

Cecil County Public Schools
Elementary and Secondary School Emergency Relief Grant

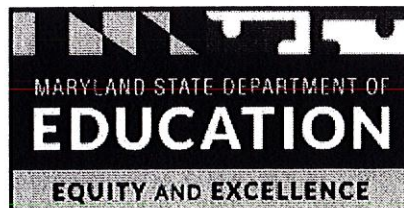
Table of Contents

Section I	Cecil County Public Schools	Pages 1 - 16
	Grant Application	
	Budget Narrative	
	MSDE C-1-25 Budget Form	
Section II	Non-Public School Equitable Service	Pages 17 - 32
	Equitable Services Calculation Sheet	
	Letters of Intent to Participate	
	Affirmation of Consultation	

**Education Stabilization Fund Program
Elementary and Secondary School
Emergency Relief (ESSER) Fund**

**Maryland Local School System
Application and Certification**

May 1, 2020



Purpose

Under the federal Elementary and Secondary School Emergency Relief Fund (ESSER Fund), the Department awards grants to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the nation. LEAs must provide equitable services to students and teachers in non-public schools as required under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act).

Timeline

Local School System applications are due to MSDE by May 15, 2020.

Availability

Funds are available for use from March 13, 2020 through September 30, 2022.

Uses of Funds

Local School Systems may use funds for any purposes listed in section 18003(d) of the CARES Act (See Appendix A.)

Contact Information

Questions should be address to Donna Gunning by email at donna.gunning@maryland.gov or by phone at 410-767-0757; or Steve Brooks by email at steve.brooks@maryland.gov or by telephone at 410-767-0793.

PROGRAMMATIC, FISCAL, REPORTING, AND OTHER ASSURANCES

1. The Local School System (LSS) will use ESSER funds for activities allowable under section 18003(d) of Division B of the CARES Act. (See Appendix A.)

The following is not considered to be an allowable use of ESSER funds, under any part of 18003: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LSS or 2) expenditures related to state or local teacher or faculty unions or associations.

2. The LSS will provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under section 1117 of the ESEA, as determined through timely and meaningful consultation with representatives of non-public schools.

- The LSS will ensure that a public agency will maintain control of funds for the services and assistance provided to a non-public school under the ESSER Fund.
- The LSS will ensure that a public agency will have title to materials, equipment, and property purchased with ESSER funds.
- The LSS will ensure that services to a non-public school with ESSER funds will be provided by a public agency directly, or through contract with, another public or private entity.

3. The LSS will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

4. The LSS 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.

5. The LSS 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.

6. LSS will submit the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, upon request.

7. The LSS 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).

8. To the extent applicable, an 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.

9. The SEA 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 ESSER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.

10. The LSS 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.

LSS ESSER Fund Contact/Title: Wesley Zimmerman, Director of Education Services

Contact Email: wzimmerman@ccps.org Contact Phone: 410-996-5401 x50609

Local School System Superintendent (Printed Name): Jeffrey A. Lawson, Ed.D.

Signature: _____ Date: 6/12/2020 | 10:04 AM EDT

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Dr. Jeffrey Lawson
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USES OF ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUNDS
Elementary and Secondary School Emergency Relief (ESSER) Fund
Maryland Local School System Application

Part I – Planned Use of ESSER Funds

1. Please describe the Local School System's (LSSs) process for determining the most important education needs as a result of the COVID-19 Pandemic. Please identify the most important education needs revealed through this process.

- Throughout the distance learning process, CCPS learned through parent contacts and teacher feedback, students with academic needs and non-traditional students were having trouble accessing the lessons and curriculum. Also we learned from parents of our youngest learners that a simplified approach to online lessons was needed along with the need to provide paper lessons for these students. The areas with the greatest need are the youngest learners and non-traditional learners. We have developed a student identification rubric with a number of data points to identify these students and develop a learning model that will better engage these students in the event we are not able to provide them a traditional school model going into the 2020-2021 school year.
- When the initial school closure was instituted on March 13, 2020, CCPS quickly learned there was a deficit in what teachers were able to do with a Learning Management System. The current LMS was used sparingly by teachers in certain courses and the system was not user friendly to teachers trying to learn how to use it effectively. Cecil County Public Schools will need to increase access to technology through a robust Learning Management System that is easier to navigate and use effectively. In order to increase teacher capacity, a detailed training program must be developed.
- As for technology devices, a needs assessment was completed for all students and staff. We learned there was not equitable access to devices and the internet across the county. Schools attempted to provide limited devices to staff and families who were in need. During the time of the closure we have provided additional devices, but we are still lacking the necessary devices to provide for all students and families.
- Parents completed an interest survey concerning online summer programs. The identified students will have the opportunity to take part in an online summer program. CCPS has chosen Edmentum as an online platform that will allow students to progress in their ELA and Math pathway. Edmentum will place elementary and middle school students on their pathway using a universal screening assessment (NWEA). High School students who need to earn credits to keep them on a path to graduation will have the opportunity to take courses in the Edmentum Ed Options program.

2. Please provide a summary of the LSS's Continuity of Learning (COL) plan. Please identify new initiatives or activities that have been instituted in order to implement the LSS COL plan; i.e. professional development, family outreach, learning management system content, new or additional streaming capability to deliver educational services via cable television or other platforms, and student and staff devices and hotspots to improve internet connectivity. Please identify the major issues encountered in implementing the LSS COL plan.

- **Cecil Public County Schools' Continuity of Learning Plan is designed to support the educational process during the Covid-19 school closure. CCPS quickly responded to the school closure announced on March 12, 2020. Teachers created packets of work to send home with students for the 2-week announced closure. School staff distributed Chromebooks to students in grades 3-12 who were in need of a device for home. Also the technology department distributed a small amount of mobile hotspots to families who lacked internet access. CCPS was able to leverage two learning management systems, Google Classroom and Blackboard Learn, that were currently used by some teachers at the Elementary and Secondary levels. Unfortunately we knew the lack of teacher training and student access to these platforms would not allow the system to maintain an adequate level of instruction and support for students and parents.**
- **Instructional Coordinators were assigned the task of creating lessons and activities which could be accessed online and via paper packets. School administrators at each school made copies of the packets for families who requested them.**
- **As more closure announcements have been made and most recently the closure for the remainder of the school year, CCPS has continued to expand on the Continuity of Learning Plan. When teachers returned to work on March 30, 2020, they were provided direction and virtual training on our distance learning model. The learning management systems were expanded across all levels with training to build the capacity of teachers. Additional Chromebooks and hotspots were provided to families and teachers who requested them along with providing devices for the Pk - 2. As of May 8, 2020 approximately 5000 CCPS Chromebooks have been distributed to students. Instructional Coordinators continue to create lessons and activities for teachers to implement in 2-week intervals and school administrators make copies of packets for students who request.**
- **CCPS created an "At Home Connection" site on Blackboard where lessons and resources can be accessed by all students, parents and teachers. This site is updated every 2-weeks with lessons and activities. The site also provides training and resources on using the learning management systems and the web conferencing tool that allows teachers to provide interactive lessons**

(synchronous/asynchronous) and communication to students and parents. In addition to the learning management systems, teachers also use the mass communication system to send emails and texts to families with important information.

- **School Administrators and student service staff constantly try to connect with students who are not engaging in distance learning. Whether it is a lack of resources, devices, access or support in the home, CCPS staff works to engage these families in the distance learning format.**
- **In order to fairly assess students during this time of distance learning, CCPS has modified grading regulations at the Elementary and Secondary level. Students will receive a Pass or Incomplete for the fourth marking period. Student work will be graded as collected or not collected throughout the fourth marking period with one summarized grade being recorded at the end of the marking period that will determine the grade of Pass or Incomplete. These modified grading regulations are included in the Continuity of Learning Plan and communicated to students/parents and teachers.**
- **CCPS has and will continue to provide information to all stakeholders through multiple platforms such as social media, email, text and phone calls. CCPS has expanded their communication footprint with the development of the CCPS app for parents to quickly access on their mobile device.**
- **Although CCPS has been able to implement the Continuity of Learning Plan, we know students are missing valuable instruction and face to face contact with their teachers.**

New Initiatives:

- **Establishing LMS platforms and training staff for online instruction**
- **Establishing Web conferencing applications and training staff for synchronous lessons**
- **Creating content for LMS platforms**
- **Deploying Chromebooks to students for home use**
- **Providing mobile hotspots to teachers and students**
- **Improving communication with the addition of a CCPS mobile app**
- **Modified grading regulations to fairly assess distance learning assignments**
- **Implement online learning resource platform for summer programs (Edmentum)**

Major Issues:

- **Reaching all students with distance learning lessons**
- **Providing devices and internet connectivity to all students**

- **Keeping all students engaged in distance learning**
- **Supporting parents through the distance learning process**
- **Creating robust lessons that all students can access**
- **Providing special education and English language learner support**

3. Please describe how the LSS intends to assess and address student learning gaps resulting from the disruption in educational services.

- **School leaders have developed a Student Identification Protocol to help identify students who will be in need of academic support based on different at-risk identifiers.**
- **MAPS testing early in the new school year to identify current levels and gaps from the previous school year.**
- **Review statistics of distance learning.**
- **Survey students and parents on effectiveness of distance learning during the school closure from March 13, 2020 until the end of the school year.**
- **Survey parents about a virtual summer school.**
- **Implement a virtual summer program to support targeted students to address learning gaps and provide additional support.**
- **Implement virtual summer credit recovery programs for high school students to help students stay on pace for graduation and assist with learning gaps.**
- **Increase digital resources to give teachers access to more online resources to enhance lesson plan creation and engagement with students.**
- **Increase digital resources to support accessibility for students. These accessibility tools will allow students to represent and present understanding of concepts.**

4. Please provide the LSS's plan for meeting the equitable services requirement in Section 18005 of the CARES Act.

- **CCPS had a virtual meeting with the non-public school administrators on May 5, 2020. At that time the ESSER grant was reviewed and with all participants. At that time an Affirmation of Consultation form was shared with each school. It was explained that once enrollment criteria was established by MSDE, another virtual meeting will be scheduled to review the per pupil allocation. Non-public schools were informed about the grant application deadline and the need to return the Affirmation of Consultation form in order to be included for equitable services.**
- **CCPS held another virtual meeting on June 1, 2020 to review the updated equitable services eligibility guidelines. Non-public schools were provided with the letter of interest, affirmation of consultation, ESSER grant planning forms. In**

addition, CCPS provided each school with the free/reduced lunch eligibility forms and school locator website so they can determine if the students eligible for the free/reduced meal plan live in one of the 10 designated Title I schools in Cecil County.

- **The parameters and expectations for the use of the ESSER grant were explained to all non-publics at the meeting and that CCPS will manage the funds for the non-publics.**
- **An additional meeting will take place after all forms are returned. At this meeting the amount of equitable services from the ESSER grant will be discussed and how much each non-public will have access to from the grant.**

5. Please provide the LSS's planned use of ESSER funds, including the timeline for implementing activities funded through this grant.

Cecil County Public Schools is planning to use the ESSER funds on four major categories. A detailed plan with timelines are attached in the budget narrative to the grant application.

1. Instruction (March 13, 2020 - ongoing)

- **Curriculum modifications to account for lost instruction from March 13- until the school year.**
- **Professional development time for teachers and instructional coaches to work along with content coordinators to modify the curriculum and create more robust distance learning lessons that will allow teachers to provide more synchronous instruction to meet the needs of students.**
- **Compensatory time to support needs of identified special education students.**
- **Create summer programs to address loss of instruction and achievement gaps for targeted students. Virtual Lessons will be provided by CCPS staff along with other online support in Math and Literacy.**
- **Purchase an online educational program for elementary students to work independently on standards-based lessons that uses their current level of performance. The program can also support credit recovery programs for secondary schools and provide lesson resources for online teaching. The program will also allow for accessibility support for IEP and EL students.**
- **Supplies and materials to support students who have no access to online instruction.**
- **Training for teachers in online platforms to increase capacity for effective online teaching and learning**

2. School Safety (Summer 2020 or when the equipment becomes available)

- **Purchase PPE equipment to supply nurses' offices, administration offices and classrooms with the necessary supplies to keep students and staff safe.**
- **In concert with the local health department, emergency services department and local school leaders. Develop safety protocols for re-entry to schools aligned with the Governor's Road to Recovery Plan.**

3. Maintenance and Operations (March 13, 2020 and ongoing throughout the Covid-19 pandemic)

- **Purchase additional cleaning and disinfecting supplies and equipment which is required to clean and disinfect buildings due to the Covid-19 virus. This will account for extra supplies and equipment that is not included in the normal operating budget.**
- **Additional postage and supplies to mail paper packets to students who are not able to access the lessons online.**
- **Non-budgeted hazards pay for hourly employees who are essential to provide needed services and support for the operation of the school system and the Continuity of Learning Plan.**

4. Technology (3/13/2020 - 9/30/2022)

- **Some of the items will be a one time purchase (with the understanding these devices will be included in future replacement schedules) such as devices and others will consist of a yearly license that will be incorporated into the ESSER grant over the next 3 years. These licenses will be included in the school system budget once the ESSER grant expires.**
- **Purchase computer devices (laptops and Chromebooks) and mobile hotspots to provide to students and staff who do not have access at home.**
- **Purchase equipment to assist teachers in teaching online synchronous lessons. (web cameras and microphones)**
- **Increase communication opportunities to support staff and administration to contact school families.**
 - **Adding extensions and Soft Phone applications to the existing VoIP phone system for all calls made to families so staff would not be using their personal phone number.**
 - **Implement a CCPS app for mobile phones to provide a more streamlined communication system to easily reach parents, students, and staff.**
- **Implement a system-wide Learning Management System to better organize and deliver online instruction. Including training for staff.**

- **Implement a system-wide web conferencing system that will allow teachers and staff to provide synchronous learning in a controlled environment. Including training for staff.**
- **Create safer workflow processes that allow for electronic submittals and signatures to avoid the need to distribute paper and forms to others.**
 - **Online student enrollment application with the current SIS.**
 - **Electronic signature application**
 - **Electronically distribute report cards and progress reports to families that are secure and integrated with the SIS.**

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

ORIGINAL GRANT BUDGET	3,128,807.00	AMENDED BUDGET #	n/a	REQUEST DATE	06/12/20
GRANT NAME	FY20 ESSER Grant	GRANT RECIPIENT NAME	Cecil County Public Schools		
MSDE GRANT #	n/a	RECIPIENT GRANT #	30020		
REVENUE SOURCE	n/a	RECIPIENT AGENCY NAME	Cecil County Public Schools		
FUND SOURCE CODE	n/a	GRANT PERIOD	3/13/2020	9/30/2022	
FROM TO					

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support			209,603.00				209,603.00
Prog. 22 Business Support	2,535.00		30,000.00			92,732.00	125,267.00
Prog. 23 Centralized Support	3,645.00	123,130.00					126,775.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal	7,100.00	13,127.00					20,227.00
Prog. 16 Inst. Admin. & Supv.	211.00						211.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	50,000.00	470,548.00	914,358.00				1,434,906.00
Prog. 02 Special Prog.		15,000.00					15,000.00
Prog. 03 Career & Tech Prog.			177,642.00				177,642.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						25,343.00	25,343.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	329,200.00	10,000.00					339,200.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.	147,000.00						147,000.00
Prog. 09 Instruction Staff Dev.	14,700.00						14,700.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.	1,200.00						1,200.00
207 Student Personnel Serv.							
208 Student Health Services	1,058.00		141,920.00				142,978.00
209 Student Transportation	1,840.00						1,840.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services	110,175.00	6,500.00	19,685.00	92,766.00			229,126.00
211 Plant Maintenance	21,470.00		35,000.00				56,470.00
212 Fixed Charges				61,319.00			61,319.00
213 Food Services							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	690,134.00	638,305.00	1,528,208.00	154,085.00	0.00	118,075.00	3,128,807.00

Finance Official Approval Sandra Jack

Name

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Sandra Jack
Signature
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Date Telephone #

Supt./Agency Head

Approval Jeffrey A. Lawson, Ed. D.

Name

Dr. Jeffrey Lawson
Signature
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6/12/2020 | 10:19 AM EDT
410-996-5499

Date Telephone #

MSDE Grant Manager

Approval _____

Name

Signature

Date

Telephone #

**Cecil County Public Schools
Elementary and Secondary School Emergency Relief (ESSER)
Budget Narrative**

Category / Program	Object	Description	Calculation	Approximate Cost	Timeline
205-07 Nonpublics	Transfer	Non-Public Schools	Total FRPM eligible non-public students =		
201-22 Admin - Business Support	Transfer	3.08% of direct expenses (2.988% of awarded amount less transfers)	22. Total eligible FRPM from CCPS Title I school = 2679. 22/(22+2679) = .81%	\$25,343.00	March 13, 2020 - Sept. 30, 2022
201-22 Admin - Business Support	Salaries and wages	Hazard pay - Business Services Office staff	(\$3,128,807 - \$25,343) x 2.988%	\$92,732.00	March 13, 2020 - Sept. 30, 2022
212 Fixed Charges	Other expenses	Fixed charges	Avg \$39/hour x 65 hours	\$2,535.00	March 13, 2020 - June 1, 2020
201-23 Admin - Central Support	Salaries and wages	Hazard pay - Central Office support staff	8.255% of salaries	\$209.00	March 13, 2020 - June 1, 2020
212 Fixed Charges	Other expenses	Fixed charges	Avg \$38/hour x approx. 96 hours	\$3,645.00	March 13, 2020 - June 1, 2020
202-15 Office of the Principal	Salaries and wages	Hazard pay - Office of the principal, Other	8.255% of salaries	\$301.00	March 13, 2020 - June 1, 2020
212 Fixed Charges	Other expenses	Fixed charges	Avg \$38/hour x approx. 187 hours	\$7,100.00	March 13, 2020 - June 1, 2020
202-16 Mid Level Instruction	Salaries and wages	Hazard Pay - Education Services	8.255% of salaries	\$586.00	March 13, 2020 - June 1, 2020
212 Fixed Charges	Other expenses	Fixed charges	Avg \$43/hour x approx. 5 hours	\$211.00	March 13, 2020 - June 1, 2020
206-16 Spec Ed Admin & Supervision	Salaries and wages	Hazard pay - Special Ed Central Office	8.255% of salaries	\$17.00	March 13, 2020 - June 1, 2020
212 Fixed Charges	Other expenses	Fixed charges	Avg \$38/hour x approx. 32 hours	\$1,200.00	March 13, 2020 - June 1, 2020
208 Student Health	Salaries and wages	Hazard Pay - School Nurses	8.255% of salaries	\$99.00	March 13, 2020 - June 1, 2020
212 Fixed Charges	Other expenses	Fixed charges	Avg \$60/hour x approx. 17.5 hours	\$1,058.00	March 13, 2020 - June 1, 2020
209 Transportation	Salaries and wages	Hazard Pay - Transportation Office	8.255% of salaries	\$87.00	March 13, 2020 - June 1, 2020
212 Fixed Charges	Other expenses	Fixed charges	Avg \$28/hour x approx. 66 hours	\$1,840.00	March 13, 2020 - June 1, 2020
210-31 Operations	Salaries and wages	Hazard pay - Technology technicians	8.255% of salaries	\$152.00	March 13, 2020 - June 1, 2020
212 Fixed Charges	Other expenses	Fixed charges	Avg \$43/hour x approx. 233 hours	\$10,000.00	March 13, 2020 - June 1, 2020
210-31 Operations	Salaries and wages	Hazard pay - Operations staff	8.255% of salaries	\$826.00	March 13, 2020 - June 1, 2020
212 Fixed Charges	Other expenses	Fixed charges	Avg \$35/hour x approx. 2,862 hours	\$100,175.00	March 13, 2020 - June 1, 2020
210-31 Operations	Salaries and wages	Hazard pay - Maintenance staff	11.829% of salaries	\$11,850.00	March 13, 2020 - June 1, 2020
211 Maintenance	Salaries and wages	Fixed charges	Avg \$40/hour x approx. 537 hours	\$21,470.00	March 13, 2020 - June 1, 2020
212 Fixed Charges	Other expenses	Fixed charges	11.829% of salaries	\$2,540.00	March 13, 2020 - June 1, 2020
203-205-01 Regular Classroom	Salaries and wages	Summer school tutoring hours	\$40/hour x 1,250 hours	\$50,000.00	Summer 2020 and Summer 2021
212 Fixed Charges	Other expenses	Fixed charges	8.255% of salaries	\$4,128.00	Summer 2020 and Summer 2021

**Cecil County Public Schools
Elementary and Secondary School Emergency Relief (ESSER)
Budget Narrative**

Category / Program	Object	Description	Calculation	Approximate Cost	Timeline
203-205-09 Staff Development	Salaries and wages	Education Services - staff development and curriculum development to support virtual learning	\$33.33/hour x approximately 7,921 hours	\$264,000.00	July 1, 2020 - July 1, 2022
212 Fixed Charges	Other expenses	Fixed charges	8.255% of salaries	\$21,793.00	July 1, 2020 - July 1, 2022
203-205-09 Staff Development	Salaries and wages	Instructional Coach per diem days to assist coordinators with creating virtual online lessons	approx. \$350/day x 16 coaches x 2 days	\$11,200.00	July 1, 2020 - June 30, 2021
212 Fixed Charges	Other expenses	Fixed charges	8.255% of salaries	\$925.00	July 1, 2020 - June 30, 2021
203-205-09 Staff Development	Salaries and wages	Teacher/parent/student technology Help Desk	\$30/hour x 900 hr/yr x 2 years	\$54,000.00	July 1, 2020 - June 30, 2022
212 Fixed Charges	Other expenses	Fixed charges	8.255% of salaries	\$4,458.00	July 1, 2020 - June 30, 2022
206-04 Spec Ed Public Instruction	Salaries and wages	Compensatory services - additional teacher hours	\$40/hour x 3,675 hours	\$147,000.00	Summer 2020
212 Fixed Charges	Other expenses	Fixed charges	8.255% of salaries	\$12,135.00	Summer 2020
206-09 Spec Ed Staff Development	Salaries and wages	Building Coordinator per diem days to meet IEP requirements due to school closure from March 13, 2020	\$350/day x 42 days (spread across 29 schools)	\$14,700.00	July 1, 2020 - August 30, 2020
212 Fixed Charges	Other expenses	Fixed charges	8.255% of salaries	\$1,213.00	July 1, 2020 - August 30, 2020
201-23 Admin - Central Support	Contracted services	Absence Management System Annual costs not budgeted for FY21. Planning to implement new substitute management system in spring 2020 but with school closures we were not able to train staff on new system. Will need to carry legacy system for another year until training can completed on new system.	1. year x \$34,280 Setup cost \$4,500 Year 1 cost \$12,600 Years 2 & 3 costs \$16,700	\$34,280.00	July 1, 2020 - June 30, 2021
201-23 Admin - Central Support	Contracted services	CCPS Mobile App for Communication	Year 1 cost \$13,350	\$50,500.00	April 15, 2020 - June 30, 2022
201-23 Admin - Central Support	Contracted services	Encrypted Email Provider - Virtru	Year 1 cost \$25,000	\$13,350.00	May 1, 2020 - April 30, 2021
201-23 Admin - Central Support	Contracted services	eSignature Provider - DocuSign	\$0.99/mth x 6 months x 1,700 apps \$0.99/month x 9 months x 340 apps after school opening reductions	\$25,000.00	May 1, 2020 - April 30, 2021
202-15 Office of the Principal	Contracted services	Softphone App teachers, secretaries and admin	23 schools x \$2860 + 5 schools x \$3150	\$13,127.00	April 1, 2020 - Jan. 30, 2021
203-205-01 Regular Classroom	Contracted services	Discovery Education Video resource for distance learning		\$81,530.00	July 1, 2020 - June 30, 2021
203-205-01 Regular Classroom	Contracted services	Read Write for Google Accessibility tool for online learning	11710 students x \$1.80 per student	\$21,078.00	July 1, 2020 - June 30, 2021
203-205-01 Regular Classroom	Contracted services	Voice Thread - Audio/video interactive for online learning	\$14,000 per year contract for the system	\$14,000.00	July 1, 2020 - June 30, 2021

**Cecil County Public Schools
Elementary and Secondary School Emergency Relief (ESSER)
Budget Narrative**

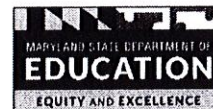
Category / Program	Object	Description	Calculation	Approximate Cost	Timeline
203-205-01 Regular Classroom	Contracted services	Wixie online program for early childhood	Approx. \$3.75 x 2735 students	\$10,257.00	July 1, 2020 - June 30, 2021
203-205-01 Regular Classroom	Contracted services	Adobe Licensing	Approx. \$24.96 x 640 seats	\$15,974.00	July 1, 2020 - June 30, 2021
203-205-01 Regular Classroom	Contracted services	Pebble Go	17 schools (elementary only) x \$980 per school	\$16,660.00	July 1, 2020 - June 30, 2021
203-205-01 Regular Classroom	Contracted services		Exact Path Virtual Pilot \$4500 + Approx. \$2,588.24 per school x 17 elementary schools	\$48,500.00	July 1, 2020 - June 30, 2021
203-205-01 Regular Classroom	Contracted services	Edmentum - Exact Path for Elementary Schools	\$8.13 x 8300 students	\$67,479.00	July 1, 2020 - June 30, 2021
203-205-01 Regular Classroom	Contracted services	Edmentum - Courseware for Secondary Schools	\$80 x 200 students	\$16,000.00	July 1, 2020 - August 30, 2020
203-205-01 Regular Classroom	Contracted services	Edmentum - Ed Options for Credit Recovery			
203-205-01 Regular Classroom	Contracted services	Swift K12 PowerSchool add-on to send report cards, narratives, EL reports and Spec Ed progress reports x2	2 year agreement - \$11,275 x 2 years	\$22,550.00	April 15, 2020 - Sept. 30, 2022
203-205-01 Regular Classroom	Contracted services	Hotspots current	\$20/mth x 16 months x 175 hotspots throughout the County	\$56,000.00	March 13, 2020 - July 30, 2021
203-205-01 Regular Classroom	Contracted services	Schoolology LMS	Year 1 cost \$39,020	\$39,020.00	July 1, 2020 - June 30, 2021
203-205-01 Regular Classroom	Contracted services	Originality Checker - Turn It In	Year 1 cost \$16,500	\$16,500.00	July 1, 2020 - June 30, 2021
203-205-01 Regular Classroom	Contracted services	ZOOM/Webinar solution districtwide	Year 1 cost \$30,000	\$30,000.00	July 1, 2021 - June 30, 2022
203-205-01 Regular Classroom	Contracted services	Includes automated closed Captioning options			
203-205-01 Regular Classroom	Contracted services	External wireless antenna	Approx. \$1,667 per school x 9 schools	\$15,000.00	Summer 2020
203-205-01 Regular Classroom	Contracted services	Imagine Learning and Literacy. Online program to support EL students with the loss of instruction and provide supplemental English Language Development.	1 year district-wide license	\$15,000.00	July 1, 2020 - June 30, 2021
203-205-02 ESOL Classroom	Contracted services	Schoolology training - contractor services	Year 1 training costs \$10,000	\$10,000.00	July 1, 2020 - Sept. 30, 2022
210-31 Operations	Contracted services	Instrument Cleaning	\$100/cleaning x 65 instruments	\$6,500.00	Summer 2020
201-21 Admin - General Support	Supplies and materials	Personal Protection Equipment - CCPS staff and visitor face masks, etc.	32 locations x approx. \$6,251.81 per school	\$200,058.00	July 1, 2020 - Sept. 30, 2022
201-21 Admin - General Support	Supplies and materials	CCPS face masks	2,225 x approx. \$4.29 each	\$9,545.00	June 2020
203-205-01 Regular Classroom	Supplies and materials	Web Cameras to support video for admins and teachers to support synchronous learning	\$30 per unit x 1,000 units	\$30,000.00	July 1, 2020 - June 30, 2021
201-22 Admin - Business Support	Supplies and materials	Postage	55,000 mailings x approx. \$.55/ mailing	\$30,000.00	March 13, 2020 - June 30, 2020
203-205-01 Regular Classroom	Supplies and materials	Packet Supplies	29 schools x approx. \$655.17 per school	\$19,000.00	March 13, 2020 - June 30, 2020
203-205-01 Regular Classroom	Supplies and materials	Chromebook - students	Approx. \$356 per chromebook x 2,310 chromebooks	\$822,358.00	Fall 2020
203-205-01 Regular Classroom	Supplies and materials	Microphones for online teaching	1000 microphones x \$43 each	\$43,000.00	Summer 2020

Cecil County Public Schools
Elementary and Secondary School Emergency Relief (ESSER)
Budget Narrative

Category / Program	Object	Description	Calculation	Approximate Cost	Timeline
203-205-03 CTE Classroom	Supplies and materials	Computers to support CTE students	78 units x \$874 + 82 units x \$1335	\$177,642.00	Fall 2020
208 Student Health	Supplies and materials	Personal Protection Equipment - school nurse gloves, face masks, etc.	30 schools x approx. \$4,730.66 per school	\$141,920.00	July 1, 2020 - Sept. 30, 2022
210-31 Operations	Supplies and materials	Cleaning Supplies	31 locations x approx. \$635 per location	\$19,685.00	March 13, 2020 - Sept. 30, 2022
211 Maintenance	Supplies and materials	Filter changes	Approx. \$483.87 per location x 31 locations	\$15,000.00	July 1, 2020 - Sept. 30, 2022
211 Maintenance	Supplies and materials	Plexi shields	Approx. \$645.16 per location x 31 locations	\$20,000.00	Summer 2020
210-31 Operations	Other expenses	Windstream extensions for all teachers/staff	\$4.00/month x 7 mths x qty 1,286 extensions		
210-31 Operations	Other expenses	Conversion of GMES, PVES and CCST to Windstream	\$4.00/month x 9 months x 134 extensions after school opening reductions	\$40,832.00	May 1, 2020 - Feb. 28, 2021
210-31 Operations	Other expenses	Conversion of GMES, PVES and CCST to Windstream - Recurring services	3 schools x average \$9370.33 each	\$28,111.00	One time cost, May 2020
210-31 Operations	Other expenses		3 schools x average \$220.58 per month x 36 months	\$23,823.00	June 1, 2020 - July 1, 2022
ESSER GRANT TOTAL				\$3,128,807.00	

School	Sept 30, 2019 Enrollment	Title I School Area FRPM Eligibility	ESSER Funds Allotment
CCPS Title I Schools	4329	2679	99.19%
Giopin Manor Elementary	425	324	
Holly Hall Elementary	430	303	
Elkton Middle	571	394	
Cecil Manor Elementary	408	267	
Thomson Estates Elementary	493	310	
North East Elementary	542	318	
Cecilton Elementary	319	185	
Bainbridge Elementary	284	159	
Perryville Elementary	393	196	
Bay View Elementary	464	223	
Non-Publics	1060	22	0.81%
Good Shepard	76	2	
High Roads	43	0	
Mount Aviat	212	12	
Providence	90	0	
Shorehaven	26	0	
Tome	430	8	
Tri-State	183	0	

Maryland State Department of Education
Intent to Participate in Federal CARES Act Programs Form



Please complete the following Intent to Participate form **no later than** June 10, 2020, and submit to:

Name: Wesley Zimmerman LSS: Cecil County Public Schools Email Address: wzimmerman@ccps.org

Name of Non-Public School/Address:

Name: Good Shepherd Catholic School
Address: 800 Aiken Ave. Perryville, MD 21903

The school's business model is: ☒ Non-profit ☐ For-profit (not eligible for equitable services) **Non-Public**

School Representative:

Name: Jenifer Pileggi	Title: Principal
Phone: 410-642-6265	Email: jpileggi@goodshepherdschool.net

☐ We **do not** intend to participate in the equitable services programs identified below. (please sign form below)

☒ We intend to participate in the following equitable services programs identified below:

☒ ESSER-LEA ☒ ESSER-LEA/State ☒ GEER

Provide the school's current grade level served and the number of students eligible for Free or Reduced Price Meals (FRPM)

PK		2		5	1	8		11	
K		3		6		9		12	
1	1	4		7		10			

☒ The Non-Public School received equitable services during the preceding school year, or

☐ The Non-Public School is seeking to receive equitable services for the first time.

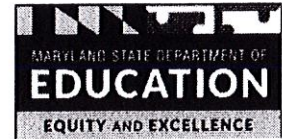
Signatures (required):	Date:
LEA Representative Signature: <i>Wesley Zimmerman</i>	6/9/2020
Private School Representative Signature: <i>[Signature]</i>	Date: 6/8/20

Please share any Comments or Requests for Further Consultation: Our FRPM numbers are provided by the Diocese of Wilmington.

We maintain the position that it would be unreasonable and plainly inequitable to restrict non-public schools to a Title I count and approach while public schools are allowed to use ESSER funds free of Title I restrictions. Therefore, by signing this we are only indicating our intent to apply but not in agreement with the currently proposed calculation methods.

Each program must maintain a copy of this form in its records for program monitoring purposes.

**Maryland State Department of Education
Intent to Participate in Federal CARES Act Programs Form**



Please complete the following Intent to Participate form **no later than** June 9, 2020, and submit to:

Name: Wesley Zimmerman
LSS: Cecil County Public Schools
Email Address: wzimmerman@ccps.org

Name of Non-Public School/Address:

Name:	Mount Aviat Academy
Address:	399 Childs Road Childs, MD 21916

The school's business model is: ☒ Non-profit ☐ For-profit (*not eligible for equitable services*)

Non-Public School Representative:

Name: Sr. John Elizabeth Callaghan	Title: Principal
Phone: (410) 398-2206 ext 211	Email: principal@mountaviat.org

☐ We **do not** intend to participate in the equitable services programs identified below. (*please sign form below*)

☒ We intend to participate in the following equitable services programs identified below:

☒ ESSER-LEA ☒ ESSER-LEA/State ☒ GEER

Provide the school's current grade level served and the number of students eligible for Free or Reduced Price Meals (FRPM):

PK	2	2	1	5	4	8	11
K		3		6	2	9	12
1	4	4	1	7		10	

☒ The Non-Public School received equitable services during the preceding school year, or
☐ The Non-Public School is seeking to receive equitable services for the first time.

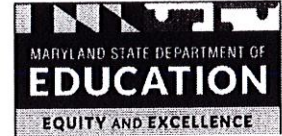
Signatures (required):	Date:
LEA Representative Signature: <i>Wesley Zimmerman</i>	6/10/2020
Private School Representative Signature: <i>Sr. John Elizabeth Callaghan</i>	Date: 6/9/2020

Please share any Comments or Requests for Further Consultation:

We maintain the position that it would be unreasonable and plainly inequitable to restrict non-public schools to a Title I count and approach while public schools are allowed to use ESSER funds free of Title I restrictions. Therefore, by signing this we are only indicating our intent to apply but not in agreement with the currently proposed calculation methods.

Each program must maintain a copy of this form in its records for program monitoring purposes.

**Maryland State Department of Education
Intent to Participate in Federal CARES Act Programs Form**



Please complete the following Intent to Participate form **no later than** June 10, 2020, and submit to:

Name: Wesley Zimmerman
LSS: Cecil County Public Schools
Email Address: wzimmerman@ccps.org

Name of Non-Public School/Address:

Name: THE TOME SCHOOL
Address: 581 S. Maryland Avenue, North East, MD 21901

The school's business model is: ☒ Non-profit ☐ For-profit (not eligible for equitable services)

Non-Public School Representative:

Name: Christine C. Szymanski	Title: Head of School
Phone: 410-287-2050 work/ 443-907-3086 cell	Email: c.szymanski@tomeschool.org

☐ We **do not** intend to participate in the equitable services programs identified below. (please sign form below)

☒ We intend to participate in the following equitable services programs identified below:

☒ ESSER-LEA ☐ ESSER-LEA/State ☐ GEER

Provide the school's current grade level served and the number of students eligible for Free or Reduced Price Meals (FRPM):

PK	0	2	0	5	0	8	0	11	0
K	0	3	2	6	0	9	1	12	0
1	1	4	1	7	1	10	0		

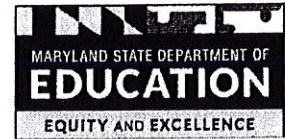
- ☒ The Non-Public School received equitable services during the preceding school year, or
☐ The Non-Public School is seeking to receive equitable services for the first time.

Signatures (required): LEA Representative Signature: <i>Wesley Zimmerman</i>	Date: 6/10/2020
Private School Representative Signature: <i>Christine C. Szymanski</i>	Date: 6/09/2020

Please share any Comments or Requests for Further Consultation:

Each program must maintain a copy of this form in its records for program monitoring purposes.

**Maryland State Department of Education
Intent to Participate in Federal CARES Act Programs Form**



Please complete the following Intent to Participate form **no later than** 6-9-2020, and submit to:

Name: Keith Wilson
LSS: Providence Christian Academy
Email Address: KWilson@pcamd.org

Name of Non-Public School/Address:

Name:	<u>Providence Christian Academy</u>
Address:	<u>505 Blue Ball Rd Bldg 200 Elkton, MD 21921</u>

The school's business model is: ☒ Non-profit ☐ For-profit (not eligible for equitable services)

Non-Public School Representative:

Name: <u>Keith Wilson</u>	Title: <u>Principal</u>
Phone: <u>410-996-4895</u>	Email: <u>KWilson@pcamd.org</u>

☐ We **do not** intend to participate in the equitable services programs identified below. (please sign form below)

☒ We intend to participate in the following equitable services programs identified below:

☒ ESSER-LEA ☒ ESSER-LEA/State ☒ GEER

Provide the school's current grade level served and the number of students eligible for Free or Reduced Price Meals (FRPM):

P	<input type="checkbox"/>	2	<input type="checkbox"/>	5	<input type="checkbox"/>	8	<input type="checkbox"/>	11	<input type="checkbox"/>
K	<input type="checkbox"/>	3	<input type="checkbox"/>	6	<input type="checkbox"/>	9	<input type="checkbox"/>	12	<input type="checkbox"/>
1	<input type="checkbox"/>	4	<input type="checkbox"/>	7	<input type="checkbox"/>	10	<input type="checkbox"/>		

☒ The Non-Public School received equitable services during the preceding school year, or
☒ The Non-Public School is seeking to receive equitable services for the first time.

Signatures (required):	Date:
LEA Representative Signature: <u>Wesley Zimmerman</u>	<u>6/9/2020</u>
Private School Representative Signature: <u>Keith Wilson</u>	Date: <u>6-9-20</u>

Please share any Comments or Requests for Further Consultation:

PCA would like to participate but no students meet the FRPM eligibilty with respect to the CCPS Title I designated school areas.

Each program must maintain a copy of this form in its records for program monitoring purposes.

**Maryland State Department of Education
Intent to Participate in Federal CARES Act Programs Form**



Please complete the following Intent to Participate form no later than June 10, 2020, and submit to:

Name: Wesley Zimmerman
LSS: Cecil County Public Schools
Email Address: wzimmerman@ccps.org

Name of Non-Public School/Address:

Name: Shorehaven School
Address: 1040 Singerly Road Elkton, MD 21921

The school's business model is: ☐ Non-profit ☒ For-profit (*not eligible for equitable services*)

Non-Public School Representative:

Name: Dr. Janice L. Moore	Title: Deputy Director of Programs
Phone: 410-398-9850	Email: jmoore@shorehaveninc.com

☒ We **do not** intend to participate in the equitable services programs identified below. (*please sign form below*)

☐ We intend to participate in the following equitable services programs identified below:

☐ ESSER-LEA ☐ ESSER-LEA/State ☐ GEER

Provide the school's current grade level served and the number of students eligible for Free or Reduced Price Meals (FRPM):

PK		2		5		8		11	
K		3		6		9		12	
1		4		7		10			

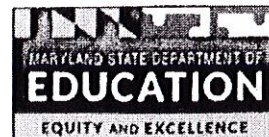
☐ The Non-Public School received equitable services during the preceding school year, or
☐ The Non-Public School is seeking to receive equitable services for the first time.

Signatures (required):	Date: 6/9/2020
LEA Representative Signature: <i>Wesley Zimmerman</i>	
Private School Representative Signature: <i>Janice Moore</i>	Date: 6-1-2020

Please share any Comments or Requests for Further Consultation: Shorehaven School intended to participate but was excluded due to the for profit business model.

Each program must maintain a copy of this form in its records for program monitoring purposes.

**Maryland State Department of Education
Intent to Participate in Federal CARES Act Programs Form**



Please complete the following Intent to Participate form no later than June 10, 2020, and submit to:

Name: Wesley Zimmerman
LSS: Cecil County Public Schools
Email Address: wzimmerman@ccps.org

Name of Non-Public School/Address:

Name:	HIGH ROAD SCHOOL OF CECIL COUNTY
Address:	3035 SINGERLY ROAD, ELKTON MD 21921

The school's business model is: ☐ Non-profit ☒ For-profit (not eligible for equitable services)

Non-Public School Representative:

Name: GARY HUNT	Title: DIRECTOR
Phone: 410 398 6900	Email: gary.hunt@sesischools.com

☒ We do not intend to participate in the equitable services programs identified below. (please sign form below)

☐ We intend to participate in the following equitable services programs identified below:

☐ ESSER-LEA ☐ ESSER-LEA/State ☐ GEER

Provide the school's current grade level served and the number of students eligible for Free or Reduced Price Meals (FRPM):

PK		2		5		8		11	
K		3		6		9		12	
1		4		7		10			

☐ The Non-Public School received equitable services during the preceding school year, or
☐ The Non-Public School is seeking to receive equitable services for the first time.

Signatures (required): LEA Representative Signature: <i>Wesley Zimmerman</i>	Date: 6/9/2020
Private School Representative Signature: <i>[Signature]</i>	Date: 6/5/2020

Please share any Comments or Requests for Further Consultation:

Each program must maintain a copy of this form in its records for program monitoring purposes.

Maryland State Department of Education
Affirmation of Consultation Form
Federal CARES Act Programs



The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the federal CARES Act.

PART I: CONTACT INFORMATION

LEA INFORMATION		CONTACT INFORMATION	
NAME OF LEA: CCPS		TELEPHONE NUMBER: 410-996-5401 x50209	
LEA REPRESENTATIVE & TITLE: Wes Zimmerman		EMAIL ADDRESS: wzimmerman@ccps.org	
PRIVATE SCHOOL INFORMATION		CONTACT INFORMATION	
NAME OF PRIVATE SCHOOL: Good Shepherd Catholic School		TELEPHONE NUMBER: 410-642-6265	
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Jenifer Pileggi; Principal		EMAIL ADDRESS: jpileggi@goodshpherdsschool.net	

☐ Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

PART II: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 and the federal CARES Act

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. The size and scope of the equitable services to be provided to the private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- F. How and when the LEA, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- G. Whether to provide equitable services to private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- H. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor.

Maryland State Department of Education
Affirmation of Consultation Form
Federal CARES Act Programs



PART III: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for private school children through the CARES Act.

By signing this form, we agree that:

- ☐ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of private school children in programs implemented with the CARES Act.

LEA REPRESENTATIVE SIGNATURE: <i>Wesley Zimmerman</i>	DATE: 6/9/2020
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE: 6/8/20

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>[Signature]</i>	DATE: 6/8/20
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Please share any Comments or Requests for Further Consultation

We maintain the position that it would be unreasonable and plainly inequitable to restrict non-public schools to a Title I count and approach while public schools are allowed to use ESSER funds free of Title I restrictions. Therefore, by signing this we are only indicating our intent to apply but not in agreement with the currently proposed calculation methods.

A copy of this form must be maintained by the LEA for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by providing it as an amendment to the Local School System ESSER Application.

Maryland State Department of Education
Affirmation of Consultation Form
Federal CARES Act Programs



The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the federal CARES Act.

PART I: CONTACT INFORMATION

LEA INFORMATION	CONTACT INFORMATION
NAME OF LEA: Cecil County Public Schools	TELEPHONE NUMBER: 410-996-5400
LEA REPRESENTATIVE & TITLE: Wesley Zimmerman	EMAIL ADDRESS: wzimmerman@ccps.org
PRIVATE SCHOOL INFORMATION	CONTACT INFORMATION
NAME OF PRIVATE SCHOOL: Mount Aviat Academy	TELEPHONE NUMBER: (410) 398-2206 ext 211
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Sr. John Elizabeth Callaghan Principal	EMAIL ADDRESS: principal@mountaviat.org

☐ Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

PART II: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 and the federal CARES Act

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. The size and scope of the equitable services to be provided to the private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- F. How and when the LEA, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- G. Whether to provide equitable services to private school children –
 - i. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - ii. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- H. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor.

Maryland State Department of Education
Affirmation of Consultation Form
Federal CARES Act Programs



PART III: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for private school children through the CARES Act.

By signing this form, we agree that:

- ☒ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of private school children in programs implemented with the CARES Act.

LEA REPRESENTATIVE SIGNATURE: <i>Wesley Zimmerman</i>	DATE: 6/10/2020
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Dr. John Elizabeth Callaghan, SSN</i>	DATE: 6/9/2020

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO PRIVATE SCHOOL STUDENTS.

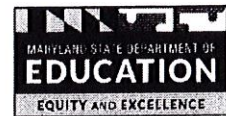
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Dr. John Elizabeth Callaghan, SSN</i>	DATE: 6/9/2020
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Please share any Comments or Requests for Further Consultation

We maintain the position that it would be unreasonable and plainly inequitable to restrict non-public schools to a Title I count and approach while public schools are allowed to use ESSER funds free of Title I restrictions. Therefore, by signing this we are only indicating our intent to apply but not in agreement with the currently proposed calculation methods.

A copy of this form must be maintained by the LEA for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by providing it as an amendment to the Local School System ESSER Application.

Maryland State Department of Education
Affirmation of Consultation Form
Federal CARES Act Programs



The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the federal CARES Act.

PART I: CONTACT INFORMATION

LEA INFORMATION	CONTACT INFORMATION
NAME OF LEA: Cecil County Public Schools	TELEPHONE NUMBER: 410-996-5400
LEA REPRESENTATIVE & TITLE: Wesley Zimmerman, Director of Education Services	EMAIL ADDRESS: wzimmerman@ccps.org
PRIVATE SCHOOL INFORMATION	CONTACT INFORMATION
NAME OF PRIVATE SCHOOL: The Tome School	TELEPHONE NUMBER: 410-287-2050/443-907-3086
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Christine Szymanski, Head of School	EMAIL ADDRESS: c.szymanski@tomeschool.org

☐ Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

PART II: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 and the federal CARES Act

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. The size and scope of the equitable services to be provided to the private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- F. How and when the LEA, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- G. Whether to provide equitable services to private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- H. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor.

Maryland State Department of Education
Affirmation of Consultation Form
Federal CARES Act Programs



PART III: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for private school children through the CARES Act.

By signing this form, we agree that:

- ☐ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of private school children in programs implemented with the CARES Act.

LEA REPRESENTATIVE SIGNATURE: <i>Wesley Zimmerman</i>	DATE: 6/10/2020
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: Christine C. Szymanski	DATE: 6/9/2020

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
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Please share any Comments or Requests for Further Consultation

A copy of this form must be maintained by the LEA for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by providing it as an amendment to the Local School System ESSER Application.

June 9, 2020

Wesley Zimmerman
Director of Education Services
Cecil County Public Schools
410-996-5401 x50209



RE: ESSER/GEER Funds (CARES Act COVID-19 Relief Funds)

Dear Mr. Zimmerman,

I want to personally thank you for taking the time to walk me and the other non-public school principals through the grant process for the ESSER funds.

As was discussed at our meeting on June 1, the distribution of these funds is not what we expected. Tome School is applying for the funds based on the new Title I formula; however, we vehemently protest Title 1 restriction.

Parents who send their children to a non-public school do so for a variety of reasons and often with great financial sacrifice. While they pay private school tuition, they also continue to pay their taxes to support public education. Meanwhile, public schools are relieved of the burden of educating those same students.

In Cecil County, the estimated 1012 students who attend non-public schools save the CCPS roughly \$ 12 million per year. (According to the Selected Financial Data of Maryland Public Schools for 2017-2018, it cost \$12,086.02 to educate a student in regular programs). This is a significant savings for Cecil County!

While Tome provides families with Tuition Assistance, we do not survey all of our families of their financial status. Therefore, we cannot give a fully accurate picture of how many of our families would qualify for reduced or free meals. However, we do have six students who receive BOOST scholarships, which are based on the same formula. Of those six students, two live within the boundaries of CCPS Title 1 schools.

The Tome School maintains the same position as other non-public schools across the State of Maryland:

We maintain the position that it would be unreasonable and plainly inequitable to restrict non-public schools to a Title I count and approach while public schools are allowed to use ESSER funds free of Title I restrictions. Therefore, by signing this we are only indicating our intent to apply but not in agreement with the currently proposed calculation methods.

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The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the federal CARES Act.

PART I: CONTACT INFORMATION

LEA INFORMATION		CONTACT INFORMATION	
NAME OF LEA: Wesley Zimmerman - CCPS		TELEPHONE NUMBER:	
LEA REPRESENTATIVE & TITLE: Wesley Zimmerman LEA Director of Education Services		EMAIL ADDRESS: WZimmerman@ccps.org	
PRIVATE SCHOOL INFORMATION		CONTACT INFORMATION	
NAME OF PRIVATE SCHOOL: Providence Christian Academy		TELEPHONE NUMBER: 410-996-4895	
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Keith Wilson - Principal		EMAIL ADDRESS: kwilson@pcamd.org	

☐ Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

PART II: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 and the federal CARES Act

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. The size and scope of the equitable services to be provided to the private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- F. How and when the LEA, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
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 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
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PART III: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for private school children through the CARES Act.

By signing this form, we agree that:

- ☒ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of private school children in programs implemented with the CARES Act.

LEA REPRESENTATIVE SIGNATURE: <i>Wesley Zimmerman</i>	DATE: 6/9/2020
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Keith R. Wilk</i>	DATE: 6-8-2020

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
Please share any Comments or Requests for Further Consultation	

A copy of this form must be maintained by the LEA for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by providing it as an amendment to the Local School System ESSER Application.