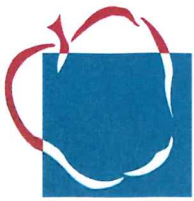


# Anne Arundel County Public Schools

## Local School System Report

*Senate Bill 1030/Chapter 771 of 2019*

*MSAR# 12389*



ANNE ARUNDEL  
COUNTY PUBLIC SCHOOLS

2644 Riva Road, Annapolis, MD 21401 | 410-222-5000 · 301-970-8644 (WASH) · 410-222-5500 (TDD) | [www.aacps.org](http://www.aacps.org)

I certify that the information provided on (1) the distribution and allocation of funds under Chapter 771 of 2019, including at the school level, and (2) other counts reported on The Blueprint for Maryland's Future reporting survey, are accurate.

Local Education Agency:

Anne Arundel County Public Schools

Superintendent of Schools:

*[Handwritten Signature]*

Date:

12-2-19

# 1. Enhanced Special Education Funding Anne Arundel

## Background

In both fiscal years 2020 and 2021, an additional \$65.5 million is provided for special education services for students with disabilities, with specified allocations to each local education agency (LEA). If any of this funding is not needed to fully implement individualized education programs (IEP) and 504 plans for students with disabilities, each local board of education must use the remaining funding to implement other recommendations made in the Commission's January 2019 Interim Report.

<b>Special Education</b>	<b>Total FY 2020 Allocation</b>	<b>Funding Allocated for IEP and 504 Plans</b>	<b>Funding Allocated for Other Commission Priorities</b>
Central Office			
Schools (If applicable)			
Annapolis High School	170,877	170,877	
Annapolis Middle	125,649	125,649	
Arundel High School	281,435	281,435	
Bates Middle	102,930	102,930	
Brock Bridge Elementary	124,624	124,624	
Central Middle	35,862	35,862	
Central Special Education	36,845	36,845	
Chesapeake Bay Middle	22,380	22,380	
Chesapeake Bay Middle Level V	29,512	29,512	
Chesapeake High School	181,462	181,462	
Chesapeake Sr Level V Program	28,929	28,929	
CHILD FIND @ PT PLEASANT RES CENTER	102,291	102,291	
Community Based Services	48,476	48,476	
Ctr of Applied Technology-S	76,954	76,954	
Ferndale Early Education Center	13,301	13,301	
Folger McKinsey Elementary	17,842	17,842	
George Cromwell Elementary	74,302	74,302	
Georgetown East Elementary	35,030	35,030	
Glen Burnie High School	118,843	118,843	
Glen Burnie Park Elementary	87,215	87,215	
Glendale Elementary	41,241	41,241	
Hebron-Harman Elementary	113,540	113,540	
High Point Elementary	57,723	57,723	
Hilltop Elementary	35,439	35,439	
Infants & Toddlers Program	45,194	45,194	
Jacobsville Elementary	28,636	28,636	
Jessup Elementary	18,633	18,633	
Jones Elementary	24,201	24,201	
Lindale Middle	116,668	116,668	
Linthicum Elementary	64,920	64,920	
Marley Glen	42,461	42,461	

Mayo Elementary	36,084	36,084	
Meade High School	110,445	110,445	
Meade Middle	365,647	365,647	
Mills-Parole Elementary	110,445	110,445	
North Glen Elementary	22,380	22,380	
Northeast High School	13,648	13,648	
Oakwood Elementary	34,045	34,045	
Odenton Elementary	30,177	30,177	
Old Mill High School	127,191	127,191	
Old Mill Middle South	105,485	105,485	
Overlook Elementary	42,959	42,959	
Pershing Hill Elementary	43,515	43,515	
Rolling Knolls Elementary	98,616	98,616	
Ruth Eason Special Education	42,461	42,461	
Severna Park Middle	28,145	28,145	
Special Education - Central Office	590,068	590,068	
Waugh Chapel Elementary	65,623	65,623	
Total	4,170,349	4,170,349	-

**Narrative**

**1. How are the additional funds being used to implement IEP or 504 plans? Explain what services are being provided. For example, how many additional special education teachers were hired or are budgeted?**

The additional funds are being used to provide instructional teachers and teaching assistants in co-taught and Specialty Site classrooms, such as Alternate Curriculum Classrooms, and Self-Contained Feeder System classrooms. Funds also provide for the necessary related service providers: Speech & Language Therapists, Occupational Therapists, Physical Therapists, and an additional Assistive Technology Resource Teacher. Of the additional positions budgeted for in the grant, 26.3 of them are for Special Education Teachers.

**2. If any funds were not needed to implement IEP or 504 plans, please explain why those funds were not needed for special education services.**

N/A

**3. If any additional funds are not being allocated for special education, please indicate the amount and use or planned use of the funds. Be as specific as possible.**

N/A

**4. Will your LEA spend at least as much State and local funds (in total) on special education in FY 2020 as in FY 2019? Explain.**

AACPS projects that it will spend at least as much State and local funds in total on Special Education in FY2020 as in FY2019. State and local expenses in the Special Education State Category for FY2019 totaled \$123,385,686. The FY2020 Approved Budget in the Special Education State Category for State and local funds totals \$134,778,100, a difference of \$11,392,414.

## 2. Concentration of Poverty Anne Arundel

### Background

This program provides grants to public schools in which at least 80% of the students were eligible for free and reduced-price meals. For both fiscal 2020 and 2021, the State must distribute a grant to each local school board equal to \$248,833 for each existing eligible school; that same amount must be distributed by the local board to each eligible school. However, if the local school system has at least 40 eligible schools, the local board may distribute the funds in accordance with a plan developed in consultation with eligible schools that ensures that each eligible school receives the required positions/coverage and services. Each of these schools must employ one community school coordinator and provide full-time coverage by at least one health care practitioner, as specified. If the funding exceeds costs and/or the school already employs individuals in such positions, resulting excess funds must only be used for specified wraparound services or for a required needs assessment. The community school coordinator must conduct a needs assessment by July 1, 2020. An eligible school that receives outside funding (e.g., from the local health department) for a school nurse, school health services, or community school services in fiscal 2019 must receive at least the same level of resources in fiscal 2020 and 2021.

Concentration of Poverty Grants	FY 2020 \$ Allocation	Community School Coordinator Employed (Yes/No)	Community School Coordinator Source of Funds if Not State Grant	Funds Allocated for Community School Coordinator (\$) if Applicable	Full-Time Health Coverage (Yes/No)	Health Care Practitioner Employer	Funds Allocated for Health Coverage (\$) if Applicable	Any Extra Funds Used for Wraparound Services (Yes/No/Unknown)	Amount of Funds Allocated for Wraparound Services (\$)
Central Office									
Schools									
Mills-Parole Elementary School	248,833	Yes		111,175	Yes	County Health Department	50,000	Yes	87,658
Tyler Heights Elementary School	248,833	Yes		122,572	Yes	County Health Department	50,000	Yes	76,261
<b>Total</b>	<b>497,666</b>			<b>233,747</b>			<b>100,000</b>		<b>163,919</b>

**Narrative**

**1. If you have at least 40 qualifying schools, explain how funding was distributed. Please attach your full plan.**

N/A

**2. If any eligible school has not hired a community school coordinator please explain why. For all other schools please provide examples of strategic partnerships that have been developed and other responsibilities of the community school coordinator.**

The Community School Coordinator has worked to develop strategic partnerships to meet the physical, social/emotional, and behavioral needs of the surrounding community. The establishment of strategic partnerships is ongoing. Below are some strategic partnerships that have been formed either between Walter S. Mills-Parole Elementary School and/or Tyler Heights Elementary School and their communities:

- Annapolis Police Department: provides weekly parenting workshops and mentoring and monthly delivery of fresh fruits and vegetables from the Food Bank
- Food Bank: serves 20 backpack buddies students and provides emergency snacks for teachers to provide to students in between meals during the school day
- Caring Cupboard: provides bi-weekly food drops where families can select the non-perishables of their choosing
- Return to Oz: partnership with the local consignment store provides students and families with coats, hats, and mittens
- Truxtun Park/Recreation Center: provides swimming lessons and summer swim team
- Partnership for Children, Youth and Families: has allowed AACPS to connect with business owners and non-profit agencies to develop our shared vision of the community school strategy within our schools
- America's Best: provides eyeglasses and exams for students at a reduced rate
- GEICO: donated playground equipment for use during recess to increase engagement and maintain student safety
- Downtown Hope: provides academic support and mentoring for students after school

The Community School Program Coordinator (CSPC) is an integral part of the school team. The coordinator participates in the development and implementation of the school improvement plan and serves on the School Leadership Team. It is also the duty of the CSPC to work with the school nurse to connect students and families to local health agencies and resources as needed and supports OST programs and activities. Additionally, it is the role of the CSPC to develop and implement the Needs and Assets Assessment and adjust programming and partnerships accordingly.

The job description of the Program Manager is listed below.

The Community School Program Manager shall be responsible for establishing a community school, including completing an assessment of the needs of the students in the school for appropriate wraparound services to enhance the success of all students in the school. This assessment must be done in collaboration with the principal, a school health practitioner, a PTA/PTO representative, and include an assessment of the physical, behavioral, and emotional health needs of students, their families, and their communities. Based on the assessment, the Community School Program Manager will coordinate appropriate services for the school community with the objective of increasing access to physical health and mental health services.

1. Develops and implements programs in accordance with State grant specifications.
2. Conducts needs assessments to discover the strengths of a school and its neighborhood assets, as well as what the school community identifies as priorities for the community school to address.
3. Develops a school community plan to improve access to programs, services, and supports for the students and families of the school community based on the information from the needs assessment.
4. Collaborates with the entire school community, including students, families, teachers, administrators, service providers, and community members, to identify student and community needs, such as expanded health services and after-school programming.
5. Works with service providers and child-serving agencies to bring resources directly into the school, enabling the school to become a thriving neighborhood center.
6. Aligns resources to improve the physical health and mental health of the school community.
7. Develops partnerships to increase access to physical activity for students and increase extracurricular activities for students.
8. Monitors and ensures compliance with all requirements of State grants.
9. Organizes and supervises family involvement, adult education, and professional development.
10. Manages the grant budget.
11. Collects, maintains, and analyzes data to determine the impact of the community school plan.
12. Prepares reports as required for MSDE, AACPS, and the community.
13. Performs other duties as assigned.

**3. Explain if any eligible school does not have full-time health coverage. Explain the implementation model to provide coverage.**

AACPS has a full-time Registered Nurse at both schools, provided and funded by the Anne Arundel County Health Department. The full time RN provides students with complex health care needs with consistent care. The RN is responsible for developing and implementing Individual Health Plans (IHPs) that provide an enhanced level of monitoring and support for our students. Additionally, the full time RN is present to provide direct teaching services to our school-wide community on topics such as: medication management and compliance, asthma, bullying, head injuries, coping skills/anxiety, diabetes, healthy diet, personal hygiene, physical fitness, sport safety, substance abuse/prevention, allergy, reproductive health, and dental hygiene. The full-time nurse is also available to attend appointments with healthcare providers and parents.

**4. Describe any wraparound services funded provided using any extra funds. Be specific by school. (If applicable. If just getting started explain plan.)**

•Tyler Heights will provide professional development related to trauma and trauma-informed practices/interventions for teachers and parents (parent series). The school will bring in a consultant to support the parent series. Materials to enhance the school environment will be purchased to promote wellness and mindfulness. Enrichment activities for students will include the following: basketball team, soccer team, piano club, climbing club, and swim team.

•Mills-Parole will create a parent series around community engagement and supports. Materials to enhance the school environment will be purchased to promote wellness and mindfulness. Enrichment activities for students will include: basketball team, soccer team, cooking class, and other opportunities as determined by the Needs and Assets Assessment. Both schools attended a community schools conference held by the Children's Aid, National Center for Community Schools, to support thier knowledge of community schools and the structure of the needs assessment.

## **5. Explain plan to complete the required needs assessments by July 1, 2020.**

The Comprehensive Needs and Assets Assessment has been developed through the lens of the four domains of the community school strategy: education, physical health, social/emotional health, and family/home. All data collected for the needs assessment will fall into these four categories. After conducting an archival data review and establishing a Community School Logic Model, the Community School Team developed relevant questions related to each domain. The questions were then adjusted to meet the needs of each audience (school staff, parents, and students) and format (survey, interview, focus group, and mapping).

The implementation plan is as follows:

- Parent Leadership (Focus Group) November
- Community School for Staff Presentation (Online Staff Survey) November
- Student Stakeholder Meetings (Interviews) November
- Community Needs/Assets Mapping November
- Community Walk (Listening Session/Survey) December-January
- Oral Language Night (Parent Survey) December
- Parent Survey (Paper Survey) December
- Student Survey (Online Survey) November-December

Following the delivery phase of the assessment, the Community School Advisory Council will convene for final analysis and reporting. Final reporting is anticipated in January 2020.

The school system has collaborated with Dr. Pam Brown, Executive Director of A.A. Co. Partnership for Children, Youth & Families. She has collected community data in the following areas listed below:

### Annapolis Police Department

- Heroin Overdoses (2017)
- Homicides (2013-pres)
- Crime Trends (2007-2017)
- Aggravated Assault w/Knives (2013-pres)
- Shootings & Robberies w/Firearms (2013-pres)
- Arrests for Homicide, Robbery, Aggravated Assault (2012-2017)
- Aggravated Assault and Robbery (2013-2017)
- Date and Time Analysis Property Crime
- Date and Time Analysis Violent Crime
- Controlled substances (2013-2017)
- Crime by Post (Dec 2017)

### Anne Arundel County Public Schools

- Discipline incidents (2013-2017)
- Annapolis High School demographics

### Department of Probation and Parole

- Probation & Aftercare Youth Residing in Selected Zip Codes by Fiscal Year
- Violent Crime Part I Offenses (any status, 2015-pres)
- Violent felonies

### Anne Arundel County Mental Health Agency

- Youth accessing public mental health services (2013-2017 data)

### Anne Arundel County Police Department

- Heroin overdose data fatal and non-fatal, county and City of Annapolis, (2014 -2018)
- US Census 2016 and 2017 community survey estimates

### 3. Transitional Supplemental Instruction Anne Arundel

**Background:**

For each of fiscal 2020 and 2021, the State must distribute to local boards of education funds totaling \$23.0 million, as allocated by the bill, for the provision of Transitional Supplemental Instruction (TSI) for struggling learners, which involves additional academic support using evidence-based programs and strategies that meet the expectations of strong or moderate evidence as defined in the federal Every Student Succeeds Act. TSI can include, among other approaches, one-on-one and small-group tutoring with a certified teacher, a teaching assistant, or any other trained professional; cross-age peer tutoring; and screening, identifying, and addressing literacy deficits. Struggling learners are students who perform below grade level in English/language arts or reading in kindergarten through grade 3.

If TSI funds were provided to individual schools to implement their own tutoring programs, please enter responses for each school that received direct funding. If funding was not provided directly to schools but instead the central office administered TSI programs in qualifying schools, please enter responses only in the Central Office line. If the Central Office administered some TSI programs and some individual schools administered their own programs, please enter responses in both the Central Office line and for individual schools.

	FY 20 Funding Allocation (\$)	Type of Tutoring Services	Program Administration	Content Areas	Grade Levels	# Full-Time Equivalent Tutors	# Students Tutored	% Hours of Tutoring in Literacy	% Hours of Tutoring in Math
Central Office									
Schools (If applicable)									
Belle Grove ES	109,734	Group	Indiviudal Schools	Literacy/Reading	K-3	1.1	45	100	0
Brock Bridge ES	111,228	Group	Indiviudal Schools	Literacy/Reading	K-3	1.1	47	100	0
Brooklyn Park ES	111,246	Group	Indiviudal Schools	Literacy/Reading	K-3	1.1	62	100	0
Mills-Parole ES	105,328	Group	Indiviudal Schools	Literacy/Reading	K-3	1.1	35	100	0
Monarch Annapolis	127,319	Group	Indiviudal Schools	Literacy/Reading	K-3	1.1	32	100	0
Overlook ES	130,145	Group	Indiviudal Schools	Literacy/Reading	K-3	1.1	25	100	0
Park ES	136,042	Group	Indiviudal Schools	Literacy/Reading	K-3	1.1	39	100	0
Tyler Heights ES	136,060	Group	Indiviudal Schools	Literacy/Reading	K-3	1.1	20	100	0
Van Bokkelen ES	87,543	Group	Indiviudal Schools	Literacy/Reading	K-3	1.1	25	100	0
Woodside ES	146,658	Group	Indiviudal Schools	Literacy/Reading	K-3	1.1	48	100	0
<b>Total</b>	<b>1,201,303</b>					<b>11</b>	<b>378</b>		

**1. How were schools identified for TSI services? What specific criteria or factors were used in selecting schools? Please be specific.**

Spring 2019 Fountas & Pinnell (F&P) data was analyzed for grades K-2. Schools were ranked in order by highest percentage of students not meeting grade level expectations, as shown in F&P data across grade levels. The top ten schools were selected for transitional supplemental instructional support.

**2. Were some tutors assigned to more than one school? If so, how many tutors worked in more than one school?**

A full time resource teacher is budgeted to support all ten schools. However, each school also has one, full-time tutor assigned solely to each site.

**3. Please provide information about the service model used, including the selection of students.**

At each school, students were selected by analyzing spring 2019 F&P data and the fall 2019 administration of our Kindergarten reading screener (DIBELS) data. Students were ranked in descending order by one-year below grade level expectations through more than one-year below grade level expectations. The intent is to bring as many students up to grade level expectation as possible, in the shortest amount of time. Therefore, students whose data showed only one-year below grade level expectations were prioritized over students several grade levels below expectations. Students two or more grade levels behind will be supported through other resources in the building such as literacy teachers, student instructional support teachers, and special education teachers.

Each school has unique needs which led to an individualized approach to forming intervention groups based on factors including student needs, scheduling, and school structure.

Kindergarten students will be assessed with DIBELS in December 2019 and F&P in January 2020. The resulting data analysis will inform kindergarten intervention needs with tutoring beginning winter 2020. While 1:1 tutoring may be required of some students based on kindergarten assessments, we expect to continue using a group intervention model.

## 4. Supplemental Pre-K Grants Anne Arundel

### Background:

These grants are expanded to include State funding to a local education agency based on every four-year-old in full-day prekindergarten as of September 30 of each year, regardless of whether full-day services are available to all four-year-olds in the county's prekindergarten program. Also, the supplemental grants are extended to fiscal 2021.

Please answer the following questions

Enter responses below

1. How many total full-day four-year-old slots are being provided in fiscal 2020?	1060
2. How many of the total four-year-old full-day slots were added in fiscal 2020 through this grant?	240
3. Of the slots that were funded in fiscal 2020 through the grant, how many were also funded through:	
a. Pre-K Expansion Grant (competitive grant through MSDE)	0
b. Head Start	100
4. How many slots were provided by a community provider (excluding Head Start) in fiscal 2020?	0
5. How many slots were converted from half day to full-day for fiscal 2020?	120

### Additional Comments:

The location of additional full-day slots was determined using school capacity and the number of potential income eligible applicants in each location. Locations were prioritized based on which school populations had potential income eligible prekindergarten applicants and space available in the school to support additional prekindergarten slots without reducing the number of students served by the prekindergarten program.

## 5. Teacher Salary Incentive Grants Anne Arundel

### Background

This program, administered by the Maryland State Department of Education (MSDE), provides grants to county boards to increase teacher salaries to improve recruitment and retention of high-quality teachers. In each of fiscal 2020 and 2021, the State must provide a grant to a local board if the local board provides a negotiated (or planned) and funded average salary increase for teachers of at least 3.0% in fiscal 2020. However, funding is dependent on local boards providing required documentation. A county that did not receive a State grant in fiscal 2020, may apply for the grant in fiscal 2021 and must submit documentation showing that the required salary increase will be funded in fiscal 2021.

Local boards of education may apply to MSDE for grants by specified dates. A State grant may be used only to provide an additional salary increase to teachers, as defined in the bill; priority should be given to increasing starting teacher salaries and salaries for teachers with less than five years of teaching experience. In each of fiscal 2020 and 2021 the State must distribute \$75.0 million to eligible counties for the grants, including specified allocations for each county.

### Narrative

1. MSDE has provided copies of your approved application. If you have implemented your salary increases differently than your approved grant application, please explain.

N/A

2. To continue to receive the State grant in fiscal 2021, the local board must continue to provide the 3% salary increase to teachers in fiscal 2021. Please indicate if your county board will budget to continue the 3% increase in fiscal 2021. Also if your county has completed negotiations, please indicate the negotiated teacher salary increase in fiscal 2021, in addition to the 3% increase provided in fiscal 2020 and the use of the State grant in fiscal 2020 and 2021.

It is the intent of AACPS to construct a budget in FY2021 that meets the 3% increase requirement. Negotiations have not been completed for FY2021 at this time.

## 6. Mental Health Coordinators Anne Arundel

	<b>Answers</b>
1. Has the district designated or hired a mental health services coordinator? (Yes/No)	Yes
2. If yes, did the district designate an existing staff member as the mental health services coordinator, or hire a new employee to fill that role? (Existing Employee/New Employee)	Existing employee
3. If yes, does the mental health services coordinator serve full-time in that position or have other responsibilities? (Full time/Other Responsibilities)	Other responsibilities
4. Briefly describe key accomplishments of the mental health services coordinator (e.g. , expansion of mental health services, collaboration with community resources, training for school personnel).	<p>This year, the mental health coordinator position, as it is structured currently, is the Assistant Superintendent for Student Support Services. The mental health coordinator at AACPS worked to coordinate mental health services and procedures within the school system. This coordination has involved the Anne Arundel County Department of Health. AACPS has an existing MOU with the Department of Health to help ensure that our students receive the health services needed. In addition to working with the Department of Health, the coordinator has collaborated with the Anne Arundel County Partnership for Children, Youth and Families, the local Department of Social Services, and other community stakeholders. AACPS has also created a mental health task force to address student mental health needs in the County. The task force is comprised of students, parents, community groups, mental health experts, and county and school system representatives. The AACPS Director of Student Services and the Executive Director of the Anne Arundel County Mental Health Agency co-chair the task force.</p> <p>Through these important partnerships, the mental health coordinator has identified methods to deliver wraparound services to AACPS students who exhibit concerning behaviors. In order to best implement strategies and services, AACPS has also created a new policy to address student behavioral threats.</p> <p>Finally, the mental health coordinator has worked to identify and obtain grant funding to help the school system provide the necessary wraparound services needed by AACPS students.</p>