 3</p> <ul style="list-style-type: none"> <li>• Nathan Newman, Principal, Green Valley Academy</li> <li>• Chaoscar Coleman, Ed.D., Instructional Director,</li> </ul> <p>Area 3</p> <ul style="list-style-type: none"> <li>• Helen Coley, Ed.D., Chief of School Support &amp; Leadership</li> </ul>
Attended State Meeting on Alternative Education Best Practices “Lead & Learn 2019”	November 2019	<ul style="list-style-type: none"> <li>• Carletta Marrow, Ed.D., Associate Superintendent, Area 3</li> <li>• William Kitchings, Principal, Northwestern and Crossland Evening High Schools</li> <li>• Danielle Brooks, Instructional Specialist, Annapolis Road Academy</li> </ul>
<a href="#">Alternative Schools Visit and Recommendations from MSDE</a>	January 17, 2020	Carletta Marrow, Ed.D., Associate Superintendent, Area 3
School Visit - Alexandria Public School/ Alternative campus	January 30, 2020	<ul style="list-style-type: none"> <li>• Tamra Sease, Instructional Specialist, Area 3</li> <li>• Jerenze Campbell, Ed.D., Equity Officer</li> <li>• Carletta Marrow, Ed.D., Associate Superintendent, Area 3</li> </ul>
School Visit- Robert D. Stethem Program (Charles County Public School) and Virtual Academy	March 4, 2020	<ul style="list-style-type: none"> <li>• Tamra Sease, Instructional Specialist, Area 3</li> <li>• Jerenze Campbell, Ed.D., Equity Officer</li> <li>• Carletta Marrow, Ed.D., Associate Superintendent, Area 3</li> </ul>
Presented proposal to Dr. Goldson on alternative re-design work (resulting in summer and evening school redesign)	March 2020	<ul style="list-style-type: none"> <li>• Carletta Marrow Ed.D., Associate Superintendent, Area 3</li> <li>• Tamra Sease, Instructional Specialist, Area 3</li> </ul>
Presented updated redesign plan to Dr. Goldson	October 26, 2021	Carletta Marrow Ed.D., Associate Superintendent, Area 3