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

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

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

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

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

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

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

2. An LEA that receives ARP ESSER funds must reserve at least 20% of the funds to measure and address the academic impact of lost instructional time on all students through the implementation of evidence-based interventions, such as interventions implemented through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. The LEA must also ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the COVID-19 pandemic on groups of students disproportionately impacted by the pandemic.

A. Please identify the amount of funds that will be reserved for this purpose.

B. Please identify the method(s) the LEA will utilize to measure the impact of lost instructional time, and the means that will be used to address the impact of lost instructional time, including the timeline for implementation. LEAs must identify the intervention that will be implemented, including the tier rating (Tier 1, 2, 3, or 4) for the intervention, and discuss the LEA's Plan to collect and analyze data to demonstrate the impact of the intervention on student learning.

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

Question 1:

| A. Please provide a **description of the prevention and mitigation policies** that have been implemented, including how the LEA has revised policies to **ensure alignment with current Centers for Disease Control (CDC) guidance** for the reopening and operation of school facilities to **effectively maintain the health and safety of students, educators, and other staff.** | In Anne Arundel County Public Schools, plans for the large-scale return of students will consider the health and safety of students and staff first. To do so, we will continue to work alongside local and state health officials, in conjunction with the review of current guidelines and recommendations from the Centers for Disease Control (CDC), to make decisions for the safe operations of schools. Health and Safety protocols have been developed in collaboration with health officials to prevent and mitigate the impacts of COVID-19 on successful in-person school operations. For SY 2021-22, we anticipate the potential for changes, revisions, and refinements of our protocols as we continue to learn more from our local, state, and federal health officials. All changes, modifications, and improvements will be communicated to our students, families, and staff comprehensively and systemically.

Universal and correct wearing of masks
• Per state and federal guidance, anyone on a school bus at any time must be masked, regardless of age or vaccination status.
• Students and staff will be allowed to be unmasked during outdoor activities, including athletics and marching band, provided they exercise maximum possible physical distancing. |

	- Where appropriate physical distancing cannot be maintained outdoors, mask-wearing is strongly encouraged. - Indoors, all students, and staff will be masked except in limited circumstances in all schools and Central and Satellite offices. - Additional PPE, including face shields and acrylic shields, are available to staff upon request to utilize in addition to masking. Modifying facilities to allow for physical distancing - Continue to utilize signage to encourage physical distancing, traffic patterns, and health and safety expectations. - Students and staff will be encouraged to maintain distance in classrooms and common areas as best as possible. - Provide modified layouts to school-based staff to maximize distancing in classrooms. - Continue to implement controlled and staggered movement patterns. - Visitors will be permitted to access schools during the day, though they must maintain correct mask-wearing when on campus. - Utilize school cafeterias (and additional approved large areas) to maintain maximum distancing possible. Handwashing and respiratory etiquette - Hand sanitizer will be made available in all offices and classrooms. - Continue to encourage best practices in handwashing protocols, including handwashing before and after eating, restroom use, sneezing, coughing, etc. - Mount hand sanitizing stations in hallways of buildings and other high-traffic areas (i.e., near copiers). Cleaning and maintaining healthy facilities, including improving ventilation - Review and monitor the HVAC equipment and schedules to ensure the ventilation systems operate correctly and enhance the circulation of conditioned outdoor air as much as possible. - Continue to follow and adhere to state health and safety mandates regarding proper ventilation, including the use of approved/recommended equipment and procedures, in all facilities. - Cleaning protocols established in SY 2020-21 will continue to be followed by all AACPS operations staff to include routine and specialized cleaning and disinfecting methods to maintain sanitary facilities. These protocols include cleaning high-traffic areas and frequently touched surfaces during the school day and deep cleaning in the evenings.

- Provide classroom teachers with access to disinfecting materials to encourage frequent sanitization of high-touch areas.
- All disinfectants purchased and used by AACPS are on the EPA "Registered Antimicrobial Products for Use Against Novel Coronavirus SARS-CoV-2, the Cause of COVID-19" list.

Contact tracing in combination with isolation and quarantine
- As outlined by the Maryland Department of Health and the Maryland State Department of Education, when an individual develops COVID-19-like symptoms during the school day, the school will isolate the individual and investigate to determine close contact throughout the day. The individual will be assessed by the school health staff and sent home immediately to await further guidance from the county health department. Operations staff will follow the established cleaning protocol.
- When a school is affected by a confirmed case of COVID-19, the AACPS Contact Tracing Team will work with the county health department to conduct contact tracing to determine who has been in close contact with the involved individual. This team assists with the rapid and efficient collection of information regarding positive COVID-19 cases in school system buildings, including coordinating with building administrators, notifying the Anne Arundel County Department of Health (AACDOH), and providing guidance in consultation with AACDOH regarding quarantining and managing positive case-related data.
- Confidential communication will occur between the involved family, health officials, and school administration.
- AACPS officials, including the Executive Director of Human Resources and the Chief Communications Officer, and county health officials have direct communication and collaboration to ensure swift contact tracing and accurate information.

Diagnostic and screening testing
- Students, staff, families, and visitors will be required to self-monitor for COVID-19-like symptoms that would prompt staying at home. Symptoms may include fever, cough, shortness of breath, difficulty breathing, the new loss of taste or smell, chills, shaking chills, muscle aches, sore throat, headache, nausea or vomiting, diarrhea, fatigue, and congestion, or runny nose.

- As an added measure in partnership with Anne Arundel County Department of Health, AACPS will pilot a surveillance testing program in schools that will operate voluntarily for students (with family consent) and staff.

Efforts to provide vaccinations to school communities

- Anne Arundel County Public Schools continues to team with the Department of Health to offer vaccination clinics at select school buildings throughout the summer. Eligible individuals are encouraged to receive a vaccine. Information on vaccines and vaccination clinics can be found on the AACPS website in addition to the Anne Arundel County Department of Health website.

Appropriate accommodations for children with disabilities concerning health and safety policies

- Per CDC guidelines, certain persons who, because of a disability, cannot wear a mask or wear a mask safely may be granted exceptions.
- Deaf/hard of hearing individuals or employees who work directly with deaf/hard of hearing individuals may opt to wear a hooded face shield that wraps around the wearer's face and extends below the chin.
- AACPS will continue to provide accommodations as noted on student's Individualized Education Plans (IEPs), Individual Health, Plans, and 504 plans to ensure compliance with documented disabilities.

Coordination with state and local health officials

- AACPS officials, including the Executive Director of Human Resources, the Chief Communications Officer, and county health officials have direct communication and collaboration.
- AACPS will partner with local, state, and federal health officials to ensure the most up-to-date guidance.

In Anne Arundel County, there exists slight disproportionality of positive COVID-19 cases across racial/ethnic subgroups. While approximately 17.6% of the population is Black or African American, this demographic accounts for 21% of the positive COVID-19 cases overall. Furthermore, as 8.4% of the population is Hispanic, this demographic accounts for 10% of positive COVID-19 cases overall. This disproportionate trend in positive cases of COVID-19 contributes to additional absences for these subgroups due to quarantine requirements recommended by state and local health officials. To drive equity and address the potential disproportionality manifesting in academic outcomes, the Safe Return to In-Person Instruction and Continuity of Services Plan leverages technology to provide opportunities for continuous learning when an individual is required to quarantine throughout SY2021-22.

B. Please identify the **amount of ARP ESSER funds**, if any, that will be used to **implement prevention and**	In concert with the Centers for Disease Control, local and state health officials have been consistent in their guidance regarding the positive impact of proper ventilation in mitigating the effects of COVID-19. Facilities staff have reviewed and monitored the HVAC equipment and schedules to ensure the ventilation systems operate correctly and enhance the circulation of conditioned outdoor air as much as possible. The Facilities

mitigation strategies that are consistent with the most recent CDC guidance. In the response, please include a **general description and timeline for the planned use of the funds**. A more detailed description is required in the Budget Narrative	Division continues to adhere to the state health and safety mandates regarding proper ventilation, including the use of approved/recommended equipment and procedures, in all facilities. AACPS has re-evaluated timelines for maintenance and repair of existing HVAC systems and accelerated some timelines to include preventative maintenance to promote better air quality in school system buildings. The dual-pronged approach of preventative maintenance alongside replacement of specific HVAC systems within school system buildings enables better air quality. It is an essential prevention and mitigation strategy consistent with CDC guidance. Health and Safety protocols have been developed in collaboration with health officials to prevent and mitigate the impacts of COVID-19 on successful in-person school operations. Cleaning protocols established in SY 2020-21 will continue to be followed by all AACPS operations staff to include routine and specialized cleaning and disinfecting methods to maintain sanitary facilities. These protocols include cleaning high-traffic areas and frequently touched surfaces during the school day, deep cleaning in the evening, availability of hand sanitizer in classrooms, high-traffic areas, sanitizing wipes in all offices and classrooms, and more frequent changing of air filters in school system building HVAC systems. To continue providing school system staff with the necessary supplies to maintain high standards for sanitary facilities, AACPS will allocate $20,500,000 of the American Rescue Plan Reopening Grant fund to purchase supplies, including hand sanitizer pumps, hand sanitizer stations, sanitizing wipes, and high-quality air filters for HVAC systems. All disinfectants bought and used by AACPS are on the EPA "Registered Antimicrobial Products for Use Against Novel Coronavirus SARS-CoV-2, the Cause of COVID-19" list. The timeline for purchasing necessary cleaning, sanitization, and air filtration products will be FY2022 – FY2024. AACPS will also budget $299,740 for contact tracing and COVID-19 testing.
C. Please provide a description of the LEA's **Plan for periodic review and update of the Plan**, including a description of the LEA's **inclusion of public comments** in the **development** of the Plan, as well as the inclusion of public comments in any **revisions** to the Plan	Per the American Rescue Plan Act and the allocation of subsequent ESSER III Funds, Anne Arundel County Public Schools has regularly sought public input in developing the Plan for Safe Return to In-Person Instruction and Continuity of Services Plan. Leveraging our website as a consistent location for students, staff, families, health officials, and all community stakeholders to access the most up-to-date information, we have also used our site to advertise and post surveys for public input at least every six months. System-wide calls, emails, and press releases have also been sent to encourage participation in the survey and drive public input. In addition to utilizing a public input survey to garner feedback and consult various stakeholders, AACPS scheduled community meetings and engaged in a county-wide listening tour to ensure a robust and comprehensive feedback loop in developing the Plan. Community groups including, but not limited to CRASC, Equity Advisory, Council, NAACP, etc., were consulted for feedback in plan development. Furthermore, public comment during regular school board meetings provided additional public input into the Safe Return to In-Person Instruction plan.

	To plan for periodic review of the Plan during the 2021-22 school year, AACPS will continue to use our website to post public input surveys every six months alongside systemic communication to ensure high participation rates. Additionally, district-level leaders will schedule community meetings every six months to garner input to supplement public comment captured during biweekly school board meetings. The information gathered will be utilized to review and revise the Plan every six months and posted to the system website to ensure a clear communication loop among all stakeholders. To drive the inclusion of public comments in the plan review, the location of all Safe Return to In-Person Instruction and Continuity of Service Plan information has been streamlined on the website to increase site traffic. To increase access for all stakeholders to the most up-to-date information, the Plan will be available in English and Spanish and posted to the website equipped with translating capabilities.

Question 2:

A. Please identify the amount of funds that will be reserved for this purpose.	Anne Arundel County Public Schools will set aside 28.5% of the total ARP ESSER III allocation to the academic impact of lost instructional time on all students for a total of $31,022,716.
B. Please identify the method(s) the LEA will utilize to measure the impact of lost instructional time, and the means that will be used to address the impact of lost instructional time, including the timeline for implementation. LEAs must identify the intervention that will be implemented, include the tier rating (Tier 1, 2, 3, or 4) for the intervention, and discuss the LEA's Plan to collect and analyze data to demonstrate the impact of the intervention on student learning.	Anne Arundel County Public Schools will utilize various measures to determine the impact of lost instructional time and the impact of the various supports in place to help students propel forward in their learning. The measures we will use will include but are not limited to: • An analysis of student grades from the spring of 2020 in Grades K-12 in all content areas • A review of the Early Intervention Monitoring System (a Tier I Program) • An analysis of pre/post assessment measures used during the summer of 2020 in our Grade K-12 summer programming • An analysis of student performance on standardized diagnostic assessments, including the i-Ready Diagnostic Assessment for Grades K-8 in mathematics and Grades 3-8 in literacy (administered three times in 20-21), the DIBELS Instrument for Grades K-3, F&P Progress Monitoring Tool, and the Fall 2020 administration of MCAP in literacy and mathematics for grades 4-HS • An analysis of student performance on other district-created assessments and grades during Semester 1 • An analysis of various indicators related to social/emotional health, including counselor, social work, and behavior specialist reports The data will be disaggregated by student groups, including economically disadvantaged, those with disabilities, English Learners, and by race/ethnicity to determine student needs related to **supports and interventions.** Anne Arundel County Public School will utilize the ARP ESSER III funds to address the needs identified in the data through the following programs (listed in order of implementation). **School Year 2021-2022:** • Expanding **Twilight Program for Secondary Students:** This program will provide an opportunity to students who have failed one or more academic courses to attend an extended day program where they will engage in **credit recovery courses**. The Twilight Program is modeled off best extended day program guidelines from the Wallace Foundation. It will occur immediately after the last period of the day, **removing the barrier** of returning to a school campus to take an evening class. Depending on the

course requirements, teachers will utilize various evidence-based strategies and practices (as identified by What Works Clearinghouse and the Evidence for ESSA websites) in the Twilight Program. For example, some students will take Read 180, a Tier I evidence-based intervention, for credit recovery. Students in other courses will work in small groups to integrate writing and reading to emphasize key writing features (Tier 2 Evidence-based practice). Those teaching English Learners will use the AACPS curricula to provide explicit vocabulary instruction and direct and explicit comprehension strategies (Tier 1 Evidence-based practices). In **Math credit recovery courses**, all students will work in small groups where they will use AACPS curricula that teach students to 1) intentionally choose from alternative algebraic strategies when solving problems, 2) direct students in clear and concise mathematic language, and support students' use of the language to help students effectively communicate their understanding of mathematical concepts, and 3) provide deliberate instruction on word problems to deepen students' mathematical understanding and support student capacity to apply mathematical ideas (Tier 1 Evidence-based practice). Other courses in the sciences, social studies, technology, world languages, arts, and health will utilize AACPS curricula that reflect **best practices in the content areas,** such as disciplinary literacy, arts integration, and AVID strategies and techniques. To support our students in Twilight School, all teachers participate in equity professional development that focuses on culturally relevant curriculum and culturally responsive pedagogy. The professional development includes practices from *Facing History and Ourselves,* a Tier I Evidence-based intervention for professional development.

- The Twilight School Program will be monitored through attendance, Check and Connect with a mentor (Evidence-based practice), and program assessments/grades. Student assessment results and grades will be analyzed throughout the program to determine additional interventions and student learning progress.
- The cost for expanding Twilight School for the 2021-2022 school year is $491,761.

School Year 2022-2023 and 2023-2024:
- **Expand Before and After School Programming** for all students: This program will allow each school to create their own before and/or after school program that will allow students to participate in academic, social, emotional, and enrichment opportunities. Due to COVID, many students will need additional supports and enrichment opportunities and we will use a variety of local, state, and other resources to try to address these needs during the 2021-2022 school year. In the summer of 2022, we will task our school based staff to examine data to determine which programs, unique to their school and student population, to create in the 2022-2023 and 2023-2024 school year. Given the parameters that each program must combine academic supports with enrichment or social/emotional well-being,

schools will be tasked with continuing evidence-based interventions and evidence-based practices to support student academically for 50% of the time and then creating social/emotional programs for students for 50% of the time. An example of this program would be a student staying afterschool three days a week for two hours each day. Each day, the student would attend a one hour intervention using an evidence-based intervention such as Read 180 (Tier I) and then have a club or a mentoring group for the second hour of each day.

- To eliminate transportation as a barrier to participation, we will provide transportation to students who need it.
- We will use pre and post-assessments are appropriate for each school's program. These pre and post may include the use of i-Ready or other district curriculum-aligned academic assessments, the use of attitudinal surveys often employed in counseling sessions, or the use of attendance data to monitor if mentoring or supports are effective.
- The cost for the **Expanded Before and After School Programming** program for **two school years** is $1,191,911.

Summer 2022, 2023, and 2024:
- Creating a **K-5 Summer Launch Program** for select **Grade K-5 Students**: This program will allow select students to participate in an **extended year opportunity**. Students, chosen based upon data, will be invited to attend a 12-day **Launch** program where they will begin their school year 12 days before their peers. During these 12 days, teachers will address students' **social-emotional learning needs** using Second Step (Tier I) and AACPS created social/emotional lessons built using the national CASEL Standards. Students focus on **building relationships** with their new teachers, learning the structures and opportunities found within the school building and campus, engaging with options for play, and interacting on the playground and in art, music, and physical education rooms. Students will also engage in multiple **preteaching** experiences and launch any needed academic supports (**intervention program** based upon student need). Depending on student needs, students will participate in one literacy, and one mathematics support matched to students based upon data. These **academic interventions and supports** include the Wilson Reading System (Tier I), Wilson Fundations Intervention (Science of Reading aligned), Fountas and Pinnell Literacy (Tier IV), Bridges to Mathematics (Tier IV), and i-Ready (Tier IV). English learners and students with IEPs will receive additional supports as they engage in differentiated activities that align with the SIOP Model (Tier III) and Evidence-based practices to support students with IEPs.

| | We will use i-Ready data for all students in the program. Towards the end of the 12-day program, students will take an i-Ready assessment to determine any growth from the program (compared to the end of the year i-Ready data). Our Office of Research will continue to monitor student performance on i-Ready over the year to determine if there is a statistical difference in students who participated in the program and those that did not. In addition, students who continue with an academic intervention program throughout the year will complete all appropriate program assessments. The results of said assessments will be analyzed to determine if there is a statistical difference between students who participated in the program and those who did not. The cost for the K-5 Summer Launch Program for **three summers** will be $8,243,609. **School Year 2022-2023 and 2023-2024:** **Expanding the Early Childhood Program** to include Age 3 and Age 4 students: Due to COVID, student early education experiences were significantly impacted. National data suggest that our youngest learners will have unique social and emotional needs related to self-regulation, delayed academic needs related to lack of opportunities to engage with texts, and extensive gaps in fine motor skills. Anticipating the expansion of Maryland's Early Childhood requirements, our program will allow AACPS to expand our Early Childhood Program at a slower pace to ensure proper professional development and planning for teachers, paraprofessionals, and others. These deliberate efforts will ensure that the large-scale expansion is executed with intensive care while at the same time addressing the needs of our youngest learners in the post-COVID era. The Early Childhood Program will utilize an evidence-based curriculum aligned with the Science of Reading, sound mathematics instruction, and social/emotional learning supports (to be selected using evidence-based criteria). The program will also include external Early Childhood Providers, certified by the state, who will help ensure that as many students as possible will receive necessary services in this slow transition to expanded opportunities. We will use MSDE requirements in identifying and prioritizing students for Early Childhood/Pre-K programs. We will use pre and post-assessment in emergent literacy and math skills to monitor the program's effectiveness. In addition, we will monitor student performance on the Kindergarten Readiness Assessment (KRA) to determine if there is a statistical difference between students who complete the Early Childhood Program and those who did not. The cost for the Early Childhood Expansion program for **two school years** is $6,397,488. |

School Year 2022-2023:
- **Continuing Tutoring Program** for students in elementary and secondary school: This program will continue the program that began with ARP Supplemental Grant funding to provide a variety of tutoring supports for students. The tutoring program will be composed of a mix of afterschool tutoring with teachers, in-school supports with tutors, and afterschool and weekend virtual opportunities. **Elementary students** will be provided opportunities to work either individually or in small groups on either evidence-based intervention, such as Wilson Reading System (Tier I) or Bridges to Mathematics (Tier IV), to help eliminate gaps in student learning. Elementary students may also schedule time with an online tutor to assist students with on-demand homework support, extra reading opportunities, or engage with mathematic activities. **Secondary students** will be provided similar opportunities for individual or small group tutoring to work on evidence-based interventions such as Read 180 (Tier I), Math 180 (Tier II), or other identified intervention programs specific to English Learners and those with IEPs. Secondary students may also schedule time with an online tutor to assist students with on-demand homework help and academic enrichment experiences.
- For students in elementary and middle school, we will use i-Ready assessments to monitor student progress over time. We will use district-created quarterly assessments for high school students to determine if there is a statistical difference in performance between students who participate in tutoring opportunities and those who do not.
- The total cost for Tutoring for the 2022-2023 school year will be $9,000,000.

Summers 2023 and 2024:
- **Continuing Summer Programming** for students in elementary and secondary school: This program will continue the program that began with ARP ESSER II funding along with ARP Supplemental Grants I and II. Students will be identified to participate in summer programming based on data indicating academic and social/emotional learning needs. Elementary students will have opportunities for full-day activities that include a solid academic program with small class sizes that focus on literacy, mathematics, social studies, science, the arts, and physical movement. We will identify students for different programs based upon needs with some students attending intensive programs that will utilize evidence-based interventions (included Tier I Wilson Reading Program and other programs aligned with the Science of Reading) to accelerate student achievement with the intent of helping students catch up to their grade-level peers in academic achievement. Other students will be identified for programs to reduce summer slide. These students will also engage in a rich educational program that will include the arts, physical activity, and science and social studies. Teachers will utilize specific summer programs designed for literacy and mathematics, such as Math 4 Love, a Tier IV support that reinforces

mathematics through games and strategic thinking. Middle school students will participate in programs to continue their evidence-based interventions (Tier I Wilson Language System and/or Math 180) or make up coursework to help them be prepared for high school coursework. Enrichment, acceleration, and advanced courses will also be offered to ensure that all students have opportunities to engage in rigorous learning experiences. High school students will participate in programs to recover academic credits and earn original credit, as needed. All summer programs will offer students rich social/emotional experiences through the arts, movement, clubs, field experiences, physical engagement, and/or games aligned with evidence-based practices that support student engagement and academic learning by providing students with a well-rounded education.

- For students in elementary and middle school, we will use i-Ready assessments to monitor student progress over time. We will use district-created quarterly assessments for high school students to determine if there is a statistical difference in performance between students who participate in summer programming opportunities and those who do not. We will also monitor secondary student grades to determine if they are making adequate academic progress toward earning credit for specific courses.
- The cost for **two summers** will be $5,697,949.

Question 3:

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

AACPS plans to use $15,583,084 in ARP ESSER III dollars to continue its investment in technology software, hardware, and infrastructure in FY2022-FY2024. Below are the following investments.

Funding to replace nearly 31,000 Chromebooks that will go unsupported in June of 2024. This will be a critical expenditure to continue our one-to-one programs that we started during the pandemic.
Funding to continue our laptop lease program for teachers and teaching assistants
Funding to expand internet capacity in our schools to recognize that we are adding over 100,000 mobile connected devices that will be operating in our schools.
Investing in cloud-based storage/backup for major information systems such as our Enterprise Resource Planning systems for HR and Finance and our Student Information System.
Consulting services to help facilitate the application for the Emergency Connectivity Fund to provide internet and devices for students who do not have access.
Funding to provide Swivel cameras to support virtual instruction.
<u>Virtual Academy</u>

AACPS plans to use $13,715,966 to fund a new virtual school for the 2021-2022 and the 2022-2023 school years. This school will enroll approximately 550 students in grades 3-12 and operate solely as a virtual school. All instruction will be aligned to standards with the appropriate mix of synchronous and asynchronous learning blocks. SEL and club opportunities will be regularly scheduled throughout each week and small group academic coaching sessions are embedded in the schedule.

<u>Social Emotional Support</u>

AACPS plans to invest $10,870,556 in a variety of social and emotional support programs for students at AACPS in FY2022-FY2024. Below is a description of each program. |

- **ESBMH Therapy for Uninsured Children**

This initiative will allow uninsured AACPS students to access mental health services through the AACPS Expanded School-Based Mental Health program. The program will provide school-based therapy services for twenty students and families in each ESBMH cluster who do not have health insurance from September 1, 2022 through June 30, 2024. Each student will be provided with weekly psychotherapy sessions and family psychotherapy sessions. At this time, these students and families are not able to participate in Anne Arundel County Public School's Expanded School-Based Mental Health Services because they are not eligible for Medicaid and do not have private insurance. This program will allow these students and families to have the mental health and social-emotional support to develop social stability within their families. This program will predominantly serve Hispanic students and families throughout the county who are not eligible for health insurance. This program will meet the need of supporting the mental health of low-income, Hispanic families in Anne Arundel County. Many of these students and families are undocumented and do not have access to the services that other students and families have in Anne Arundel County. This will level the playing field for mental health access.

- **Central Office Crisis Behavioral Support Team**

As students return to school in September 2021, there will be many students who will struggle with the academic demands put on them. The Central Office Crisis Behavioral Support Team exists as a support team for schools when students are engaging in challenging behaviors in the school building. The team supports the school when they have exhausted their resources in supporting the student/s and they are still struggling to bring stability to the student's behavior. This can sometimes lead to the entire school being in crisis. The Central Office Crisis Behavioral Support Team will work with a school to brainstorm solutions to stabilize the student's behavior and help the school get out of the crisis situation. This grant initiative will allow the Central Office Crisis Behavioral Support Team to provide funding for a temporary teaching assistant to assist with behaviors and temporary school social work support to provide needed mental health services. The grant also provides the school with sensory items to use in the sensory room in the school.

- **Threat Assessment Proposal: Behavioral Threat Assessment System (BTAS)**

AACPS has developed a comprehensive threat assessment process aligned with best practices identified by the United States Secret Service National Threat Assessment Center (USSS NTAC) and by the Virginia Student Threat Assessment Guidelines (VSTAG). However, the current process is entirely paper-based within AACPS,

lacking a centralized database that would allow active, real-time monitoring for accuracy and completion and allow threat assessment team members to collaborate electronically and efficiently to complete the steps of the process. Paper-only threat assessment records are not only less secure than electronic records, but also less likely to transfer with student enrollment changes, as they are stored in administrators' files with no assurance that the records follow students from school to school. In addition to being inefficient and unreliable, the paper-only process creates both legal and ethical hazards for AACPS as a system; we know that history of threats is a significant risk factor for future violence, but we don't effectively track them, potentially leaving AACPS without adequate documentation to defend any legal action that may occur as a result of violent acts. Finally, the lack of a centralized database to track threat assessment throughout AACPS leaves us unable to collect or analyze threat-related data that could help us identify trends and needs and effectively allocate resources within the school system. Shifting to a web-based system for threat assessment will allow us to maintain our current comprehensive, research-based process for addressing threats of violence while improving efficiency, security, and consistency, as well as giving us a means to track, analyze, and utilize threat-related data. These grant funds will pay for the services of the Behavioral Threat Assessment software for the 2023-24 school year.

- **Naviance for Middle School**

Naviance for Middle School is a college and career readiness solution that helps students discover during these pivotal years their strengths and interests and see how they can help them reach their goals. It also enables individual learning plans aligned to students' goals. The use of Naviance for Middle School will allow all middle school students to have the opportunity to engage in career and college exploration at an early age. This will support them as they move onto high school and start determining their post-secondary path. Students will continue using Naviance as they enter high school and prepare for college and career opportunities.

- **College and Career Coaches**

Each of the thirteen comprehensive high schools will hire a "College and Career Coach" to support high school students in researching colleges, researching career paths, writing college essays, touring job sites in Anne Arundel County, and taking field trips to colleges in Maryland. This staff member will also support the school counselor in teaching Naviance lessons related to choosing a college and career path.

| | • STAR (Screening Teens Access to Recovery) in Middle Schools

This initiative will provide voluntary substance abuse screening for high school students, which was launched during the 2019-2020 school year, to include countywide voluntary substance abuse screening for middle school students for the 2021-2022 school year.
Students who are seeking help with substance use issues now have another place to turn, thanks to a partnership between the Anne Arundel County Department of Health and the County Public Schools. The STAR (Screening Teens to Access Recovery) program allows school health nurses to utilize technology to connect high school students in a tele-session with a licensed therapist from the Department of Health. Sessions take place through a secure portal to ensure privacy. This portion of the grant funding will pay for the subscriptions for each middle school nurse to access the therapist virtually through secure means. Based on screening results, the therapist will work with the student to explore available treatment options and decide the next steps. The therapist and school health nurse will encourage students to include their parents, guardians, caregiver or another trusted adult in the process.

• Social-Emotional Foundations for Early Learning (SEFEL) Training

Social and Emotional Foundations for Early Learning (SEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age five. SEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country. ECI, Pre-K, and Kindergarten teachers will receive SEFEL training in order to support the social and emotional foundations of young children as they transition back to school after the pandemic.

• Contract Staffing Support for School Psychologists

As students come back to full in-person learning, there will be many students who will exhibit mental health and behavioral challenges. This need will go beyond the capacity of the Student Services staff that AACPS currently has in their school buildings. For that reason, we are dedicating funds to hire contract school psychologists to fill in the needs at schools that require additional support. This funding will also cover the cost of additional psychological assessments, so these individuals can also support the special education process. |

- **Elementary Career and College Curriculum**

AACPS school counselors currently teach a few college and career lessons in the scope and sequence of the core counseling curriculum. However, they lack the resources to provide adequate career and college exploration that is necessary in all elementary grade levels. This initiative will allow the Office of School Counseling to purchase curriculum materials that will provide elementary school counselors with the tools to provide developmentally appropriate career and college lessons and resources to elementary students.

- **School Counseling Support During the Summer**

This initiative will allow elementary school counselors to provide individual and group counseling supports to students during the summer of 2022. This will assist in rebuilding conditions of success for students who may be disconnected and disengaged due to mental stress caused by the national pandemic. The Centers for Disease Control and Prevention (CDC) indicates that while the risk of exposure to COVID-19 is lower for children, this age range is more vulnerable to the emotional impact of traumatic events that disrupt their daily lives.

- **Mental Health Awareness for AACPS Staff and Students**

This initiative allows Anne Arundel County Public Schools (AACPS) to implement a countywide plan to provide mental health awareness and reduce mental health stigma amongst students, staff, and parents. This project proposal will focus on a systematic way to provide Youth Mental Health First Aid Training for Anne Arundel County Public School staff. The Youth Mental Health First Aid course is intended for adults to learn how to help young people experiencing mental health challenges or crises. It reviews the unique risk factors and warning signs of mental health problems in adolescents ages 12-18 and emphasizes the importance of early intervention. The training helps individuals to identify, understand, and respond to signs of addiction and mental illnesses. Participants learn the risk factors and warning signs of mental health problems, information on depression, anxiety, trauma, psychosis, and addiction disorders, and a 5-step action plan to help someone developing a mental health problem or in crisis, and where to turn for help. This funding would pay for the Youth Mental Health First Aid trainings during the 2023-24 school year.

- **Trauma Training for AACPS Staff and Parents/Guardians**

The Anne Arundel County Public Schools (AACPS) requests a grant award to implement a countywide plan to provide trauma training to staff and parents/guardians. The initial component of this grant project would be to get ten Anne Arundel County Public Schools Student Services staff trauma trained. The next component of the grant project would allow for five-hundred AACPS staff to be trauma trained. The last component of the grant project would allow for AACPS parents/guardians to be trauma trained. We would like to train one-thousand parents/guardians. As AACPS staff and parents/guardians become trained in trauma awareness, they will be able to better support students and their own children around developing and building resilience. This funding would pay for the trauma trainings during the 2023-24 school year.

- **Homeless Secretary Position**

This funding will allow AACPS to fund the Homeless Secretary position during the 2023-24 school year. This position is currently funded through ESSER II funds. This position is essential in ensuring that students who are McKinney-Vento have adequate transportation throughout the school year. This position also ensures that students who are McKinney-Vento have school supplies and uniforms for the entire school year. Without this position, transportation services and school supplies are not able to be provided to students who are McKinney-Vento as efficiently. AACPS anticipates that the number of students who are McKinney-Vento will increase as a result of the pandemic. For that reason, this position will become even more important over the next few school years.

- **Mindfulness Curriculum Materials**

This initiative will allow elementary school counselors to have access to the Mind Up curriculum for classroom lessons and small group counseling. Through this curriculum, students will learn mindfulness strategies that will allow them to have positive tools to cope with stressors that come their way. This will be especially important as students are learning to cope with the challenges presented by the pandemic.

- **Mindfulness Teacher Training**

This initiative will allow teachers to engage in mindfulness trainings and learn mindfulness skills that they can incorporate into their teaching. Research has shown many benefits of mindfulness for children. Studies show

that the benefits of mindfulness for children may include increased focus, attention, self-control, classroom participation, and compassion. Mindfulness strategies have also demonstrated improved academic performance, the ability to resolve conflict, improvement in overall well-being, and decreased levels of stress, depression, anxiety, disruptive behavior. The pandemic has caused stressors for many children and mindfulness strategies will allow them to have improved coping strategies.

- **Attendance Marketing**

School attendance and engagement has decreased as a result of the pandemic and virtual learning. School communities that have struggled with chronic absences prior to the pandemic have seen a bigger struggle during the pandemic. This initiative allows for funding to be used to promote the importance of positive school attendance through the creation of radio and television advertisements. This is part of a preventative or Tier I strategy to improve school attendance during the 2021-22 school year and beyond.

- **Attendance Works**

This initiative will allow AACPS to contract with Attendance Works, a nationally recognized organization for research-based approaches to improving attendance. This contract will include two to four clusters of AACPS schools and Attendance Works will provide six trainings for the administrators of these clusters. These trainings will focus on the barriers to attendance in their school communities, research-based Tier I, II, and III attendance interventions, and the development of school structures to analyze attendance data and make data-driven decisions. In between the administrator trainings, Attendance Works will provide individual coaching to principals to support them in the implementation of interventions and structures to support positive attendance and school engagement. The first identified cluster for this initiative will be the Meade cluster of schools due to the level of chronic absenteeism brought on by the pandemic.

- **Attendance MOI for Prevention Initiatives**

This funding will be used for schools be creative in developing Tier I, Tier II, and Tier III attendance interventions and supports. As a result of the pandemic, the rate of students who were chronically absent has increased significantly. As students return to school full-time in-person in the fall, schools will need to be creative in creating universal programs to promote school attendance. They will also need to think of new ways to provide targeted interventions for those students who are close to being chronically absent. Pupil personnel

workers will also be able to use these funds to think outside of the box in providing intensive interventions for those students who have been chronically absent.

- **Additional Recess Time in Elementary Schools**

This funding will be used to support Temporary Support Assistant positions for recess and clubs at the elementary level. The hiring of these individuals will allow for critical recess time for students to interact, play or joint a club without interfering with teacher planning time.

School Support

AACPS plans to invest $10,094,099 in a variety of initiatives to help support schools with the transition to in-person instruction. Below outlines the various programs:

- Funding is provided in FY2022 to continue our enhanced substitute teacher program. We anticipate higher than normal use of sick leave due to strict health/safety protocols for the 2021-2022 school year due to the pandemic. This funding will support 203 daily subs who will be assigned to schools during the school year to support instruction during the school year.
- Funding is allocated in additional Materials of Instruction strict health/safety protocols prevent the sharing of some materials during the pandemic.
- AACPS purchased on new Learning Management System (Brightspace). We have officially rolled out the LMS district wide. This proposal provides funding to all schools to stipend teachers who have volunteered to lead the implementation efforts of Brightspace in their buildings.
- Funding is allocated to implement a variety of before and after school programming in our CTE program. This funding will help those programs expand enrollment by offering classes before and after school along with transportation two and from their home school. Furthermore, funding will be allocated to install ventilation necessary to use new welding equipment purchased with Perkins grant funding.
- Returning to full time in person learning will require more volunteers and support from temporary employees during the school year. Funding has been allocated to pay for the background check (fingerprinting) for volunteers and low wage employees to remove that barrier for schools to access the services provided by the volunteers and employees.
- AACPS will also allocate funding to support the implementation of a Parent Engagement Portal to give schools another tool to communicate with families.

Charter and Contract Schools

AACPS has 4 Charter and Contract Schools in the District. Funding was allocated to those schools on a per pupil basis and each school developed a plan based on the guidelines in the legislation. A total of $3,623,093 was allocated to the 4 schools. Below is what the 4 schools are proposing with the funding.

- Summer programming for the next three summers
- Before, after, and during school tutoring programs
- SEL support
- Technology purchases (hardware and software)
- Health and Safety

Infrastructure

AACPS has allocated $2,956,485 to invest in the implementation and oversight of the various programs outlined in ESSER III. Below are the investments in this initiative:

- 2% indirect cost rate to help manage the financial tracking and reporting of the grant
- Funding provided for Research and Evaluation of various initiatives funded out of ESSER III to determine what programs to continue funding from other sources once the grant expires.
- Funding provided to help with the implementation of the Blueprint for Maryland's future.
- Funding provided to help with management and oversight of the ESSER III grant.