

**Cover Sheet**

**Maryland Local School System: Harford County Public Schools**

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

**Application and Certification**

**Grant Period: March 13, 2020 - September 30, 2024**

**Application Due: August 17, 2021**



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

### **Programmatic Assurances**

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

### **Reporting Assurances**

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

## **Fiscal Assurances**

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

**SIGNATURE PAGE**

**LSS ESSER Fund Contact/Title:**

Dr. Roilandé E. White, Grants Specialist

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Contact Email: [roclande.white@hcps.org](mailto:roclande.white@hcps.org)

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**Local School System Superintendent (Printed Name):** Sean W. Bulson, Ed.D.

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**Signature:**   
Sean Bulson (Aug 17, 2021 13:06 EDT)

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**Date:** August 17, 2021

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

**Maryland Local School System Application: Harford County Public Schools**

**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.**

LEA’s Plan: [Continuity of Learning Plan \(COL\)](#)

**Safe Return to In-Person Classroom Learning**

All Harford County Public Schools (HCPS) students will access their classroom teacher(s) and the approved curriculum, as well as follow the daily bell schedule every school day during the 2021-2022 school year. HCPS will offer in-person classroom learning for five days each week and will operate in a traditional 180-day school calendar. For the 2021-2022 school year, families may elect to enroll their student(s) in: Option A, In-Person Classroom Learning; or Option B, Swan Creek School Blended Virtual eLearning Program (Swan Creek). Families are asked to commit to at least one semester before requesting a change in placement. HCPS will consider all requests on an individual basis.

**Option A - In-Person Classroom Learning:** In-person classroom learning will service Prekindergarten (PreK) through 12 grade students. HCPS will continue appropriate maintenance of HVAC systems, daily cleaning protocols, social distance, and plexiglass for communal spaces such as cafeterias, CDC mandated handwashing and hygiene procedures, COVID-19-related signage in all shared spaces and outward facing locations within the building, and daily bus sanitization. Additional nurses to support daily COVID-19 checks and contact tracing and family communication. HCPS will collaborate with the Harford County Health Department to offer vaccination clinics throughout the district for staff and students. See *HCPS COL page 15 about sanitization protocols*.

Additional COVID-19 protocols include (a) masks while indoors since the primary population of schools are unvaccinated children, (b) masks outdoors when social distancing is not possible, (c) school visitors’ appointments preferred, (d) mask worn on busses, (e) school sponsored “Use of Facilities” require executive director approval and, (f) “Use of Facilities” for outside entities approved for outdoor activities.

**A. Prevention and Mitigation Policies**

In April 2021, the Maryland State Board of Education approved a resolution that schools should return to five full days per week of in-person instruction at the start of the 2021-2022 school year. To ensure the safety and comfort of HCPS families; beginning September 8, 2021, HCPS families will have two program options for PreK - 12 students: Option A, In-Person Classroom Learning, and Option B, Swan Creek School Blended Virtual eLearning Program. Regular, in-person

teaching, and learning will occur in all 54 HCPS. Magnet, signature, and specialized regional programs will operate as normal.

Also, families selecting Option A for In-Person Classroom Learning will be provided a letter outlining COVID-19 protocols and policies.

HCPS identifies and provides guidelines and protocols based on CDC and state and local health department guidance. See *page 3 of COL Red Yellow Green chart*.

**Option B - Swan Creek School Blended Virtual eLearning Program:** To support families concerned about their student's safety returning to in-person learning, as well as other barriers, HCPS will expand the Swan Creek School Blended Virtual eLearning Program to be a K-12 virtual program beginning in the 2021-2022 school year. The model will focus on students who thrived and benefited from the virtual learning environment as well as families wishing to remain virtual due to COVID-19. The virtual program is also in place to serve students whose ability to physically attend school may be limited due to illness, behavioral concerns and/or suspensions.

Swan Creek will accommodate students in grades K-12. Classroom learning will be conducted virtually. Students will: (a) access HCPS curriculum daily, (b) access HCPS teachers daily, and (c) follow the daily bell schedule.

## **B. Prevention and Mitigation Policies Budget and Timeline**

### **Option A: In-Person Classroom Learning**

*Student Wellness and Contracted Services: (\$3,951,204.00)*

To ensure ongoing safe return to in-person learning, funds will be used to purchase additional PPE for staff and students, cleaning supplies, and contract for more custodial staff. The increased cleaning supplies and custodial staff will support the escalated demand with regards to COVID-19 cleaning protocols. HCPS will also be purchasing and installing contactless water bottle filling stations. An additional safety protocol will be the purchase and usage of bus safety cameras to aid in monitoring behavior and social distancing.

### **Option B: Swan Creek School Blended Virtual eLearning Program**

*Swan Creek: (1 Psychologist, 1 Assistant Principal, 17 Classroom Teachers, 5.5 Specials Teachers, 1 Reading Specialist, 4.5 Special Educators, 1 Paraeducator Elementary, 4 Paraeducators SPED, and 1 Speech Language Pathologist – (\$5,878,442.00 FY 22 & FY 23)*

To ensure Swan Creek is prepared to begin the blended learning program for the school year, teaching and support staff will need to be brought on. Swan Creek will follow a typical school's bell schedule. All students will access HCPS curriculum using the itslearning platform five days per week. ESSER III funds will be used to pay 1 Psychologist, 1 Assistant Principal, 17 Classroom Teachers, 5.5 Specials Teachers, 1 Reading Specialist, 4.5 Special Educators, 1 Paraeducator Elementary, 4 Paraeducators SPED, and 1 Speech Language Pathologist.

Swan Creek Discretionary Allocation, Facility Upgrades, and State Testing Transportation (\$358,690.00)

As COVID-19 guidelines and protocols evolve, HCPS is resolute in ensuring that Swan Creek is conducive to teacher facilitation as well enrollment growth. The Swan Creek discretionary allocation will be used by school leadership to support growing and changing enrollment, curriculum, and supply needs during FY 22 and FY 23. In conjunction with those changes, funds will be used for facility upgrades to transition Swan Creek from a traditional school setting to a space for teachers to be socially distant and effective virtual educators through the creation of virtual teaching/workstations.

Though students will be attending Swan Creek virtually, all state mandated testing will be in-person. HCPS will use a portion of the funding to transport Swan Creek students to and from state testing throughout FY 22 and FY 23.

**C. COL Review Plan and Community Feedback**

Utilizing responses from a July 2021 district needs assessment survey for the 2021-2022 school year, the most recent revisions to the COL and the ESSER III Budget Narrative were formed. The findings indicate that most families in the district feel virtual learning is moderately important to them, but interventions and supports ranked extremely important. The interventions and supports that are most important to stakeholders are: supplemental programming such as summer and after school programs, mental health services, technology access, and school health/safety. *Additional raw data analysis and thematic categorization is taking place for the 1049 open-ended survey responses collected.*

Through the data collected from stakeholders and the procedures outlined in the COL, mitigation is an active and ongoing effort. Review of CDC, Maryland State, and local health department guidance is taking place consistently and change being facilitated as guidance changes. HCPS is consulting with internal and external stakeholder groups including: a Coronavirus Taskforce, Business Advisory Committee, Parent Advisory Council, HCPS Board of Education, Community School Specialists, recovery focus groups, return to in-person learning taskforce, principal advisory groups, and senior leadership to make revisions and changes. Communication of the changes will include but are not limited to (a) operational status infographics, (b) updates to the COL, (c) board meetings (d) Superintendent’s Bulletins, (e) staff newsletters, (f) updated virtual professional development, and (g) direct communication to parents and guardians via phone, email, and text messages.

Review of the COL will occur on a bi-annual basis as mandated by the Maryland State Department of Education.

**Timeline for Implementation**

<b>Activity</b>	<b>Date</b>	<b>Responsible Department</b>
Swan Creek Facility Upgrades	July 1, 2021 – Sept 30, 2024	Cornell Brown, Assistant Superintendent of Operations

COL Review	July 1, 2021 – Sept 30, 2024	Jackie Tarbert, Director of Organizational Development and Continuous Learning
COL Updated and Shared with Stakeholders	August 17, 2021 – Sept 30, 2024	Jackie Tarbert, Director of Organizational Development and Continuous Learning
Swan Creek School Blended Virtual eLearning	Sept 8, 2021 – Sept 30, 2024	Rob Deleva, Principal
In-Person Classroom Learning	Sept 8, 2021 – Sept 30, 2024	Susan Brown, Executive Director of Curriculum, Instruction and Assessment
Student Wellness and Contracted Services	Sept 1, 2021 – Sept 30, 2024	Bernard Hennigan, Executive Director of Student Support Services  Cornell Brown, Assistant Superintendent of Operations
Contactless Water Bottle Filling Stations Installation	Oct 1, 2021 – Sept 30, 2024	Cornell Brown, Assistant Superintendent of Operations
Swan Creek State Testing Transportation	April 1, 2022 – Sept 30, 2024	Cornell Brown, Assistant Superintendent of Operations

- 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-19-19 pandemic on groups of students disproportionately impacted by the pandemic.**

**Intervention Plan**

Intervention Activities, Materials, and Contracted Services: (\$8,076,254.00)

Addressing the ongoing learning needs of our most at-risk students is a high priority of HCPS, especially as the district returns to in-person learning. Based on a thorough needs assessments, end of year (EOY) school data, summer school data, and in some cases, beginning of the year (BOY) data, it has been determined that students across the district will need continuing intervention and remediation throughout the 2021 school year and 2022 school year. These evidence-based interventions will come in the form of (a) school year and summer tutoring, (b) school year and summer response to intervention, (c) summer school, (d) curriculum, and (e) contracted services for school psychologist.



Additionally, to secure teaching and support staff after a challenging academic school year, it has been essential to establish a teacher incentive fund. The Teacher and Paraeducator Incentive Fund is designed to ensure all HCPS summer programs staff are highly qualified and committed to working all days of the program. Funds are also being used to support transportation costs related to summer programming, including busses, regular education bus drivers, and special education bus drivers.

Student Selection and Intervention Plan

For these intervention activities priority will be given to students who are in one or more of the following categories: English Language Learners, Special Education, receive Free and Reduced Lunch (FARMS), had failures during the 2020/21 school year on report cards and/or met the basic level on district assessments (DIBELS, Reading Inventory, Math Inventory, and/or SNAPS). Also, EOY assessment data and summer school data will be used to establish a baseline and determine who will be the first cohort of targeted interventions. Students receiving targeted interventions will evolve as school level assessments are administered throughout the school year.

Baseline data and targets are set by State and district assessment standards and benchmarks. Phillip Snyder is Supervisor of Accountability for HCPS. Mr. Snyder and his team will work with district and school leaders to ensure that assessment data is provided to schools as part of the student identification and selection process.

The Intervention Plan will consist of two main parts: Part A - the Assessment Plan to secure timely data to aid in the selection process as well as to assess the effectiveness of the intervention tools and Part B - the Intervention Plan which will outline the intervention tool used, goals/outcomes, tasks/activities, and an evaluation of the intervention tools. The Intervention Plan has been created by various stakeholder groups such as school administration, teachers, specialist, and central office staff and will be shared with the same stakeholder groups in addition to school support staff and families.

**Part A: Assessment Plan**

Assessment	Academic Area	Grades	Assessment Timeline	Data analysis
DIBELS	Reading	K-1	Fall: Sept 20 - Oct 29 Mid-Year: Jan 10 - Feb 11 EOY: Apr 25 - May 27	All assessment data is collected and analyzed in real time
Reading Inventory (RI)	Reading	2 <sup>nd</sup> – 8 <sup>th</sup>	Fall: Sept 20 - Oct 29 Mid-Year: Jan 10 - Feb 11 EOY: Apr 25 - May 27	Computer adaptive, data is collected and analyzed in real time
SNAP Assessment	Math	K & Rising 1 <sup>st</sup>	Fall: Sept 20 - Oct 29 Mid-Year: Jan 10 - Feb 11 EOY: Apr 25 - May 27	All assessment data is collected and analyzed in real time

Mathematics Inventory (MI)	Math	2-Algebra 1	Fall: Sept 20 - Oct 29 Mid-Year: Jan 10 - Feb 11 EOY: Apr 25 - May 27	Computer adaptive, data is collected and analyzed in real time
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**Part B: Intervention Plan**

<b>Interventions and Demographics</b>			
<b>Intervention &amp; Tier(s)</b>	<b>Academic Area</b>	<b>Target Population/ baseline demographics</b>	<b>Data Collection Tools</b>
Foundations (Tier 1, 2)	Reading	K – 1	DIBELS
Leveled Literacy Intervention (Tier 2)	Reading	K – 5	EOY and Fall RI
Dreambox (Tier 1, 2, 3)	Math	K – 8	EOY and Fall MI
Tutoring	Reading/Math	4 – 12	EOY RI & MI
Wilson Reading System (Tier 3 & <i>Special Education</i> )	Reading	2 – 12	EOY and Fall RI
Teach Town ( <i>Special Education</i> )	SEL	PreK – 10	Teach Town Assessments
Florida Virtual School Curriculum (summer)	Reading & Math	K – 12	EOY DIBELS, RI, and MI

<b>Tasks and Outcomes</b>				
<b>Student Goals/Outcomes</b>	<b>Tasks &amp; Activities</b>	<b>Responsible Staff/Department</b>	<b>Timeline for Implementation</b>	<b>Measures to Evaluate Effectiveness</b>
By EOY K students will score 428 - 451 on DIBELS and 1 <sup>st</sup> grade students will score 441 - 478 on DIBELS	Weekly Foundations Intervention	Academic Teachers  Phillip Snyder, Supervisor of Accountability	Oct 2021 – May 2024	EOY Assessment Data
By EOY students will meet grade level benchmarks on SNAPS Assessment	Weekly Dreambox Intervention	Academic Teachers  Phillip Snyder, Supervisor of Accountability	Oct 2021 – May 2024	EOY Assessment Data
By EOY students will score close to/on grade level on RI assessment	Weekly Wilson Reading Intervention	Special Education Teacher	Oct 2021 – May 2024	EOY Assessment Data

	<i>(Special Education)</i>	Phillip Snyder, Supervisor of Accountability		
BY EOY students improve social interaction	Weekly Teach Town ( <i>Special Education</i> )	Special Education Teachers	Oct 2021 – May 2024	On-going Teach Town assessments
By the beginning of the school year students will meet or exceed benchmark standards	Weekly Florida Virtual School Curriculum (summer)	Phillip Snyder, Supervisor of Accountability	July 1, 2022 – June 30, 2024	Beginning of school year assessment data
By the beginning of the school year students will meet or exceed benchmark standards	Weekly Tutoring	Teachers  Phillip Snyder, Supervisor of Accountability	Oct 2021 – May 2024	Beginning of school year assessment data

*Intervention Curriculums/Materials*

All materials utilized in HCPS are evaluated based on the ESSA requirements by the appropriate content supervisor and vetted through the HCPS General Curriculum Committee (GCC). The vetting of the materials also includes a rigorous adoption process and is shared and voted on by GCC members. GCC consists of stakeholders throughout the school system and works as an arm of the HCPS Board of Education. Materials are implemented, monitored, and evaluated through professional learning, classroom observations and walkthroughs, data collection and analysis, stakeholder feedback groups, and identification of students. Materials are reviewed annually as to their effectiveness in supporting student learning and achievement. Interventions will be facilitated by trained district practitioners and funding will be used to train additional practitioners and to purchase curriculum and materials for the interventions. In addition, to the curriculum and materials, a portion of the ESSER funds will be applied to staff professional development on the various intervention tools.

**Fundations** is a research-based comprehensive reading, spelling, and writing program. It serves as a prevention program.

**Leveled Literacy Intervention (LLI)** This Fountas & Pinnell Intervention System is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading.

**Dreambox** is an online mathematics program that is engaging and proven to boost a student’s math performance. Driven by intelligent adaptive learning technology, the program provides a

preassessment for students, places them at the appropriate level, and utilizes a development approach to scaffold learning experiences for students. Built for recursive practice or enrichment, Dreambox can adapt for any student in grades K-8. Dreambox has a “Strong Evidence” rating from ESSA, multiple third-party studies which support its effectiveness, and has been proven to improve student achievement. The program is used by 3.5 million students in the US, Canada, and Mexico.

**Wilson Reading System (WRS)** is an intensive Tier 3 program for students in grades 2-12 and adults with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia.

As a structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery.

**Teach Town** is a comprehensive, character-based video-modeling curriculum for students with special needs. It connects the treatment and progress made in the clinical setting to what children are learning in the school setting. Features include:

- Structured curriculum to systematically target social behaviors;
- Fun, animated videos are engaging and teach socially appropriate behaviors, which serve as a positive model for children;
- Systematic data collection tool which provides automatic reporting and graphing features that can be shared with parents and school staff; and
- Increased service delivery time as well as billable hours by using predefined curricula.

**Florida Virtual School Curriculum** is an adaptive curriculum for elementary, middle, and high school that offers lesson customization and sequencing, and provides the tools you need to engage students, personalize instruction, and prepare learners for success.

**Tutoring** through the HCPS North Star Initiative. Customized academic tutoring sessions are aligned to North Star Attributes, Reader, Writer, Problem Solver, Healthy, and Employable. HCPS will use the North Star attributes to determine the effectiveness of learning for students identified as the youngest, farthest behind, least likely to benefit from distance learning, and least access to digital learning resources. Also, in FY 21, 22, and 23, schools will provide tutoring and supplemental instruction for students in grades 4-12, addressing learning loss from the effects of the COVID-19 on education that:

- aligns with the Board of Education curriculum by grade and subject;
- provides tutoring or instruction to no more than four students in a single session;
- uses evidence-based programs and strategies that meet the expectations of strong or moderate evidence as defined in the federal Every Student Succeeds Act (see list of interventions below);
- includes science or social studies tutoring for middle school and high school students, as needed;
- occurs during or outside of the school day, including weekends, as appropriate; and

- uses a pre- and post-assessment to evaluate student progress before and after completing tutoring under this subsection that accurately measures literacy, mathematical competency, and any other academic.

**Summer School** HCPS has been and will continue to offer three Summer School programs for families. The Summer School Program includes elementary school, middle school, and a high school program. Programming will be open to all students in the district. Funds will be used to pay teacher stipends and incentives for working in Summer School programs as well as for materials and supplies. For the students attending summer school in-person, transportation will be provided from the district. Also, to support students around Social Emotional Learning (SEL) and COVID-induced trauma, a psychologist will be employed to support those students and families in need.

### 3. Remaining Allocation of Funds

With the remaining funds, HCPS will provide human capital, supports, and wraparound services such as: (a) staffing, (b) technology/materials, and (c) district programs/initiatives for school and district level staff, as well as students disproportionately affected by COVID-19. Most of the positions, materials, and professional development are multi-year across FY 21 – FY 23.

#### Staffing

Special Education Staffing: (Salaries 7.5 Special Educators - FY 22: \$410,145.00 and FY 23: \$410,145.00, 4 Special Education Paraeducators – FY 22: \$85,552.00 and FY 23: \$85,552.00, Behavioral and Occupational Therapy Staffing - FY 22: \$249,804.50 and FY 23: \$249,804.50, Regional Program Support - \$66,000.00, Summer Support - \$162,600.00)

With increased enrollment in schools across the district the special education population has grown as well, especially with our incoming PreK and K population. The funds will be used to provide schools across the district with special educators, occupational therapists, speech language pathologists, special education paraeducators, and a district special education evaluator. Of those positions, Prospect Mill Elementary School (PMES) will expand their PreK with a fifth special educator co-taught PreK cohort. Hall’s Cross Roads Elementary School (HXES), Roye-Williams Elementary School (RWES), and George D. Lisby Elementary School @ Hillsdale (GLES) will receive one special educator each that will be dedicated to working with PreK and K classes. Forest Hill Elementary School (FHES) will get a part-time special educator, while Jarrettsville Elementary (JVES) and North Harford High School (NHHS) will have one special educator that will split their time between the two schools.

The funds will also be used throughout to district to provide various 10-month employees an additional 20 hours during the school year and/or summer to allow for increased workload and caseload because of COVID-19 and enrollment increases. For elementary schools this would include all special education teachers and for the John Archer School (JAES) specifically, that will include the School Behavior Technician and School Counselor in addition to the special educator. For the secondary education population this would include special education teachers and department chairs to support summer IEP responsibilities. And district-wide this would also include the Special Education Evaluator. They are experts on implementing academic achievement

assessments with students and drafting reports with scores and explanations to share with parents and teachers/staff about student progress. They are the counterpart to the school psychologists who complete the cognitive IQ assessments and Speech Language Pathologist.

Elementary Staffing (Salaries 5 Elementary Classroom Teacher positions – FY 22: \$273,430.00 & FY 23: \$273,430.00 and Daily Substitute Positions - FY 22: \$3,009,600.00)

These positions will fill openings as teachers retire and/or transition out of the classroom into other positions. Also, it will allow schools to maintain manageable class sizes expressly to aid in COVID-19 and social distancing mandates and safe and appropriate classroom coverage when teachers are out of the building for PD or various other reasons.

Junior Grant Accountant (\$206,911.00)

As HCPS funding increases, HCPS is in urgent need of a Junior Grant Accountant to provide oversight of all restricted and unrestricted funding. The Junior Grant Accountant will plan, organize, and monitor all grant budgets and related activities while serving as a point of contact for the HCPS grant specialist, and central office staff to ensure all grant funds are spent as planned and approved.

The Junior Grant Accountant will work closely with the HCPS Grants Accountant to ensure all grant related fiscal records, reports, and budgets are maintained and accurate. They will also work with the Grant Specialist on grant budget development and monitoring, and with the Office of Accountability on completion of quarterly and annual reports, aligning with funding guidelines and requirements.

Technology Support (Tech Liaison - \$490,718.00 and School Level Device Leases, Replacement, and Repairs – \$26,400.00)

With 1:1 technology for in-person classroom learning and the blended virtual eLearning, the Technology Liaison will function as on the ground tech support for timely maintenance and repairs of student and staff technology. They will also work closely with schools and Central Office Technology department for technology replacement and orchestrate distribution to ensure little to no gap in learning resulting from a lack of or malfunctioning technology. This position will also manage the device leases for staff and students making sure that all staff and students have at least one functioning device in their presence, and tracking who is responsible for the device in the case of loss, theft, or damage.

Payroll Clerk (FY 22 & FY 23: \$46,268.00/year)

This position will maintain and help track COVID-19 related funding and expenditures, the School Online payment system, and staff payments for supplemental programming such as tutoring, before and after school programs, and teacher stipends for work outside of their usual workday. They will work with schools and central office to make sure funds are secure and payouts are made on a consistent and timely basis.

School Counselor Bel Air High School (BAHS) (FY 22 & FY 23: \$54,686.00/year)

With the increased caseload for counselors at BAHS, this position will allow for a more manageable and even distribution for student to counselor ratios. With smaller caseloads, the counselors will be able to increase their efforts for targeted support for students with regards to college and career readiness and on-time graduation.

**Technology**

Boxlight Panels, Wireless Access Points, and VOIP Fax Machine Elimination (\$4,544,900.00)

HCPS will use a portion of the ESSER funds to increase the use of technology for in-person classroom learning and blended virtual eLearning. They will be purchasing Boxlight Interactive panels. The Boxlight board is an interactive touch board that offers collaborative learning and can be used like a traditional dry erase board. This technology will help strengthen student engagement and participation, it caters to a variety of learning styles, and allows teachers to create interactive lessons. The district will also increase wireless access points to help with bandwidth and connectivity throughout schools and the districts. The district aims to eliminate their VOIP Fax machine system and upgrade to more digital options for sending and receiving faxes.

**District Programs/Initiatives**

HCPS continuously desires to diminish barriers for students, families, and staff. Funding for district programs and initiatives will aid in meeting those needs. Also, HCPS seeks to be a learning organization. The funding will be used for ongoing professional development, strategic planning, leadership development, workforce development, and school improvements.

Before and After School Childcare (\$250,000.00)

The Bridging the Gap Childcare Initiative was instituted in the spring of the 2020/21 school year. The program was envisioned to support families who need before and after care for their students as they returned to work, and buildings opened for in-person classroom learning. The initiative partners with three non-profits (The Boys and Girls Club, The Y in Central Maryland, and Hot Spots Extended Care Program) to provide onsite before and after care services that include a meal and academic/enrichment activities.

The program is currently housed in 26 of the 54 schools within HCPS. The schools are a mixture of Title I schools, Community Schools, and traditional schools. With the funds, HCPS' goal is to help support providers to ensure they have funding to facilitate programs even if program enrollment and attendance are at or under capacity. HCPS also proposes to help offset the cost of before and after care for families who indicated an extreme need and financial barriers.

NorthStar Initiative: (NorthStar Consultant FY 22 & FY 23: \$95,000.00/per year)

NorthStar is a college and career readiness initiative for high school students. HCPS partners with Harford Community College (HCC) to offer college courses. Currently all HCPS high schools

have NorthStar and students who participate are dual enrolled in HCPS and HCC. The HCC courses are offered in-person at the HCC campus, the student's home high school, or virtually.

The NorthStar consultant for the district will help HCPS staff with implementation of the NorthStar initiative. They will be working closely with HCC and HCPS Offices of Curriculum, Instruction and Assessment, Budget, Accountability, and Technology.

### **Strategic Planning**

#### **Critical Response Development (\$18,960.00)**

Coordination of emergency preparedness efforts is a multi-agency initiative that requires a detailed approach to align mitigation, response, and recovery actions. By creating Systemic Emergency Response Plans/Critical Incident Plans (CIP); HCPS is establishing a coordinated response effort to minimize devastating outcomes with regards to emergency and crisis events. These plans and policies are extremely important to the overall safety and welfare of the district, central offices, schools, students, and community.

#### **Leadership Development (\$37,000.00)**

As a result of pandemic recovery efforts, HCPS has received various funding to support the protocols, policies, and practices that have emerged during COVID-19. To fully maximize these awards and opportunities, system-wide professional learning plan is necessary to implement the activities outlined in each grant.

The need for the system-wide learning will aid in capacity building amongst current and incoming district leaders. HCPS has developed ten leadership competencies that identify key areas of focus to be an effective leader. Building the capacity of school-based leadership in the areas of job-embedded professional learning, coaching cycles, and other school improvement best practices will marry the competencies with actual action plans to improve teaching and learning.

Furthermore, HCPS has 22 new administrators beginning July 1, 2021. HCPS's leadership program will support and grow these leaders and enhance their practices.

#### **Organizational Workforce Development (\$2,70,190.00)**

Using a continuous improvement model, HCPS strives to enhance and improve this program as a retention strategy for instructional staff. These development opportunities will allow Central Office and frontline staff to ensure stakeholder satisfaction is pivotal to district growth and success.

An additional component of the staff development includes partnering with a local university to facilitate targeted coursework to align with HCPS system focus areas: customer service, communications, and emotional intelligence. At the school level, the workforce development will take on a coach model in addition to the participation in target course. HCPS employees 18 instructional coaches to support and serve non-tenured instructional personnel.



Also, as the district moves towards more technology and virtual initiatives, maintaining a clear, comprehensive information management system is essential customer service for both internal and external users. Technology affords opportunity for information at the fingertips. Current clerical and other support professionals will benefit from enhanced training in creation, curation, and management of curriculum and departmental SharePoint sites.

#### School Improvement (\$832,550.00)

Though HCPS is intentional about capacity building and infrastructure, frontline and school level growth are key, and the goal is to build a resource and research repository for the district to support academic and behavioral goals throughout the school year. Also, as much as staff needs resources and supports, HCPS champions equity within our education opportunities for students. Research indicates there is a value in understanding learning loss and gaps among student population groups. Believing in research and investigation as the foundation of best practices to mitigate, respond, and recover to support student safety, learning, and success; funds will be used to make changes and adjustments based on experts' findings, data, and recommendations.

Based in recommendations and findings thus far, closing the digital divide was a priority for HCPS prior to COVID-19. HCPS began implementing 1:1 devices in schools in a limited manner due to funding barriers. The COVID-19 closure required a total 1:1 device approach for all students PreK – 12 to be able to access instruction. The affordance of technology to the instructional ecosystem requires an enhanced understanding of emerging best practices in teaching and learning. This abrupt change to instructional pedagogy requires increased professional development for instructional staff to be able to take full advantage of technology tools for increased student engagement and learning.

Additional findings indicated that reading is an area of growth for our students. HCPS is implementing a rigorous literacy program in all elementary schools. The Lucy Calkins Units of Study: Reading, Units of Study: Writing, and Phonics curricula will be implemented. The Units of Study: Writing has been in place for the last several years. The Reading and Phonics components will be added this year. It is essential that school leaders and teachers have a thorough understanding of the approach. Job-embedded professional learning is crucial to the success of the programs. HCPS has partnered with Teachers College and Lucy Calkins for an intensive instructional coaching model in the early adopter schools in the district. Expanding this partnership to provide additional coaches will help support the successful implementation of the programs across many of the remaining schools.

### **Student Support Services**

#### Interventions (\$1,032,958.00)

In addition to the intervention plan, additional supports will focus on populations that are disproportionately affected by COVID-19. Through behavioral health services, HCPS will support those groups to provide: interventions, materials, technology, and professional development.

For elementary and multigrade spans, the OG Plus and OGStar Reading App both which support students struggling with dyslexia. These interventions focus on the Orton-Gillingham (OG) Approach for literacy and ELA as well as the LETRS program.

**OG Plus** *Bowman Educational Services, Inc.* is currently training teachers, parents, and other professionals in *Orton-Gillingham "Plus"* in both live and virtual courses. The companion *OgStar Reading App*, which is based on the *Orton-Gillingham "Plus" Program*, is currently being used in 39 countries all over the world. Trainings consist of training in both the full *Orton-Gillingham "Plus" Program* with the *OgStar Reading App*. Parents are also using the *OgStar Reading App* as a reinforcement activity for kids at home.

**OGStar Reading App** Full structured literacy curriculum for early readers, dyslexics, English Language Learners, or struggling students from ages 4-13. It utilizes the Orton-Gillingham Approach, which is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia.

**LETRS** is a flexible literacy professional learning solution for PreK–5 educators. *LETRS* provides teachers with the research, depth of knowledge, and skills to make a significant improvement in the literacy and language development of every student.

**Lucy Calkins** Lucy Calkins Units of Study Reading Program, Teachers College Reading Project, Columbia University<sup>2</sup>. To create these new phonics units, Lucy and her coauthors have drawn on all that they know from decades of teaching, reading, and writing in thousands of classrooms across the world, and they have relied on proven, research-based practices. 1 [www.mdreportcard.org](http://www.mdreportcard.org) 2 <https://readingandwritingproject.org> 2016 Pilot in 9 schools the Units of Study in Writing 2017 Adoption of the Units of Study in Writing.

For our older student population, the district will work closely with several organizations such as: Humanim, TranCen, and Summer Trade Academies, to work on life skills, workforce development, and college/career readiness skills. Correspondingly, funds will be used to purchase graduation incentives for students, provide job coaches for students with disabilities, and partner with organizations to provide virtual job showing opportunities. Also, transportation will be provided for summer trade academies.

To support staff with high profile cases, they will work with STRIVE ABA, a consulting firm who promote behavior change by designing and implementing evidence-based programs and strategies to improve everyone's quality of life. The district will also employ a board-certified behavior analyst to support with the high-profile cases and support the implementation of the applied behavior analysis therapy (ABA) in the Early Learners program for preschool age students.

Funds will also be used for more supportive non-academic therapies to serve students differently abled. Part of that population is the visually impaired. HCPS will purchase Eye Gaze software. An Eye Gaze system would be used to allow some non-verbal students a way to communicate their needs/concerns. Further, materials and supplemental materials will be

purchased for visually impaired students, including a Craftbot Flow 3-D printer. This 3D printer is for use in developing materials to meet the additional needs of our deaf-blind students. HCPS recognizes virtual learning may not have been very effective with these students and hopes to utilize this to make student and learning topic specific materials to allow the deaf blind in HCPS to receive full benefit of instruction in the coming school year. HCPS John Archer School has a large student with disabilities population and will receive funds to create a student SEL Wholeness Room to support restorative practices.

A portion of staff will be trained on SAFE (Supports and Assessment for Feeding and Eating feeding and swallowing program). The SAFE program evaluates students with feeding difficulties e.g., Autism Spectrum Disorder (ASD), behavior difficulties, and other medical concerns and makes recommendations. Feeding assessment focuses on behavioral feeding issues, oral motor function, positioning, adaptive equipment, food textures, health screening, and nutrition/diet analysis. Also, the materials and equipment that coincide with the SAFE program. Check & Connect has been used in previous school years to track students who are disengaged and at-risk of dropping out. The program has led HCPS to increase schools who use the app. Check & Connect provides at-risk students with a trained mentor/advocate to work with the student through the challenges to affect their ability to be engaged with school.

Funds will be used for SEL and restorative practices. One of the interventions will be Zones of Regulation. Zones of Regulation is a social-emotional program that teaches students to connect their feelings with appropriate forms of expression. The other intervention will be IXL. IXL features a comprehensive curriculum, the IXL Real-Time Diagnostic, and actionable analytics, IXL delivers everything teachers need to help students reach their full potential. Released in 2007, IXL has set a new standard for online learning by delivering a truly personalized learning experience. Trusted by schools in all the top 100 U.S. school districts and used by over 12 million students, IXL is proven to accelerate learning. In studies of 60,862 schools across 26 states, IXL schools consistently outperform non-IXL schools, ranking as much as 18 percentile points higher on State assessments.

#### *Behavior Health Materials, & Technology (\$57,393.00)*

To support Early Childhood education and case management, funds will be spent to provide mobile hot spots and iPads for infant and toddlers providers. This will help with documentation, referrals, and wraparound services.

#### *Behavioral Health Professional Development/Contracted Services (\$2,418,138.00)*

For many special education students, COVID-19 has uprooted much of what they are used to and providing special education services during COVID-19 proved to be a barrier. HCPS goal is to increase the number of physical therapists, occupational therapist, speech language pathologist, music therapist, and interpreters between FY 22 & FY23. With many of the special education population being affected by COVID-19-induced trauma, as HCPS fully transitions to in-person classroom learning, the district will contract to bring on trainers and coaches versed in International Institute for Restorative Practices. The use of restorative practices will not only benefit the special education population, but also help with school climate and culture.

With a need for increased interventions, there is also a need to expand the professional development opportunities and contracted services available to special educators and those within student support services. For many of the professional development opportunities and new teacher trainings, they will take place off-site and will require conference salary rates as well as substitute coverage while staff is out.

The professional development funds will also cover conference registration, travel/lodging, and professional development materials. Additional conferences will include: (a) Zero to Three Conference on creating opportunities to help babies thrive until toddlerhood and beyond, (b) The National Center for Pyramid Model Innovations (NCPMI) Challenging Behavior Conference which focuses on social emotional competencies for early childhood development, (c) LRP National Institute Conference which brings together the leading special education attorneys and educators to provide evidence-based research, case law and compliance guidance to help serve students with disabilities most effectively, (d) AIM Training that uses a behavior analytics curriculum that will aid staff in better understanding and supporting the social emotional development in HCPS children (e) Crisis Prevention Institute (CPI) De-escalation training as well as those who were previously certified will have the opportunity to renew, (f) Conference for Division of Career Development and Transition will help build and strengthen our secondary transition team, (g) International Dyslexia Virtual Conference, (h) Wilson Reading Trainer Teacher Conference, (i) Capturing Kids Hearts: is a teacher/school leader professional development program based on pro-social behaviors and [CASEL's](#) 5 SEL Competencies: relationship skills, self-awareness, responsible decision making, social awareness, and self-management, and (g) Check & Connect Conference.

Additional training and coaching will include the International Institute for Restorative Practices (IIRP), which will provide coaching and training on how teachers and special educators can incorporate SEL and restorative practices such as repairing relationships within the classroom and making better decisions. Also, text for Professional Learning Communities on co-teaching and co-working to help create a team environment in the classroom. School Counselor professional development materials and American School Counselor Association National Model will be purchased to use for professional development as well.

## Harford County Public Schools | LEA 12

## ESSER III

Line Item	State Cat / Prg	Calculation	Requested	In-Kind	Total
<b>Salaries &amp; Wages</b>					
Swan Creek School Psychologist [1.0 FTE(s)]	03-05 / 11	1.0 FTE(s) x \$65,637 x 2 yrs	131,274		131,274
Swan Creek School Assistant Principal (Secondary) [1.0 FTE(s)]	02 / 15	1.0 FTE(s) x \$108,066 x 2 yrs	216,132		216,132
Swan Creek School eLearning Classroom Teachers [17.0 FTE(s)]	03-05 / 01	17.0 FTE(s) x \$54,686 x 2 yrs	1,859,324		1,859,324
Swan Creek School Special Area Teachers (Music, PE, Media, Art, & GT) [5.5 FTE(s)]	03-05 / 01	5.5 FTE(s) x \$54,686 x 2 yrs	601,546		601,546
Swan Creek School Reading Specialist [1.0 FTE(s)]	03-05 / 01	1.0 FTE(s) x \$56,746 x 2 yrs	113,492		113,492
Swan Creek School Special Education Teachers [4.5 FTE(s)]	06 / 04	4.5 FTE(s) x \$54,686 x 2 yrs	492,174		492,174
Swan Creek School Speech Language Pathologist [1.0 FTE(s)]	06 / 04	1.0 FTE(s) x \$54,686 x 2 yrs	109,372		109,372
Swan Creek School Paraeducators (Reg Ed) [1.0 FTE(s)]	06 / 04	1.0 FTE(s) x \$21,388 x 2 yrs	42,776		42,776
Swan Creek School Paraeducators (Spec Ed) [4.0 FTE(s)]	06 / 04	4.0 FTE(s) x \$21,388 x 2 yrs	171,104		171,104
Elementary Classroom Teachers [5.0 FTE(s)]	03-05 / 01	5.0 FTE(s) x \$54,686 x 2 yrs	546,860		546,860
Special Education Teachers [7.5 FTE(s)]	06 / 04	7.5 FTE(s) x \$54,686 x 2 yrs	820,290		820,290
Occupational Therapist [1.0 FTE(s)]	06 / 04	1.0 FTE(s) x \$59,835 x 2 yrs	119,670		119,670
Speech Language Pathologist [1.4 FTE(s)]	06 / 04	1.4 FTE(s) x \$54,686 x 2 yrs	153,121		153,121
Special Education Evaluator [1.0 FTE(s)]	06 / 04	1.0 FTE(s) x \$58,723 x 2 yrs	117,446		117,446
Special Educator Paraeducator [4.0 FTE(s)]	06 / 04	4.0 FTE(s) x \$21,388 x 2 yrs	171,104		171,104
Financial Specialist - Grants [1.0 FTE(s)]	01 / 22	1.0 FTE(s) x \$69,052 x 2 yrs	138,104		138,104
Payroll Clerk [1.0 FTE(s)]	01 / 22	1.0 FTE(s) x \$46,268 x 2 yrs	92,536		92,536
School Counselor [1.0 FTE(s)]	03-05 / 10	1.0 FTE(s) x \$54,686 x 2 yrs	109,372		109,372
Facilities employee overtime to install water bottle filling stations	10 / 31	50 installs x 16 hrs/ea x \$40/hr	32,000		32,000
Substitute support for schools based on enrollment during the 21-22 school year (substitutes allocated based on student enrollment and specific school needs)	03-05 / 01	approx 364.8 substitutes/sch x 55 schools x \$150/each	3,009,600		3,009,600
Tutoring stipends for teachers	03-05 / 01	17,648 hrs x \$49/hr	836,614		836,614
Summer school teachers (Summer 2022, 2023 & 2024)	03-05 / 01	3 summers x 12,000 hrs/summer x \$50/hr	1,800,000		1,800,000
Summer school incentives	03-05 / 01	3 summers x \$700,000/summer	2,100,000		2,100,000
Stipends for Technology Liaisons (1 Tech Liaison per 400 students at the elementary level and 1 Tech Liaison per 650 students at the secondary level)	03-05 / 01	109 x \$2251/ea x 2 years	490,718		490,718
ESY Special Education Regional Program Support	06 / 04	440 days x \$150/day	66,000		66,000
Additional summer work days for 10 month staff (1 Behavior Tech, 1 Special Educator and 1 School Counselor) to support ESY at John Archer School	06 / 04	198 hrs x \$50/hr	9,900		9,900
Additional summer work days for 10 month staff to support summer IEP responsibilities	06 / 04	2036 hrs/summer x \$25/hr x 3 summers	152,700		152,700
Teacher substitutes or stipends to allow attendance at professional development activities (Zones of Regulation Training and Foundations Training)	06 / 09	368 daily subs or daily stipends x avg cost of \$125/day	50,000		50,000
Teacher stipends to allow for attendance at Wilson Reading system professional development activities	06 / 09	3 years x 25 attendees x \$150/day x 3 days	33,750		33,750
Teacher substitutes or stipends to allow attendance at Orton Gillingham professional development activities	06 / 09	approx 2,120 hrs x \$25/hr x 3 years	159,000		159,000

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## ESSER III

Line Item	State Cat / Prg	Calculation	Requested	In-Kind	Total
Check & Connect Trainer/Mentor [1.0 FTE]	06 / 04	1.0 FTE(s) x \$84,000 x 2 yrs	168,000		168,000
Special Education New Teacher Training	06 / 09	50 teachers x 36 hrs/ea x \$25/hr x 2 yrs	100,000		100,000
Special Education SAFE (feeding/swallowing) Program training	06 / 09	20 teachers x \$25/hr x 11 hrs/ea	6,000		6,000
Extra duty pay for stakeholder group to update the systemic emergency response plans/critical incident plans	03-05 / 09	12 staff x 6 hrs x avg rate of 21.25/hr	1,530		1,530
Extra duty pay for stakeholder group to perform strategic planning for professional learning	03-05 / 09	18 staff x 6 hrs x avg rate of \$22.50/hr	2,430		2,430
Extra duty pay for projects related to the development of clear and comprehensive sharepoint sites	03-05 / 09	approximately 250 hours x \$20/hr avg	5,000		5,000
Extra duty pay for digital teaching and learning stakeholder groups	03-05 / 09	25 staff x 6 hrs x \$25/hr	3,750		3,750
Extra duty pay for staff to design and implement professional learning for administrators and instructional staff	03-05 / 09	estimated cost	14,112		14,112
Stipends for professional learning to support digital teaching and learning occurring outside the duty day	03-05 / 09	\$6,000/yr x 3yrs	18,000		18,000
Stipends for professional learning to support digital teaching and learning occurring outside the duty day based on the decision of implementation from the visioning team	03-05 / 09	3000 staff x 3 hrs/ea x \$25/hr	225,000		225,000
Teacher substitutes to allow attendance at Foundations Training	03-05 / 09	17 substitutes x \$150 x 3 years	7,650		7,650
Stipends for teacher specialists to plan for Reading LLI training	03-05 / 09	15 x \$25/hr x 6 hrs x 3 years	6,750		6,750
					0
<b>Total Salaries &amp; Wages</b>			<b>15,304,201</b>	<b>0</b>	<b>15,304,201</b>
<b>Contracted Services</b>					
Student transportation - summer school (2021,2022, 2023)	09 / 90	\$345,000/summer x 3 summers	1,035,000		1,035,000
Contracted school psychologist (to address COVID related issues)	03-05 / 11	\$160,000/yr x 2 years	320,000		320,000
Contracted instruction - Florida Virtual School seat licenses	03-05 / 01	estimated cost	250,000		250,000
School Cash Online implementation	01 / 22	estimated cost	13,500		13,500
Student transportation - Swan Creek School testing days	09 / 90	\$100,000/yr x 2 years	200,000		200,000
Contracted custodial services July 1, 2021-June 30, 2022	10 / 31	\$221,000/mo x 12 mos	2,652,000		2,652,000
Consultant to implement HCPS NorthStar initiative	03-05 / 01	\$95,000/yr x 2 years	190,000		190,000
Bridging the Gap Child Care Initiative (financial support to child care partners)	14 / 90	estimated cost	250,000		250,000
Social emotional training - Capturing Kids Hearts	03-05 / 09	estimated cost	24,000		24,000
Hot spots (mobile internet access) service for infants and toddler service providers providing services in the community	06 / 04	\$15,000/yr x 3 years	45,000		45,000
iXL supplemental online reading program for lifeskills	06 / 04	\$18,500/yr x 3 years	55,500		55,500
Consultant to train the trainers for IIRP	06 / 09	Initial training cost of \$1485/trainer x 10 trainers plus 10 coaching sessions at \$500/ea	19,850		19,850

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## ESSER III

Line Item	State Cat / Prg	Calculation	Requested	In-Kind	Total
Job skills development, internships, job exploration classes (Humanim and TranCen)	06 / 04	2 years x \$15,000/yr	30,000		30,000
Consulting services to provide professional development for the Wilson Reading System	06 / 09	25 participants/yr x 3 years x \$265/participant	19,875		19,875
Consulting services to provide professional development for the Orton Gillingham literacy approach	06 / 09	30 participants x \$800/ea x 4 cohorts	96,000		96,000
Contractual music therapist - assessments and services to students	06 / 04	assessments of up to 20 students x \$450 and services to include 30 hrs/yr x 20 students x 3 yrs x \$150/hr	279,000		279,000
Contractual job coaches to support students learning to work independently on job sites	06 / 04	40 hrs/wk x 36 wks x \$40/hr x 3 years	172,800		172,800
Summer Trade Academies partnership with Harford Community College for hands on summer experiences in an trade area of interest	06 / 04	\$20,000/yr x 3 years	60,000		60,000
Student transportation for Summer Trade Academies	09 / 90	\$7000/summer x 2 summers	14,000		14,000
Contractual related services (speech & language, occupational therapy, physical therapy, interpreters) to cover vacant positions, employees on FMLA and resignations	06 / 04	3 yrs x \$280,000/yr	840,000		840,000
Contractual services to improve student engagement and graduation incentives (partnerships with Harford Community College and other agencies)	06 / 04	\$6,000/yr x 3yrs	18,000		18,000
Virtual job shadowing services for middle and high school students to support student job exploration	06 / 04	\$50,000/yr x 2 yrs	100,000		100,000
SAFE (feeding/swallowing) course	06 / 09	20 participants x \$500	10,000		10,000
Consultant to assist with the development of systemic emergency response plans/critical incident plans	03-05 / 09	estimated cost	5,000		5,000
Consultant to assist with the development of a coordinated, systemic professional learning plan	03-05 / 09	estimated cost	5,000		5,000
Coaching Course participation to develop Leadership Coaches	03-05 / 09	\$1,000 registration fee x 6 participants x 3 years	18,000		18,000
Organizational workforce development courses for staff	03-05 / 09	\$665/participant x \$30 participants x 3 years	59,850		59,850
Consultants to provide training to support instructional coaching models	03-05 / 09	Jim Knight Impact Training \$595 x 32 staff = \$19,040 + Elena Aguiar Bright Morning membership \$2500 x 20 staff x 3 yrs	169,040		169,040
Sharepoint training for staff	03-05 / 09	45 staff x \$700/ea	31,500		31,500
Consultant to facilitate the development of futures thinking for instruction and learning, to include external evaluative services.	03-05 / 09	estimated cost	115,000		115,000
Virtual professional learning events to support literacy (Teachers College Institutes, Saturday Reunions and other courses)	03-05 / 09	\$100/person x 6 staff/sch x 34 schools x 3 years	61,200		61,200
Teachers College professional development for elementary schools	03-05 / 09	34 schools x 1 in-person event x \$2200/day x 2 years	149,600		149,600

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## ESSER III

Line Item	State Cat / Prg	Calculation	Requested	In-Kind	Total
Teachers College professional development partnership	03-05 / 09	\$18,000/sch x 8 schools x 3 years	432,000		432,000
Training for teachers in Foundations	03-05 / 09	17 teachers x \$289/ea x 3 years	14,739		14,739
					0
					0
					0
					0
<b>Total Contracted Services</b>			<b>7,755,454</b>	<b>0</b>	<b>7,755,454</b>
<b>Supplies and Materials</b>					
Laptops for FTEs above	03-05 / 01	22 laptops @ \$1200/ea	26,400		26,400
Summer school supplies and materials	03-05 / 01	estimated cost	306,597		306,597
Laptops and iPads for contracted school psychologist	03-05 / 11	(2 iPads x \$900/ea) + (2 laptops x \$1860/ea)	5,520		5,520
Dreambox seat licenses (K-Gr8)	03-05 / 01	\$503,271/yr x 2 years	1,006,542		1,006,542
Classroom libraries	03-05 / 01	estimated cost	1,000,000		1,000,000
PPE for in-person learning school year 21-22	03-05 / 01	estimated cost	500,000		500,000
Cleaning supplies for in-person learning school year 21-22	10 / 31	estimated cost	500,000		500,000
School Counselor Professional Development supplies and materials (Amer Sch Counselor Association National Model, 4th Edition)	03-05 / 10	estimated cost	6,000		6,000
Swan Creek School supplies and materials	03-05 / 01	354 students x \$100/student x 2 yrs	70,800		70,800
BCBA Consultative Services for preschool and STRIVE program	06 / 04	960 hrs x \$125/hr (avg rate)	112,000		112,000
Teachtown social skills curriculum	06 / 04	2 years x \$35,546/yr	71,092		71,092
Lucy Caulkins Units of Study K-5 curriculum	06 / 04	1 set of 5 copies	19,983		19,983
Web-based data tracker	06 / 04	6 schools x \$480/sch x 3 yrs	8,640		8,640
Sensory room makeover at John Archer School	06 / 04	various supplies and materials to update the sensory room	41,000		41,000
Supplies and materials for SAFE (feeding/swallowing) program	06 / 04	Robot Coupe processor \$1200 and related supplies \$3150	4,350		4,350
Supplementary materials for visually impaired students	06 / 04	including items such as translucent materials, magnetic materials, color changing light table, etc.	2,212		2,212
3D printer to create symbols for deaf blind studnets	06 / 04	\$2000 for printer plus \$599 for filament	2,599		2,599
iPads for Infants & Toddlers program	06 / 04	27 x \$459/ea	12,393		12,393
Supplies and materials to support iXL training / professional development activities	06 / 09	110 participants x \$80/ea	8,000		8,000
Supplies and materials to support Zones of Regulation professional development	06 / 09	100 books at \$49.49	4,949		4,949
Supplies and materials to support Foundations professional development	06 / 09	\$20/participants x 100 participants x 3 participant cohorts	6,000		6,000
Supplies and materials to support Wilson Reading System	06 / 09	30 sets of books x \$299/ea x 3 yrs	26,910		26,910
Supplies and materials to support LTRS Facilitator training	06 / 09	\$2200/participant x 2 participants/yr x 2 yrs	8,800		8,800
Supplies and materials to support co-teaching professional development	06 / 09	30 books x \$30/ea	900		900
Supplies and materials to support the Orton Gillingham professional development	06 / 09	30 participants x \$350/ea x 4 cohorts	42,000		42,000



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## ESSER III

Line Item	State Cat / Prg	Calculation	Requested	In-Kind	Total
Orton Gillingham Reading app licenses	06 / 04	500 student licenses x \$40	20,000		20,000
Supplies and materials to support the update systemic emergency response plans/critical incident plans	03-05 / 09	estimated cost	10,000		10,000
Supplies and materials to support enhancement to instructional coaching models	03-05 / 09	\$1600/yr x 3 years	4,800		4,800
Supplies and materials to create a research warehouse to allow for staff to research and investigate the best ways to analyze learning loss and gaps among student population groups.	03-05 / 09	estimated cost for print and electronic research warehouse materials	10,000		10,000
Supplies and materials to support the Foundations training	03-05 / 09	17 kits x \$1696	86,496		86,496
Supplies and materials to support LLI training	03-05 / 09	15 kits x \$4000 x 3yrs	180,000		180,000
					0
					0
<b>Total Supplies and Materials</b>			<b>4,104,983</b>	<b>0</b>	<b>4,104,983</b>
<b>Other Charges</b>					
FICA and Workers' Compensation	12 / 90	@ 8.45% of total salaries	1,293,207		1,293,207
Retirement	12 / 90	@ 15% of total FTE salaries	926,057		926,057
Health, Life and Dental	12 / 90	estimate for FTEs	2,135,100		2,135,100
Special Education professional development (conferences to include: Zero to Three, Challenging Behavior, LPR National Institute, AIM, CPI, Dept of Career Development and Transition, IIRP, Int'l Dyslexia Association, Wilson WRS Certified Teacher Conference	06 / 09	Conference attendance costs for approx 100 staff members x \$1149.07/staff member	114,907		114,907
Professional organization memberships for stakeholder groups, organizational development team, instructional coaches and librarians to facilitate digital teaching and learning	03-05 / 09	135 staff x \$215/ea	29,025		29,025
					0
					0
					0
					0
					0
					0
<b>Total Other Charges</b>			<b>4,498,296</b>	<b>0</b>	<b>4,498,296</b>
<b>Equipment</b>					
Boxlight Interactive Panels	03-05 / 01	1,100 units x \$3,809/ea (includes installation)	4,189,900		4,189,900
Backfill student devices to turn in for leases	03-05 / 01	estimated cost	216,000		216,000
Device repair and replacement	03-05 / 01	\$300,000/yr x 2 yrs	600,000		600,000
Wireless Access Points (to match e-rate funding)	03-05 / 01	estimated cost	270,000		270,000
VOIP fax machine elimination	03-05 / 01	estimated cost	85,000		85,000
Teacher device lease yr 3 (July 1, 2022-June 2023)	03-05 / 01	estimated cost	480,035		480,035
Chromebook device lease (July 1, 2022-June 2023)	03-05 / 01	1 year x \$2,498,249	2,498,249		2,498,249
Para & IH device lease (July 1, 2022-June 2023)	03-05 / 01	1 year x \$134,033	134,033		134,033
Laptops Gr9-12 lease (July 1, 2022-June 2023)	03-05 / 01	1 year x \$1,985,750	1,985,750		1,985,750
Bus cameras	09 / 90	65 bus cameras at \$2307.69/ea	150,000		150,000
Water bottle filling stations	10 / 31	50 x \$1650/ea	82,500		82,500
Swan Creek School eLearning blended virtual program facility needs	03-05 / 01	estimated cost	87,890		87,890
Eye Gaze System	06 / 04	1 eye gaze system x \$17,205	17,205		17,205
					0
					0

Harford County Public Schools | LEA 12




**ESSER III**

Line Item	State Cat / Prg	Calculation	Requested	In-Kind	Total
					0
<b>Total Equipment</b>			<b>10,796,562</b>	<b>0</b>	<b>10,796,562</b>
<b>Transfers</b>					
					0
					0
					0
					0
					0
<b>Total Transfers</b>			<b>0</b>	<b>0</b>	<b>0</b>
Total Direct Costs			42,459,496	0	42,459,496
Indirect Costs (2.61% of direct costs)			0		0
<b>TOTAL Requested</b>			<b>42,459,496</b>	<b>0</b>	<b>42,459,496</b>

**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$42,459,496.00	AMENDED BUDGET #	00	REQUEST DATE	08/16/21
GRANT NAME	ESSER III	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	TBA	RECIPIENT GRANT #	29541		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	TBA	GRANT PERIOD	03/13/20	TO	09/30/24

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support	230,640.00	13,500.00					244,140.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal	216,132.00						216,132.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	11,358,154.00	440,000.00	2,910,339.00		10,546,857.00		25,255,350.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	289,222.00	1,079,929.00	291,296.00	29,025.00			1,689,472.00
Prog. 10 Guidance Services	109,372.00		6,000.00				115,372.00
Prog. 11 Psychological Services	131,274.00	320,000.00	5,520.00				456,794.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.	2,593,657.00	1,600,300.00	294,269.00		17,205.00		4,505,431.00
Prog. 09 Instruction Staff Dev.	348,750.00	145,725.00	97,559.00	114,907.00			706,941.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>		1,249,000.00			150,000.00		1,399,000.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services	32,000.00	2,652,000.00	500,000.00		82,500.00		3,266,500.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				4,354,364.00			4,354,364.00
<b>214 Community Services</b>		250,000.00					250,000.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	15,309,201.00	7,750,454.00	4,104,983.00	4,498,296.00	10,796,562.00	0.00	42,459,496.00

Finance Official Approval	 Jennifer Birkelien Name	 Jennifer Birkelien (Aug 17, 2021 11:47 EDT) Signature	08/16/21 Date	410.809.6055 Telephone #
Supt./Agency Head Approval	Dr. Sean W. Bulson Name	 Sean Bulson (Aug 17, 2021 13:06 EDT) Signature	08/16/21 Date	410.838.7300 Telephone #
MSDE Grant Manager Approval	 Name	 Signature	 Date	 Telephone #

# LEA 12 Harford ESSER III Fund Application









## 08.17.2021

Final Audit Report

2021-08-17

Created:	2021-08-17
By:	Joyce Jablecki (joyce.jablecki@hcps.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAGreYVOJzoYOkUHwp0CKnWSxj-3Libs

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-  Document created by Joyce Jablecki (joyce.jablecki@hcps.org)  
2021-08-17 - 3:44:56 PM GMT- IP address: 38.124.151.4
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Signature Date: 2021-08-17 - 3:47:52 PM GMT - Time Source: server- IP address: 173.64.77.187
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Signature Date: 2021-08-17 - 5:06:42 PM GMT - Time Source: server- IP address: 38.124.151.4
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