



Business Management Services  
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*Budget & Management Services*

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

### *Questions from the Board of Education*

*Budget Work Session – February 3, 2022*  
*Additional Questions*

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

Questions from the Board of Education Budget Work Session – February 3, 2022		
<b>School Support and Leadership</b>		
S. Adams-Stafford	1.	How much funding is included in the budget for Community School Leadership Training?
S. Adams-Stafford	2.	Please share a breakdown of the professional contracted services for the Community Schools Program. Do we have data that indicates the usage of each vendor and its impact?
S. Adams-Stafford	3.	Given the success of the acceleration academies last year, do we plan to continue this program?
S. Adams-Stafford	4.	<b>Page 263:</b> Please explain what constitutes a "non-traditional program". Also please explain when and why schools were reclassified in this manner?
S. Adams-Stafford	5.	Please explain how services for students at the schools that are being consolidated will be met.
S. Adams-Stafford	6.	Why are the schools being consolidated? What evidence or community input demonstrates that this Is better for students?
S. Adams-Stafford	7.	What will be the impact on transportation costs with a consolidated school model?
S. Adams-Stafford	8.	Is there funding to add positions to the Charter School Office considering the growth and unique needs of charters in our system?
<b>Chief of Staff</b>		
S. Adams-Stafford	9.	Is there an allocation to support more translators for schools?

## School Support and Leadership

### 1. How much funding is included in the budget for Community School Leadership Training?

There is \$599,700 allocated for Instructional Contracted Services which is utilized for Community School professional development. The professional development is provided monthly by United Way National Capital Area. Professional development provided to the Community School Coordinators includes but is not limited to the following:

- Roles and Responsibilities of a Community School Coordinator
- Understanding Yourself and Others: Improving Relationships by Understanding Communications
- Motivating Others by Adapting How You Communicate
- Communicating with Impact: Persuading your Stakeholders to Actions

### 2. Please share a breakdown of the professional contracted services for the Community Schools Program. Do we have data that indicates the usage of each vendor and its impact?

A breakdown of the professional contracted services that have been utilized for our students, families and staff during the pandemic along with the documented parental feedback is provided below:

#### Six Mental Health Agencies SY 20/21

- Individual Counseling Sessions - 12,632
- Group Counseling Sessions - 249
- Suicide Interventions Sessions - 108

#### Parental quotes:

- "We love our clinician. Wish she was in the building", "Ms. \_\_\_\_\_ is an amazing therapist. She participated in all aspects of our school program. Please send her back to us."
- "It was great having Ms. \_\_\_\_\_ at \_\_\_\_\_ because we had a staff and student death during the school year and she was able to assist our students, staff and parents throughout the difficult period. We also had students who indicated that they were experiencing mental health issues and she assisted with that as well. \_\_\_\_\_ was scheduled to have 3 school counselors and by January 2021 we were down to one and we would not have been able to service our students without Ms. \_\_\_\_\_. She was an invaluable resource. I'm hoping that the county keeps this partnership and that our school gets Ms. \_\_\_\_\_ again for SY21-22".
- "Ms. \_\_\_\_\_ was phenomenal and a great support to our school and community."
- "We would LOVE to have \_\_\_\_\_ to continue to work at \_\_\_\_\_. She was a HUGE asset to our school during such a challenging year."

### 3. Given the success of the acceleration academies last year, do we plan to continue this program?

The Acceleration Academy was organized by Area 1 and the Chief Academic Officer with support from Early Learning, Creative Arts, Special Education and Curriculum and Instruction. We plan to continue the program for Summer 2022 using the same structure and program criteria. The face-to-face program served over 1300 students who were not successful in Reading and Mathematics, Grades K-5. In addition, each site also had a program for Rising K students to help support Kindergarten Readiness.

### 4. Page 263: Please explain what constitutes a "non-traditional program". Also please explain when and why schools were reclassified in this manner?

Non-traditional programs provide individual and innovative, academic, behavioral, social-emotional, and wrap-around services to support the whole child and student achievement on student pathways to graduation. The recommended enhancements will support programming that provides different opportunities to students than those offered at the traditional comprehensive high school. Within the Alternative School Redesign, we suggest that these programs be categorized as non-traditional.

### 5. Please explain how services for students at the schools that are being consolidated will be met.

See Attachment Q5-Q7 – 02.03.22 for the outline of the proposed changes regarding alternative schools redesign.

The consolidation will allow us to provide more students with additional services in an equitable manner. The 3 current juniors enrolled at Community Based Classroom will be able to transition to another alternative school where flexible scheduling and wrap-around services will be provided. Both the Northern and Southern Non-traditional schools will be able to offer flexible scheduling, individualized plans to develop the whole child.

**6. Why are the schools being consolidated? What evidence or community input demonstrates that this is better for students?**

See Attachment Q5-Q7 – 02.03.22 for the outline of the proposed changes regarding alternative schools redesign.

Research, school visits, and feedback from MSDE have been completed as far back as 2014 with additional input from staff, and principals. It is the goal to provide additional support to the school in line with the National Alternative Education Association (NAEA) standards and the MSDE recommendations.

**7. What will be the impact on transportation costs with a consolidated school model?**

See Attachment Q5-Q7 – 02.03.22 for the outline of the proposed changes regarding alternative schools redesign.

Currently, students are assigned geographically to Croom and Tall Oaks based on their address. All middle school students from across the county attend Green Valley in Capitol Heights. Community Based Classroom (CBC) students provide their own transportation or utilize public transportation. With the proposed enhancements, transportation will be provided to all students. The cost associated with transportation will be determined by student enrollment.

**8. Is there funding to add positions to the Charter School Office considering the growth and unique needs of charters in our system?**

The Public Charter Office opted to use its funding to be able to obtain an external vendor to assist with its authorizing work. An additional internal position would be able to assist with the day to day operations of the office, but would not be as useful for the actual work of site visits and renewals, as there is a strong need for an external lens at this time.

**Chief of Staff**

**9. Is there an allocation to support more translators for schools?**

The Office of Communications has planned to team with multiple contractors to provide translators for schools in FY 2023. They have budgeted \$147,510 for telephonic interpreting services for communication with families within schools and offices, as well as interpreter scheduling software for systemic scheduling support called Language Link and Fluency. The Office of Communications will also have temporary on-call translators to support mandated Special Education translations along with American Sign Language interpreting services for parents, and language interpreting services budgeted for \$54,000.

# ALTERNATIVE SCHOOL REDESIGN

## WHAT IS OUR WHY? (Rationale)

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

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

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

## Purpose of the Alternative School Redesign

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

## Objectives

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

## Alternative School Trend Data

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

[Area 3 Alternative Schools Trend Data](#)

## Who attends Alternative Schools?

Students who have either been expelled, court involved, or referred for placement as disruptive students from their base schools are considered appropriate candidates for the program. Primary focus will be at-risk students identified by base schools for behavioral and/or attendance concerns and are likely to earn a high school diploma based on successful intervention and expelled students who are admitted on a rolling enrollment basis. The program is suitable for students who would benefit from short-term, highly structured and supportive environments.

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

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

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

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



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

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

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

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

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

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

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

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

**DEFINITIONS AS IDENTIFIED BY MSDE**

**School vs Program**

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



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

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

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

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

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

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