

Garrett County Public Schools

RISE Strategic Plan

Reforming, Innovating, & Strengthening for
Excellence

Preliminary Report: Identification of Strategic Issues

April 10, 2018

Barbara L. Baker, Superintendent

Garrett County Public Schools at a Glance:

Enrollment: 3,776

Teachers and Staff: 495

Facts about the Garrett County Public School System:

- 7 elementary schools, 2 middle schools, 1 elementary/middle school, and 2 high schools, for a total of 12 schools in the system.
- In Garrett County, 82.0% of teachers have earned advanced professional state certification.
- Using 62 buses, GCPS had 66 bus routes per day. There were 36 school bus contractors. Buses traveled a total of 1,012,847 miles during the school year.
- Garrett County has 97.0% of its classes taught by highly qualified teachers.
- Hickory Environmental Education Center includes an interpretive Nature Hall and a state-of-the-art Planetarium Classroom.

As part of a budget presentation to the Garrett County Commissioners on May 17, 2017, the commissioners requested a strategic plan be developed that would help guide the priorities for the operating and capital budgets of the Garrett County Public School system. Work began on the RISE (Reforming, Innovating, and Strengthening for Excellence) Plan by two committees that focused on both the administrative and instructional divisions of the school system. On September 20, 2017, the Board presented the Superintendent and her Cabinet with a document outlining a set of values and steps to guide the planning process. The Value statements presented by the Board include:

1. We value our local community schools
2. We value academic excellence
3. We value equity in learning experiences and opportunities
4. We value transparency in decision-making to maintain the trust of our communities, parents, students, faculty, and staff
5. We value accessibility to diverse learning experiences
6. We value co-curricular opportunities
7. We value robust special education programs and meeting the needs of our most vulnerable populations
8. We value innovative solutions to financial challenges that align with core values

9. We value efficient and sustainable services and a streamlined and efficient administration that support the educational mission of Garrett County Schools

Steps 1 through 3, including a SWOT analysis and identification of strategic issues are complete. At a public meeting on December 12, 2017, the Superintendent presented a summary of strategic issues. On January 9, 2018, Board members had an opportunity to ask questions and request any additional information. On January 30, 2018, the Board of Education met in a special work session to not only review and revise their goals, but also to present a set of strategic issues facing our school system. The following are the goals of the Garrett County Board of Education:

1. All students will be challenged with a rigorous instructional environment preparing them to become lifelong learners and responsible citizens
2. Partnership with all members of our community will be fostered and strengthened by engaging them in the education of our children
3. All students and staff will learn in a safe, secure, and caring environment where everyone is valued and respected
4. Every department and school will be a good steward of system resources and will manage them in a cost effective manner
5. All employees will be highly qualified and effective in their jobs contributing to a self-renewing organization

The Board of Education then presented the following strategic issues:

- Community: the value of the schools to the community and the support the community provides to the schools.
- Elementary schools: purpose, value, and sustainability.
- School Facilities' Capacity, Maintenance, and Footprint: perceived overcrowding in southern elementary schools and below capacity in northern schools.
- Staff: recruiting and maintaining high quality staff
- Course offering: academic programs and vocational courses that students need at the high school level
- Disruptive behavior and discipline issues
- Drug/opioid crisis: prevention and response
- Nutrition and food offerings
- Homeschool students
- Class size: what are optimal class sizes?
- Revenue: understanding state and local factors and impact of Kirwan commission
- Managing cost: rising cost of goods of services
- Economic development: understanding the school system's role in economic development and articulating its value in economic development
- Maintenance: ensuring a safe and sound environment for education

- Healthcare: manage costs and inflation
- Administrative functions: ensuring efficiencies
- Technology: long-term strategies
- Regional partnerships: education, non-profits, businesses, etc.
- Transportation: minimizing bus ride times in county with large geographical area
- Grant opportunities
- Math curriculum: communicating changes

For purposes of this preliminary report, each strategic issue will be outlined with a description, when appropriate, of the actions taken to address the issue. Furthermore, each issue will be tied to a value, a goal, or both.

Strategic Issue 1: Community: the value of the schools to the community and the support the community provides to the schools. (Value 1, Goal 2)

- The administration at each school and at central office understands the reciprocal value of each school. We have been recognized at the state and local levels for our partnerships with Community Action, the Judy Center, and the Local Management Board, just to name a few. We have added Day Care centers (Friendsville and Route 40 Elementary) at two locations and continue to pursue opportunities to provide additional sites. These centers have provided a valuable service to the communities they serve by allowing current and future students to remain in their home school for before and after school supervision. Each school invites parents to be involved in the school as partners in the education of their children.
- Please see Appendix 1A for a list of:
 - Business Partners
 - GCPS Projects Benefitted by Partnerships with the Community
 - Community Projects/Use Benefitted by Partnerships with GCPS

Strategic Issue 2: Elementary schools: purpose, value, sustainability (Values 1, 2, & 3, Goal 1)

Garrett County Public Schools currently operates seven elementary schools and one elementary/middle combination (K-8) school. Each school is unique but must operate under the umbrella of a school system. Each year, principals work with the Director of Maintenance and Facilities to identify areas of critical need. These needs are prioritized and become a part of the Capital Improvement Plan. (See Supplemental Data 1)

A. Purpose

Garrett County elementary schools strive to offer a safe, supportive and stable environment for partners to come together to offer children the opportunity to attend school regularly, be actively involved in learning, and become good citizens.

B. Value

Garrett County elementary schools strive to offer the foundation of a well-rounded education to all students in their communities. Children who receive this education learn social and emotional skills in addition to academic skills. This gives students the tools needed to become successful in their adult lives, thus sustaining the community in which they reside.

C. Sustainability

Garrett County elementary schools will continue to inspire and foster student growth by providing rigorous instruction and learning opportunities, sustaining a culture of excellence, and preparing our students for life in an ever-changing world.

Strategic Issue 3: School Facilities' Capacity, Maintenance, and Footprint: perceived overcrowding in southern elementary schools and below capacity in northern schools (Value 3, Goals 1 & 3)

A. School Facilities' Capacity

- Overall capacity district-wide is for the 2017-2018 school year is 77.9% with the Northern Schools at 68.6% and Southern Schools at 81.65% to State Rated Capacity. Benchmarked with other districts in the State, GCPS operates with the 4th highest amount of square feet per student per Department of Legislative Services.
- State Rated Capacity means the number of students that the IAC or its designee determines that an individual school has the physical capacity to enroll. See [COMAR 23.03.02.04](#)
- State Rated Capacity Chart

State Rated Capacity (SRC):		12/1/2017				
School	SRC	Enrollment (Fall 2017)	% Capacity	- Under / + Over	BF - w/ Portables (+200 Seats)	% Capacity w / BF Portables
Accident	314	263	83.8%	-51		
Broad Ford	499	550	110.2%	51	699	78.7%
Crellin	137	134	97.8%	-3		
Friendsville	226	148	65.5%	-78		
Grantsville	274	203	74.1%	-71		
Route 40	167	140	83.8%	-27		
Swan Meadow	69	43	62.3%	-26		
Yough Glades	357	328	91.9%	-29		
Total Elementary	2,043	1,809	88.5%	-234		
Northern Elem. Schools	981	754	76.9%	-227		
Southern Elem. Schools	1,062	1,055	99.3%	-7	1,262	83.6%
Northern Middle	570	357	62.6%	-213		
Southern Middle	760	514	67.6%	-246		
Northern High	701	416	59.3%	-285		
Southern High	819	715	87.3%	-104		
Total Schools	4,893	3,811	77.9%	-1082	5,093	74.8%

- GCPS recognizes that our schools in the northern area of the county are more below the capacity than those in the southern area. However, with the additional 200 seats in the portable classrooms at Broad Ford Elementary School, no school is deemed overcrowded.

B. Maintenance

- The average age of GCPS schools is 35 years old, including systemic renovations at Route Forty (2003), Northern Middle (2008), Northern High (1986), and Southern High (1991). The average age of elementary schools is 38.6 years old and secondary schools is 27.5 years old. The South has the most aged building with an average of age of 41 years versus the North at 28.8 years old. Due to the age of these buildings, there are significant expenditures that will be required to maintain them. The deferred maintenance and capital improvement projects for these schools for the upcoming six fiscal year totals \$46,232,930. The schools requiring the most attention are Southern Middle School & Broad Ford Elementary, both built as open concept schools.
- According to Board of Public Works and Interagency Committee on School Construction (IAC) depending on the type of public school construction project requested, the State's participation in eligible project costs is determined either by a formula based on student enrollments, or on the estimated or actual cost of the project. In either case, the maximum State construction allocation is an estimate of the State's participation that is established at the time of first-time funding for a project. The State funding calculation for Garrett County is 50% State and 50% Local. Some of the other counties receive 93% and 100%. [State Local Cost Share Percentages](#)
- Historical Expenditures Per School Chart (Includes all expenses allocated to school and unallocated per pupil.)

Historical Expenditures Per School			
Actual Expenditures from FY14 through FY17			
	Average per Student Expenditure	Average Total Expenditure	Average Capacity
Elementary			
Accident	\$13,362	\$3,274,828	78%
Broad Ford	\$11,339	\$6,658,499	87%
Crellin	\$12,747	\$1,679,229	92%
Friendsville	\$12,841	\$1,877,574	65%
Grantsville	\$13,507	\$3,123,355	84%
Route Forty	\$12,125	\$1,633,217	81%
Yough Glades	\$13,723	\$4,735,403	97%
Swan Meadow	\$16,252	\$665,769	59%
Secondary			
Northern Middle	\$15,745	\$5,070,488	56%
Southern Middle	\$12,095	\$6,462,383	70%
Northern High	\$14,801	\$6,795,022	66%
Southern High	\$13,283	\$9,073,376	83%

- Maintenance Snapshot Chart

Maintenance Snapshot		
	Year Built or Full Systemic Renovation	6 Year Outlook for Deferred Maintenance
Elementary		
Accident	1982	\$842,000
Broad Ford	1976	\$14,709,408
Crellin	1962	\$713,315
Friendsville	1976	\$1,032,520
Grantsville	1980	\$256,330
Route Forty	2003	\$534,250
Yough Glades	1998	\$1,367,650
Swan Meadow	1958	\$224,700
Secondary		
Northern Middle	2008	\$20,250
Southern Middle	1977	\$12,603,150
Northern High	1986	\$5,470,705
Southern High	1991	\$8,458,652

- There are also maintenance and capital projects required to the 40 South Second Street Administrative/Support building. Maintenance projects include replacing carpet and repair/replace interior wall coverings. Capital projects include:
 - Roof & gutter repairs
 - Boiler replacement (2) & related pumps/valves (Bank)
 - Air handler replacement & reconfigure ductwork (Bank)
 - Furnaces (3) & outdoor AC units replacement (BOE)
 - 2nd & 3rd floor ductwork rework
 - Fire Alarm Panel
 - Repair & replace sidewalks
 - Repair driveways & parking areas paving and storm drains
 - Repair exterior Exterior Finishing and Insulation System (Spalding Issue)
 - Repair soffit on elevated connecting walkway
 - Replace glass blocks in the front stairwell & offices
 - Replace all windows with high efficiency & frames
 - Front doors replacement

The Garrett County Public Schools Educational Facilities Master Plan provides the school system goals, standards, and guidelines that impact the school facilities. It provides an analysis of the communities within the city in which the schools reside. It also provides an inventory and evaluation of existing facilities. An analysis of facilities use and needs can also be found within the report:

[Educational Facilities Master Plan](#)

The school system's capital budget funds the construction of additions, the renovation of existing schools, and the replacement of major building systems. The funding is provided by the State and County governments. Each year the Board of Education approves a Capital Improvement Program (CIP) Request that is submitted to both the State and County. This document includes a capital budget for the upcoming fiscal year, and a five-year capital improvement program for future years.

[FY2019 CIP](#)

C. Footprint

- There are twelve schools and an environmental learning center dedicated to instruction for Pre-K through twelve students.
- For administrative and support purposes, there are three locations throughout the Oakland area. The Superintendent, Instructional Lead Team (including Special Education & Pupil Services), Transportation, Human Resources, and Finance are all housed at 40 South Second Street, along with the Board's Public Meeting Room. Maintenance & Operations, IT, and Food & Nutrition Services are located at the Dennett Road Complex. Maintenance & Operations utilizes a warehouse located at 102 North 8th Street for storage. The 40 South Second Street location is owned by Garrett County Government and leased to the Board of Education. The agreement was entered into on July 1, 2001 for twenty years with an auto renew clause for an additional twenty years. GCPS does not pay the County rent for the building, however all expenses of upkeep, maintenance, insurance, utilities, and parking are the responsibility of GCPS.

- There is difficulty of trying to balance both ends of the county because of the location of students and bus travel times. A short analysis of the current bus routes by Transportation staff indicate it would most likely result in an increase of 30 -45 minutes per day of bus travel time for the students identified to be moved in an effort to balance the enrollments on both ends of the county. There is also a chance the students not being moved will have their ride time increased because their current bus route may have to be extended or they may have to moved to another bus route altogether in order to accommodate the additional students.
- See Appendix 3A Map of Garrett County

D. Other Resources – (links to reports are below)

[Deferred Maintenance](#) – 5 year projection on planned maintenance and operations projects

[Historical Budget Analysis](#) – 5 year historical analysis of budgeted revenues and expenses

[Facilities Debt Analysis](#) – Outstanding state debt on school facilities

Strategic Issue 4: Staff: recruiting and maintaining high quality staff (Goal 5)

A. Teacher Shortage

Maryland, like many states, is facing a challenge in teacher shortage that has already impacted Garrett County Public Schools. Unfortunately, we will continue to see the effects and will face an even greater challenge in the coming years. As an association, the Public School Superintendents Association of Maryland (PSSAM) has expressed concerns about this shortage and how it will continue to impact the state of Maryland. Each year, Maryland Public Schools hire approximately 6,000 new teachers a year, while only approximately 2,700 teachers graduate from a Maryland college or university. Many school systems, including GCPS, have difficulty filling vacant positions, especially in critical shortage areas. The teacher shortage is a national crisis in our schools and more rigorous entrance

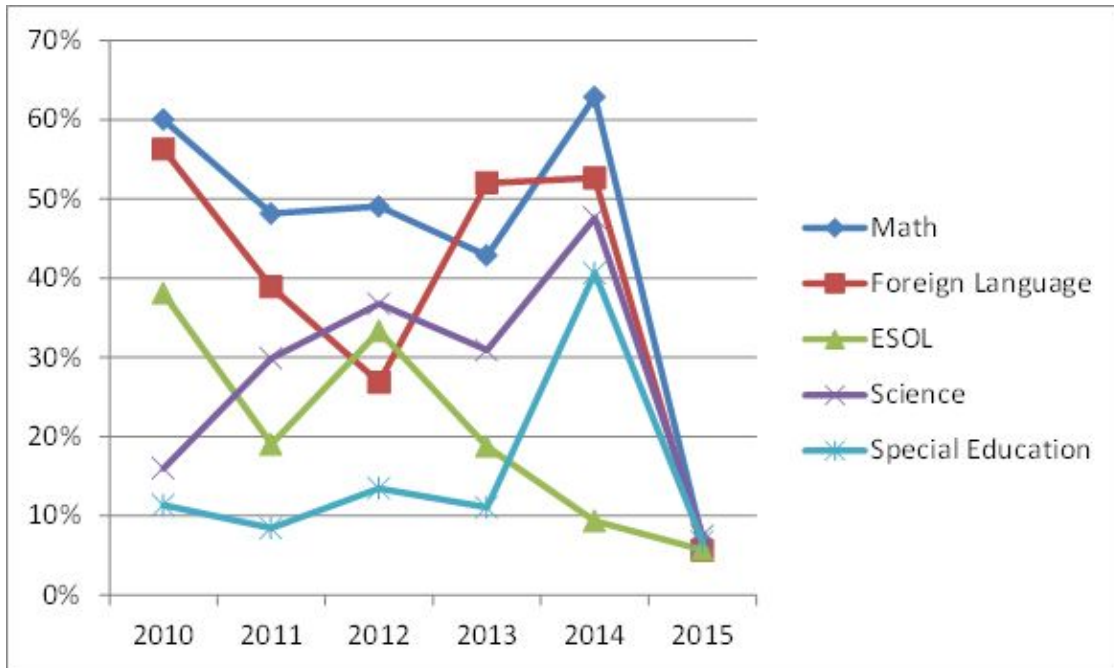
standards for Maryland’s teacher education programs may exacerbate the need to import teachers. In addition, many of Maryland’s Institutions of Higher Education are limiting the number of students who can enroll into teacher education programs.

- o Frostburg State University’s teacher preparation program has seen a decline in enrollment in the last five (5) years.
- o See Frostburg State University Student Intern Chart

<i>Frostburg State University</i>	<i>Number of Student Interns</i>
<i>2013-2014</i>	<i>160</i>
<i>2014-2015</i>	<i>120</i>
<i>2015-2016</i>	<i>85</i>
<i>2016-2017</i>	<i>80</i>
<i>2017-2018</i>	<i>60</i>
<i>Projected 2018-2019</i>	<i>25</i>

- Also see Maryland Public School Hires of Maryland Approved Programs Graduates by Shortage Area

Maryland Public School Hires of Maryland Approved Programs Graduates by Shortage Area, 2010 to 2015



Source: Maryland State Department of Education, P-12 Longitudinal Data System Dashboards & Maryland Teacher Staffing Reports

B. Certification Area Shortage

The most difficult positions to fill have been, and will continue to be, the STEM positions. Physics, Chemistry, Engineering, and Computer Science are all critical needs areas. Across the state, these are the areas most difficult to find certified people. The last computer science position opening received 0 certified computer science teacher applications and the last Chemistry position received 0 Chemistry certified people. Most of the CTE areas are difficult to find, with the exception of Agriculture, because most of those subjects don't offer formalized training for teaching. The certification process for these people is somewhat onerous, as well.

See Certification Area Shortage - The data below reflects the critical shortage in certification and subject areas and its impact on GCPS.

<i>Certification Area: Category</i>	<i>Critical Shortage</i>
<i>Career and technology areas (7-12)</i>	<i>X</i>

<i>Technology education</i>	<i>X</i>
<i>Computer science (7-12)</i>	<i>X</i>
<i>Business Education (7-12)</i>	<i>X</i>
<i>English (7-12)</i>	<i>X</i>
<i>Elementary education</i>	<i>X</i>
<i>English for Speakers of Other Languages (ESOL) (PreK-12)</i>	<i>X</i>
<i>Mathematics (7-12)</i>	<i>X</i>
<i>Middle School Education (4-9)</i>	<i>X</i>
<i>English/Language Arts</i>	<i>X</i>
<i>Mathematics</i>	<i>X</i>
<i>Science</i>	<i>X</i>
<i>Social Studies</i>	<i>X</i>
<i>Science areas (7-12)</i>	<i>X</i>
<i>Biology</i>	<i>X</i>
<i>Chemistry</i>	<i>X</i>
<i>Earth/Space Science</i>	<i>X</i>
<i>Physical Science</i>	<i>X</i>
<i>Physics</i>	<i>X</i>
<i>Special education areas</i>	
<i>Generic: Infant/primary (birth-grade 3)</i>	<i>X</i>
<i>Generic: Elementary/middle school (grades 1-8)</i>	<i>X</i>

<i>Generic: Secondary/adult (grades 6 – adult)</i>	<i>X</i>
<i>Hearing Impaired</i>	<i>X</i>
<i>Visually impaired</i>	<i>X</i>
<i>World language areas (PreK-12)</i>	
<i>French</i>	<i>X</i>
<i>Spanish</i>	<i>X</i>
<i>The Arts:</i>	
<i>Art (PreK-12)</i>	<i>X</i>
<i>Dance (PreK-12)</i>	<i>X</i>

Source: Maryland State Department of Education. (2016). Maryland teacher staffing report 2016-2018. Baltimore, MD: Maryland State Board of Education.

- Please see below three charts to see how we compare regionally with our salaries and benefits.

The comparison shows an overview of the salaries and benefits provided in the Western Maryland region within school systems, colleges, and governmental agencies. Garrett County Board of Education Coalition Med/Rx vs. Other Regional Employers

	GCEHCP	Board of Education #1	Board of Education #2	County #1	County#2	College #1	College #2
	ALL entities under the Garrett Coalition; Board of Ed, County and College						
Total Employees	1038	1571	4335	441	1012	258	120
Plan 1							
In Network	United Health Care network	Cigna	Cigna	CareFirst Network	Aetna	CFA	UMR
Deductible	None	\$150/\$300	\$100/\$200	None	None	\$250/\$500	\$0/\$0
Coinsurance	100%	100%	100%	100%	100%	90%	100%
Out of Pocket Max	\$3,000/\$6,000	\$3000/\$8000	\$1,000 single/\$2,000 family	\$2,000/\$4,000	\$2,000/\$6,000	\$3,000/\$8,000	\$1,500/\$4,500
Office Visit Copays	\$15	\$25/\$25	\$20/\$20	\$25/\$40	\$20/\$30	25/50	30/30
Inpatient	100%	100%	100%	100%	100%	90%	100%
Prescription Copays		Two co-pays for 90 fill		Two co-pays for 90 fill		Two co-pays for 90 fill	
Deductible	\$0	\$0	None	\$0	\$0	\$50/\$150	\$0/\$0
Generic	\$10	\$13	\$10	\$10	\$10	\$10	\$15
Preferred Brand	\$20	\$20	\$30	\$35	\$20	\$25	\$35
Non-preferred Brand	\$35	\$30	\$50	\$50	\$35	\$35	\$80
Specialty	\$20/\$40/\$70	\$30		\$50	\$35		

		GCEHCP	Board of Education #1	Board of Education #2	County #1	County#2	College #1	College #2
		ALL entities under the Garrett Coalition; Board of Ed, County and College						
Total Employees		1038	1571	4335	1012	441	256	120
Plan 2			None	OAP Standard	EPO	None	Silver Plan	EPO
In Network		United Health Care Network		Cigna	CFA		CFA	UMR
	Deductible	\$200/\$400		\$200/\$400	None		\$1500/\$3000	\$500/\$1000
	Coinsurance	90%		100%	100%		80%	100%
	Out of Pocket Max	\$3000/\$6000		\$3,000 single/\$6,000 family	\$2000/\$3000		\$4800/\$9600	\$2500/\$6500
	Office Visit Copays	\$25/\$30		\$20/\$20	\$20/\$25		\$35/\$60	\$30/\$40
	Inpatient	90%		100%	100%		80%	100%
	Prescription Copays	Two co-pays for 90 fill						
	Generic	\$0		\$10	\$10		\$15	\$15
	Preferred Brand	\$10		\$30	\$20		\$25	\$35
	Non-preferred Brand	\$30		\$50	\$35		\$40	\$60
	Deductible	\$50		None	none		\$50/\$150	
	Mail	15% up to \$150		\$20/\$60/\$100	\$20/\$40/\$70		\$30/\$50/\$80	\$30/\$70/\$120

2017-2018 Teacher Starting Pay by County

<i>County</i>	<i>Starting Salary</i>
<i>Montgomery</i>	<i>\$49,013</i>
<i>Baltimore City</i>	<i>\$48,430</i>
<i>Prince George's</i>	<i>\$47,781</i>
<i>Howard</i>	<i>\$47,588</i>
<i>Baltimore County</i>	<i>\$46,974</i>
<i>Alleghany</i>	<i>\$46,943</i>
<i>St. Mary's</i>	<i>\$46,500</i>
<i>Queen Anne's</i>	<i>\$45,953</i>
<i>Anne Arundel</i>	<i>\$45,891</i>
<i>Cecil</i>	<i>\$45,886</i>
<i>Washington</i>	<i>\$45,834</i>
<i>Calvert</i>	<i>\$45,496</i>

<i>Charles</i>	<i>\$45,253</i>
<i>Harford</i>	<i>\$45,233</i>
<i>Carroll</i>	<i>\$44,889</i>
<i>Talbot</i>	<i>\$44,800</i>
<i>Somerset</i>	<i>\$44,300</i>
<i>Worcester</i>	<i>\$44,257</i>
<i>Wicomico</i>	<i>\$44,202</i>
<i>Caroline</i>	<i>\$43,629</i>
<i>Frederick</i>	<i>\$43,513</i>
<i>Kent</i>	<i>\$43,126</i>
<i>Garrett</i>	<i>\$42,463</i>
<i>Dorchester</i>	<i>\$42,370</i>

Source:

http://assets.mnsmd.org/files/329a236d10d3f8187c89eda7d1df0156-teacher_starting_pay_2017_2018_by_county.docx

[Garrett County Employees Years of Service](#) – Analysis of current employees’ years of service

WV Teachers' State Minimum Salary (plus equity) 2017-2018

Years Exp.	4th Class	3rd Class	2nd Class	A.B.	A.B. +15	M.A.	M.A. +15	M.A. +30	M.A. +45	Doc-torate
0	29,698	30,402	30,749	32,675	33,528	35,487	36,344	37,201	37,962	39,088
1	30,064	30,797	31,146	33,262	34,115	36,075	36,932	37,788	38,549	39,675
2	30,431	31,192	31,543	33,850	34,703	36,662	37,519	38,376	39,137	40,263
3	30,797	31,587	31,940	34,438	35,290	37,250	38,107	38,963	39,724	40,850
4	31,407	32,226	32,581	35,269	36,122	38,082	38,939	39,795	40,556	41,682
5	31,773	32,621	32,978	35,857	36,710	38,669	39,526	40,383	41,144	42,270
6	32,139	33,016	33,375	36,444	37,297	39,257	40,114	40,970	41,731	42,857
7	32,505	33,412	33,772	37,032	37,885	39,844	40,701	41,558	42,319	43,445
8	32,871	33,807	34,170	37,619	38,472	40,432	41,289	42,145	42,906	44,032
9	33,237	34,202	34,567	38,207	39,060	41,019	41,876	42,733	43,494	44,620
10	33,604	34,597	34,964	38,796	39,648	41,608	42,465	43,322	44,082	45,208
11	33,970	34,992	35,361	39,383	40,236	42,196	43,052	43,909	44,670	45,796
12	34,336	35,387	35,758	39,971	40,823	42,783	43,640	44,497	45,257	46,383
13	34,702	35,782	36,155	40,558	41,411	43,371	44,227	45,084	45,845	46,971
14	35,068	36,177	36,552	41,146	41,998	43,958	44,815	45,672	46,432	47,558
15	35,434	36,572	36,949	41,733	42,586	44,546	45,402	46,259	47,020	48,146
16	35,800	36,967	37,346	42,321	43,173	45,133	45,990	46,847	47,607	48,733
17	36,166	37,363	37,743	42,908	43,761	45,721	46,578	47,434	48,195	49,321
18	36,532	37,758	38,141	43,496	44,349	46,308	47,165	48,022	48,783	49,909
19	36,898	38,153	38,538	44,083	44,936	46,896	47,753	48,609	49,370	50,496
20	37,264	38,548	38,935	44,671	45,524	47,483	48,340	49,197	49,958	51,084
21	37,631	38,943	39,332	45,258	46,111	48,071	48,928	49,784	50,545	51,671
22	37,997	39,338	39,729	45,846	46,699	48,658	49,515	50,372	51,133	52,259
23	38,363	39,733	40,126	46,434	47,286	49,246	50,103	50,959	51,720	52,846
24	38,729	40,128	40,523	47,021	47,874	49,834	50,690	51,547	52,308	53,434
25	39,095	40,523	40,920	47,609	48,461	50,421	51,278	52,135	52,895	54,021
26	39,461	40,918	41,317	48,196	49,049	51,009	51,865	52,722	53,483	54,609
27	39,827	41,313	41,714	48,784	49,636	51,596	52,453	53,310	54,070	55,196
28	40,193	41,709	42,111	49,371	50,224	52,184	53,040	53,897	54,658	55,784
29	40,559	42,104	42,509	49,959	50,811	52,771	53,628	54,485	55,245	56,371
30	40,925	42,499	42,906	50,546	51,399	53,359	54,215	55,072	55,833	56,959
31	41,292	42,894	43,303	51,134	51,987	53,946	54,803	55,660	56,420	57,546
32	41,658	43,289	43,700	51,721	52,574	54,534	55,391	56,247	57,008	58,134
33	42,024	43,684	44,097	52,309	53,162	55,121	55,978	56,835	57,596	58,722
34	42,390	44,079	44,494	52,896	53,749	55,709	56,566	57,422	58,183	59,309
35	42,756	44,474	44,891	53,484	54,337	56,296	57,153	58,010	58,771	59,897

Note: This schedule does not include the \$600 supplement for classroom teachers with at least 20 years of teaching experience (WVC §18A-4-2), the \$3,500 supplement for those with national certification from the National Board of Professional Teaching Standards (NBPTS) (WVC §18A-4-2a), or the \$2,500 supplement for speech-language pathologists, audiologists, counselors, school psychologists, or school nurses with national certification (WVC §18A-4-4b).

Source: <http://www.wvea.org/content/2017-2018-salary-schedules>

Strategic Issue 5: Course offering: academic programs and vocational courses that students need at the high school level (Values 2, 3, & 5, Goal 1)

Each year, the instructional teams work with the principals to identify programs that can be implemented or enhanced and/or those programs that can be eliminated. Even though there has been program elimination over the last several years, GCPS has added programs and enhanced others at the high school level. Bell schedules at both high schools were standardized, allowing us to share staff and continue some programs that were necessary for students to complete. In addition, the Curriculum for Agricultural Science (CASE) was added to both high schools. We have also been able to add the PLTW Bio Medical Science program at the high schools and the Gateway to Technology (GTT) program at the middle schools.

- **Dual Enrollment**

In addition, GCPS continues to pursue dual enrollment opportunities for our students. Currently, 27 courses are offered in cooperation with Garrett College. GCPS staff teaches some courses and GC staff teaches others. This has allowed us the opportunity to offer additional programs at no cost to the school system. Of these 27 courses:

- 16 offered during the school day
- 11 offered at GC
- 16 courses meet graduation requirements
- Of the 16, content is delivered in person, online or a hybrid.
- List of dual enrollment over the last five years.
 - 2014 – 66 total enrollments
 - 2015 – 61 total enrollments
 - 2016 – 169 total enrollments
 - 2017 – 218 total enrollments
 - 2018 – 220 total enrollments

- **Graduation Statistics**

Graduating class of 2016 (first year measured), 30% of Garrett County students graduated college ready in ELA and 26.4% graduated college ready in math. 23% graduated college ready in both.

- Graduating class of 2017, 62% of GCPS students graduated college ready in ELA and 46% graduated college ready in math. 43% graduated college ready in both.

- **Vocational Programs**

- GCPS 2017 CTE PQI data shows Garrett County right at the state average in ELA academic attainment at 36% combining both 10th and 11th grade PARCC scores for graduates and significantly higher than the state average (77%) in Math PARCC at 85% combining both Algebra I and II scores for graduates.

- o Furthermore, GCPS exceeds the state average in technical skill attainment (TSA) in three of the last four years. TSA is a number that will be used to help assess “career ready” (no indicator yet) in the future. These are industry standard tests that gain credentialing. 80% of GCPS CTE students who attempted a TSA in 2017 earned it. The average over the past 6 years is 83%, which also surpasses the state average. It is important to note that not only are GCPS students who attempt TSA’s passing at a rate higher than the state average, but that more and more students are attempting the credentialing exams as programs like Foods and Business are adding those opportunities for pupils. Even with declining enrollments over the past 6 years, more students attempted a TSA last year than ever before.
 - o Significantly noteworthy is that the state average for graduates who have completed a CTE program of study is 22.5%. GCPS percentage of students who graduate and complete a CTE program of study is 70%.
- **Academic**
 - o GCPS continues to examine AP offerings and monitor the success of students enrolled in these courses.
 - o Total enrollment in AP courses over the past 7 years:
 - 2011 – 170
 - 2012 – 195
 - 2013 – 196
 - 2014 – 238
 - 2015 – 138
 - 2016 – 204
 - 2017 – 232
 - 2018 - 309

Other Resources (link to reports below):

[Bridge Plans](#) – Subject based project that students must complete if they are not successful on the PARCC and HSA State Assessments.

[Percent of Students Proficient and/or Passed State Assessments](#)

[MD Report Card](#) - The most current information available to measure student achievement in all 24 local school systems from year to year.

Strategic Issue 6: Disruptive behavior and discipline issues (Value 5, Goals 1 & 3)

GCPS acknowledges the fact that we are seeing increases in behavior issues, particularly at the elementary level. Changes to COMAR regulations regarding discipline and the extension of compulsory education through the age of 18 have impacted this increase and led to additional behavior concerns at the high school level as well. However, in an effort to address the behaviors at the primary level, GCPS has instituted the Students Taking Active Responsibility for Success (STARS) program.

A. STARS Program

This program is being piloted at Accident Elementary School and focuses on a researched based intervention of applied behavior analysis. Detailed data is collected on each student with the end goal of a successful transition back to the child’s home school.

There were no additional transportation funds needed for the STARS program. Students residing in the Northern end of the county were assigned to a bus already servicing Accident Elementary School while an existing bus route was eliminated and a new bus route was developed for the students residing in the south. Any additional time and mileage costs were met by re-allocating the funds previously used to transport a student to and from the Jefferson School in Cumberland.

Funding for STARS:

- 1 certified teacher- Special Education Passthrough Grant
- 1 certified assistant- Special Education local funds through attrition
- 2 interns- General Education local funds for behavioral intervention
- BCBA cohort program- Special Education Early Childhood Connections Grant
- Behavior Charts 2017 Appendix 6A and 2018 Appendix 6B

2016-2017	Behavior Interventions	Behavior Suspensions	Behavior Expulsions	Disruptive Behavior
Grade Pre-K	19	11	0	66
Grade K	27	0	0	45
Grade 1	78	48	0	108
Grade 2	29	13	0	48
Grade 3	17	2	0	86
Grade 4	60	9	0	96
Grade 5	34	6	0	64

Addition of the STARS classroom, and behavior support through grants took place in the 17-18 school year.

2017-2018	Behavior Interventions	Behavior Suspensions	Behavior Expulsions	Disruptive Behavior
Grade Pre-K	32	4	0	21
Grade K	19	3	0	56
Grade 1	44	3	0	36
Grade 2	72	19	0	57
Grade 3	48	4	0	56
Grade 4	39	7	0	65
Grade 5	34	10	0	55

B. COMAR Changes

Changes to COMAR regulations regarding discipline and the extension of compulsory education through the age of 18 have impacted this increase in discipline and behavioral issues.

1. In May 2012, SB 362, Chapter 494 was passed and signed that raised the age of compulsory attendance by amending the Annotated Code Section 7-301 to be effective on July 1, 2015 that any child under the age of 17 must be enrolled in and attend school, and that as of July 1, 2017, any child under the age of 18 must be enrolled and attend school, with the exception of students who meet the specified reasons for a waiver of that requirement.
2. On July 23, 2013, the Maryland State Board of Education approved significant revisions to COMAR 13A.08.01.11, 12, 15, and 21 which specifically defined suspensions to be in-school (limited to 10 days per year for all students), short-term (up to three days), long-term (up to 10 days), and extended (from 11-45 days). Previous to these changes, federal regulation limited suspensions for special education students to not exceed 10 days per year, and any suspension beyond that, or expulsion required a manifestation hearing. .

3. COMAR does allow for the use of in-school intervention, based on the school providing the student with the four requirements that define intervention as opposed to in-school suspension.
4. The Maryland State Code of Conduct specified which suspensions could be applied to certain offenses, based on a graduated hierarchy of responses. The GCPS Student Handbook: Rights, Responsibilities and Discipline section; “Responses to Disciplinary Offenses” is based on the Maryland State Code of Conduct. Extended suspension may only be applied to offenses in which “the student’s return prior to the completion of the suspension period would pose an imminent threat of serious harm to other students or staff,” or “the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day, and for which other available and appropriate behavioral and disciplinary interventions have been exhausted.”
5. Expulsion is limited to only those offenses for which “the student’s return prior to the completion of the suspension period would pose an imminent threat of serious harm to other students or staff.”
6. “Alternative placement” would only occur as a suspension or expulsion, other than an assignment agreed to by the parents. Intervention can be provided if the criteria for intervention is met.
7. COMAR regulations require the assignment of work and provision of a school liaison for suspensions up to 10 days, and that students who are placed on extended suspension or expulsion be provided with “comparable educational services and appropriate behavioral support services to promote successful return to the students regular academic program” during the term of the extended suspension or expulsion (COMAR 13A.08.01.11). These requirements are noted in the Student Handbook: Rights, Responsibilities and Discipline. Additional guidelines and requirements were provided by the July 2012 MSDE report, School Discipline and Academic Success: Related Parts of Maryland’s Education Reform; the July 2014, Maryland Guidelines for a State Code of Discipline; the January 2016, Maryland Compilation of School Discipline Laws and Regulations; and the January 2017, Resource Guide of Maryland School Discipline Practices. In addition to the specific requirements of COMAR, the guidance and regulations reflect the established expectations and standards of the Maryland State Board of Education on which it has based decisions on appeals of local discipline cases.
8. More recently was the passage of SB 651 (Chapter 843) to amend the Annotated Code 7-305 to prohibit the suspension or expulsion of students in Pre-Kindergarten to Second grade with the exception of violation of the federal firearms requirement for mandatory expulsion or if determined by a psychologist or mental health professional to present an imminent threat of serious harm.

9. In January 2013 the Maryland State Board of Education added a new regulation to 13A.08.01; .21, Reducing and Eliminating Disproportionate//Discrepant Impact in School Discipline, directed toward discrimination in the application of discipline based on race and disability. This has also been addressed by OCR as based on discrimination in the application of school discipline by race and disability, as addressed in the “Dear Colleague” letter of December 12, 2016 and the USDE OSERS amendment of IDEA in 34 CFR Part 300 to address disproportionality in Special Education. MSDE has developed formulas to be applied to LEA’s to determine disproportionate/discrepant responses in student discipline. Based on the application of the formula, Maryland LEA’s may have school’s as “identified” or to be “on watch”, and those schools will need to develop corrective action plans to reduce and eliminate discrepancy over a three year period. Data from 2017-18 will be assessed. Specific guidance is provided by the June 2017 MSDE Technical Assistance Guide: Reducing and Eliminating Disproportionate Impact, and The January 2018 MSDE document; Reducing and Eliminating Disproportionality in School Discipline Guidance Document.
10. Historically GCPS Special Education students, as has occurred nationwide, have had a higher incidence of disciplinary responses, and suspension and expulsion. Addressing the disproportionately will require the use, and evidence and documentation of providing behavioral RTI to reduce and eliminate disproportionality, as required by the regulation. The use of behavioral RTI, or as follows, “Specialized Intervention Services “ will need to be provided and documented prior to a student being suspended, particularly for extended (45 day) suspension for “chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day, and for which other available and appropriate behavioral and disciplinary interventions have been exhausted.”
11. SB1, passed and signed into law in May 2017 requires the reporting of “specialized intervention services” (academic and behavioral RTI) data to the legislature and MSDE beginning with this year’s data. This currently applies to Kdg. -3rd grades, but originally the legislation was to be applied to grades Kdg. - 12.. It would be expected that this data will be aligned with disproportionality and responses to discipline and behavior for populations which are disproportionate in discipline responses.
12. Suspensions for discipline offenses have been increasing at the elementary level while decreasing at the secondary level. The overall trend has been a decrease in the number of suspensions. However for this current year, to date, there had been a decrease in elementary suspensions and an increase in suspensions at the secondary level. Of course the new requirement to prohibit suspensions for grades Pre-K

through 2nd would contribute to a decrease in the elementary suspensions, as may be seen in referring to the grade level data for suspensions. As previously noted, MSDE will be applying formulas to determine if disproportionality in suspension or expulsion exists for race or disability. If schools are determined to be “identified” or “on watch”, corrective action plans will be required for those schools.

- GCPS Suspensions by year and grade - Appendix 6C
- Number of Students by School Level - Appendix 6D

GCPS SUSPENSIONS BY YEAR AND GRADE															
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total*
2012-2013	2	11	3	2	0	3	3	21	17	20	35	18	29	25	189
2013-2014	1	3	4	3	4	3	4	17	28	46	11	21	22	22	189
2014-2015	2	2	5	4	7	3	7	3	17	20	3	1	4	1	79
2015-2016	1	6	7	1	7	3	9	6	7	16	2	3	5	4	77
2016-2017	3	0	9	2	4	4	8	5	13	12	5	9	4	4	82
2017-2018* *Year to Date	0	0	1	0	3	4	5	8	15	12	7	9	8	6	78

Number of Students Suspended by School Level				
	Elem	Middle	High	Total
2012-2013	24	58	107	189
2013-2014	22	91	76	189
2014-2015	30	40	9	79
2015-2016	34	29	14	77
2016-2017	30	30	22	82
2017-2018*	13	35	30	78
*as of 3/27/2018				

Strategic Issue 7: Drug/opioid crisis: prevention and response (Value 7, Goals 1 & 3)

GCPS acknowledges the fact that we are seeing increases in the aforementioned behaviors due to increases in drug use. We are currently working with the Garrett County Health Department to implement a grant funded professional development plan that will link instruction to an

evidence-based curriculum. The following charts outline the increases in drug exposed babies and in referrals to our Infants and Toddlers program:

Number of Babies Born Drug Exposed At GCRM

2017* <i>As of 1/18/18</i>	16
2016	35
2015	24
2014	22

Number of Infant and Toddler Referrals

2017-2018* <i>As of 1/18/18</i>	45
2016-2017	73
2015-2016	50
2014-2015	46

It should be noted that the chart of drug exposed babies does not include those children born outside of Garrett County but will attend Garrett County Public Schools. In addition, some of the babies included in the chart could reside outside Garrett County and therefore, would not attend GCPS.

A. Prevention and Response to the Opioid Crisis:

In accordance with Governor Hogan’s initiative, Start Talking Maryland Act (HB 1082, Chapter 573), regarding opioid and prescription drug abuse prevention education in Maryland Public Schools and the message from Maryland State Superintendent of Schools, Dr. Karen Salmon, GCPS will be embedding lessons into Life Science instruction in grade 4, grade 7, and high school biology.

Operation Prevention (Discovery Education) is the program that we will use for delivery of lessons on this topic. This program is recommended in the *Heroin and Opioid Awareness & Prevention Toolkit* from MSDE. The teacher resources can be found at: <https://www.operationprevention.com/> The lessons and activities included in this program are evidence based, and each is aligned to the NGSS standards for Life Science and the National Health Educator Standards.

- **Elementary Module (Grade 4):**

- Lesson (*Proactive Prevention*)
class sessions (45 minutes each)

3

- *Malachi's Medication* (interdisciplinary activity)
60 minutes
- *Sara's Sister* (interdisciplinary activity)
60 Minutes
- **Middle School Module (Grade 7):**
 - Lesson (*Our Brain and Body on Opioids*) 3 class sessions (45 minutes each)
 - Lesson (*Is Our Community Influenced by the Opioid Epidemic?*) 3 - 4 class sessions (45 minutes each)
- **High School Module (Biology):**
 - Lesson (*Opioid Use: The Signs. The Symptoms. The Science.*) 2 - 3 class sessions (80 minutes each)
 - Lesson (*Reporting on a Public Health Crisis: Opioids in the Community*) 2 - 3 class sessions (80 minutes each)
 - *Video (*Chasing the Dragon*) may be shown to the entire student body 50 minutes

Other instructional responses includes the ongoing health curriculum in PreKindergarten through 9th grade that addresses drug and alcohol use and abuse. New health textbooks were recently purchased for the middle and high schools which include numerous internet resources, and the Child Protection Units from the Committee for Children were purchased for elementary counselors' classroom lessons. The middle school's 8th grade WINNERS program is provided through the GCSO by the SRO's. Project AIM is provided as a part of 8th grade health curriculum and addresses identifying and making positive decisions to reach desired goals. PBIS, Character Education, Second Step curriculum and Rachel's Challenge FOR clubs promote social-emotional learning and skills, positive decisions, values and attitudes. MSAP teams at the middle and high schools focus on identifying students for whom intervention may be needed for drug and/or alcohol intervention, and the GCHD provides intervention and education for addiction and high risk behavior through the STOP grant. This year we received a small Opioid Prevention grant from the Governor's office and MSDE. The MSAP teams are providing presentations to the students from CAMFEL productions to address the Opioid crisis, and in collaboration with the GCHD two web pages will be developed to address prevention for students and for parents.

Strategic Issue 8: Nutrition and food offerings (Values 7 & 8, Goals 2 & 4)

Over the past ten years, participation in Food and Nutrition Service (FNS) offerings has declined. There are several factors that contribute to this decline including overall enrollment decline, changes to legislation which impact food offerings, increased labor and food costs, and planned or

unforeseen changes to the school day schedule. Additionally, the Food Service Fund is no longer self sustaining. An annual transfer from the General Fund is required to subsidize operations at the end of each fiscal year.

A. Healthy Hungry Free Kids Act of 2010

The Healthy Hungry Free Kids Act of 2010 changed the way FNS must operate. This legislation imposed new requirements, changing what can and must be offered to students each week for lunch. FNS is now required to serve $\frac{3}{4}$ cup of vegetables every day along with a $\frac{1}{2}$ cup of fruit and students are required to take a serving of fruit or vegetables every day. FNS offers a fresh fruit bowl as an option for students daily. Of those vegetables each week, $\frac{3}{4}$ cup of red/orange vegetables, $\frac{1}{2}$ cup of legumes, and a $\frac{1}{2}$ cup of dark leafy vegetables must be offered. The USDA specifically indicates these items. Along with that, there must be 2 ounces of meat or meat alternative (protein) served daily, 8 – 10 servings of whole grain rich grain products per week and a $\frac{1}{2}$ cup of milk each day. Several of these changes have not been well received by students (mostly the whole grain requirement).

FNS took advantage of an MSDE grant to offer training for the cafeteria staff. The first training was a weeklong boot camp with chefs teaching ways to move from frozen to fresh options. FNS has always cooked from scratch, so these methods were well received.

B. Local Food Providers

Over the years, local suppliers have been identified and utilized to increase the amount of food purchased locally. Much of this has been using meat selections, as the growing season does not work well with the school year. This past fall FNS was asked to host the annual Jane Lawton Farm to School week kickoff event for the state. FNS was able to offer something local each day that week. Those items have continued to be offered throughout the year when availability and price make it possible. Realizing fresh local items typically cost more than frozen items, an example is a serving of frozen corn costs less than 25 cents and the last time we purchased corn it was close to 35 cents a serving. FNS will continue to add fresh items when they can locate them and they make financial sense. Additionally, FNS collaborated with GCPS schools to supply items from their gardens.

C. Food Regulations

In 2016 the Smart Snacks regulations was enacted. These regulations dictate what items can be sold to students during the school day. These changes have caused a large reduction in all cart-sales, which in turn has caused the loss of revenue.

What are the Smart Snacks Standards for foods?

To qualify as a Smart Snack, a snack or entrée must first meet the general nutrition standards:

- Be a grain product that contains 50 percent or more whole grains by weight (have a whole grain as the first ingredient); or
- Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
- Be a combination food that contains at least ¼ cup of fruit and/or vegetable; and
- The food must meet the nutrient standards for calories, sodium, sugar, and fats:

Nutrient	Snack	Entrée
Calories	200 calories or less	350 calories or less
Sodium	200 mg or less	480 mg or less
Total Fat	35% of calories or less	35% of calories or less
Saturated Fat	Less than 10% of calories	Less than 10% of calories
Trans Fat	0 g	0 g
Sugar	35% by weight or less	35% by weight or less

An analysis of sales from 2010 through the end of 2017 is shown in Food & Nutrition Services Historical Sales Analysis Chart.

Food & Nutrition Services Historical Sales Analysis								
	2010	2011	2012	2013	2014	2015	2016	2017
A La Carte	\$ 540,447	\$ 560,064	\$ 522,653	\$ 513,593	\$ 463,650	\$ 307,506	\$ 365,375	\$ 344,768
Meals Served								
Breakfast	210,360	240,300	310,680	327,460	202,133	354,145	336,379	331,383
Lunch	455,220	479,520	451,080	412,846	213,896	375,508	376,014	366,131

In order to provide more fresh food options, the financial impact would be approximately 25 cents per meal. Additionally, if we want more food options it could be over a dollar per meal. In 2016 – 2017 school year we served 331,383 breakfasts and 366,131 lunches. Therefore, just a change in lunch would incur a cost of between \$91,532.75 and \$366,131.00 per year. There are several school systems that have hired chefs to help with this issue. They develop and test recipes to work for their schools. This could be an option for an additional \$40,000.00 – \$60,000.00 per year.

- Salt regulations have also been required to be lower due to the Healthy Hungry Free Kids Act of 2010. The salt standards have limited some of the menu items we can serve.



Nutrition Standards for School Meals

The Healthy, Hunger-Free Kids Act of 2010 required the US Department of Agriculture (USDA) to update federal nutrition standards for school meals. The [updated rules](#) went into effect on July 1, 2012. The changes require:

More fruits and vegetables: Schools must offer students fruits and vegetables with every lunch and increase the portion sizes. Vegetable choices at lunch must include weekly offerings of: legumes, dark green, and red or orange vegetables. Every school breakfast must offer students a full cup of fruits or vegetables. Students are required to take at least one half-cup serving of fruits or vegetables with every school breakfast and lunch.

Whole grains: All grains offered with school meals must be whole grain-rich (at least 51% whole grain). *In some schools where certain whole grain foods are not well accepted by students (eg whole grain tortillas or brown rice), temporary waivers permit the service of select foods that do not meet this standard.**

Calorie limits: School meals must meet age-appropriate calorie minimums and maximums:

Grades	Breakfast	Lunch
K-5:	350-500 calories	550-650 calories
6-8:	400-550	600-700
9-12:	450-600	750-850

Sodium limits: Schools must gradually reduce sodium levels in school meals over a ten-year period to meet the following limits. *Due to challenges of meeting future sodium limits, USDA has retained Sodium Target 1 limits through the end of the 2018-19 school year.**

Sodium Reduction Target Timeline for School Meals

Grades	Target 1 (July 1, 2014)	Target 2 (July 1, 2017)	Final Target (July 1, 2022)
School Breakfast Program			
K-5:	≤540 mg	≤485 mg	≤430 mg
6-8:	≤600	≤535	≤470
9-12:	≤640	≤570	≤500
National School Lunch Program			
K-5:	≤1,230	≤935	≤640
6-8:	≤1,360	≤1,035	≤710
9-12:	≤1,420	≤1,080	≤740

Limits on unhealthy fat: Meals cannot contain added trans-fat and no more than 10 percent of calories can come from saturated fat.

Low-fat and fat-free milk: Every school meal offers one cup of fat-free or 1% milk. Flavored milk must be fat-free. To meet calorie limits, milk processors have developed flavored milk with less added sugar. *USDA recently provided schools the option to offer flavored, 1% milk.**

Free water: Free drinking water must be available in the cafeteria during lunch and breakfast.

[*USDA's 11/30/17 Interim Final Rule: Child Nutrition Program Flexibilities for Milk, Whole Grains, and Sodium Requirements](#)

120 Waterfront St. | Suite 300 | National Harbor, MD 20745 | phone: 301.686.3100 - 800.877.8822 | fax: 301.686.3115 | www.schoolnutrition.org

Target 1 for Sodium reduction target timeline for school meals has been held through the 2018 – 2019 school year. See Nutrition Standards for School Meals chart above.

The chart below depicts the total number of students eligible for Free and Reduced meals in Garrett County Public Schools during the 2016-2017 school year.

Number of students eligible for Free & Reduced price meals

	Enrollment - Sept 30 2017		FARMS - Oct. 31 2017		
	Enrollment	Free	Reduced	Total	Percentage
Accident	263	76	22	98	37.26%
Broad Ford	550	240	61	301	54.73%
Crellin	134	63	17	80	59.70%
Friendsville	148	93	12	105	70.95%
Grantsville	239	126	18	144	60.25%
Northern High	416	119	31	150	36.06%
Northern Middle	357	120	45	165	46.22%
Route Forty	140	38	9	47	33.57%
Southern High	715	215	56	271	37.90%
Southern Middle	514	190	51	241	46.89%
Swan Meadow	43	5	1	6	13.95%
Yough Glades	328	134	40	174	53.05%
Hickory	20	15	2	17	85.00%
Dennett Road	100	100	0	100	100.00%
Total	3967	1534	365	1899	47.87%

Strategic Issue 9: Homeschool students (Value 8, Goal 1)

GCPS recognizes the importance of communication between the school system and our families who choose to home school their children. We have worked to reach out to these families, invite them in for open dialogue, and provided open house evenings. We also recognize that a significant percentage of children are homeschooled.

The chart below depicts the Historical Perspective of Homeschooling in Garrett County over the last 16 years (2002-2003 through 2017-2018), as of March 27, 2018. Over time, the total number

of home-schooled children has shown an increase. From 2002 to 2009 the number was under 300 with the exception of 2005 when it was at 307. In 2009 it was at 319, and at a high of 342 for the 2010 school year. It was in the low 300's with the exception of the 2014 school year when it dropped to 293. It is currently at 313 for the 2017-18 school year. The number fluctuates throughout each school year.

Across Maryland, there are 847 private schools, which serve 143,444 students. In Garrett County, there are not as many private school options [five private schools] as most school systems across the state, according to Maryland Private School Review (see attached link for the full report, <https://www.privateschoolreview.com/maryland>). Currently, the five (5) private school options in Garrett County are the following: Bittinger Mennonite School, Ferndale Christian School, Mountain Top Sda (Seventh Day Adventist) School, Pleasant Valley Christian Academy, and Swanton Mennonite Fellowship School.

Historical Perspective of Homeschooling in Garrett County																
Year	2002 -2003	2003 -2004	2004 -2005	2005 -2006	2006 -2007	2007 -2008	2008 -2009	2009 -2010	2010 -2011	2011 -2012	2012 -2013	2013- 2014	2014 -2015	2015 -2016	2016 -2017	2017 -2018 *3/27/18
Garrett County	234	248	277	307	291	268	291	319	342	318	315	336	293	304	306	311

**Total Number of Students Taught Through Home Schooling
as Reported by Each Local School System 2002-2016**

Local School System	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Allegany	191	188	199	220	233	223	220	207	208	211	246	270	263	271	276
Anne Arundel	1,675	2,100	2,140	1975	1,826	1817	1846	1,800	1,863	1,790	1,910	2,236	2,450	2,266	2,550
Baltimore City	1,309	1,506	1,238	1790	1,661	1364	1006	1,087	1,005	1,017	1,036	1,150	1,150	1202	1,355
Baltimore County	2,642	2,686	2,979	2968	2,914	2594	2596	2,508	2,488	2,305	2,385	2,547	2,631	2663	2,750
Calvert	449	423	459	554	539	609	442	397	389	364	408	426	458	473	518
Caroline	167	114	135	147	166	174	145	169	163	160	165	190	200	203	221
Carroll	1,194	1,248	1,329	1539	1,586	1291	1327	1,291	1,277	1,181	1,193	1,211	1,202	1425	1,218
Cecil	706	975	1,157	1145	1,245	1259	1397	1,535	1,097	1,172	1,124	1,217	1,094	1213	1,263
Charles	722	774	749	809	823	886	1052	1,186	1,363	1,533	1,388	1,191	1,008	784	881
Dorchester	78	93	86	79	86	85	84	77	85	77	80	92	103	95	137
Frederick	1,476	1,565	1,568	1691	1,711	1750	1841	1,969	2,305	2,303	3,018	3,413	3,778	4,186	4,633
Garrett	234	248	277	307	291	268	291	319	342	318	315	336	293	304	306
Harford	1,251	1,351	1,700	1529	1,593	1665	1480	1,446	1,401	1,580	1,698	1,738	1,745	1,774	1,860
Howard	1,113	1,325	1,224	1447	1,694	1694	1,006	1,226	1,188	1,180	1,004	1,027	995	962	1,279
Kent	79	50	76	80	68	68	67	72	61	66	62	65	77	70	91
Montgomery	2,252	2,201	2,268	2461	2,242	2783	3010	2,734	2,418	2,550	2,570	2,665	2,613	2,854	2,379
Prince George's	3,018	3,335	3,904	3372	3,759	3500	4,548	2,991	2,147	2,913	3,332	3,877	4,051	3966	2,899
Queen Anne's	247	255	257	291	283	292	274	266	267	240	239	255	270	282	285
St. Mary's	658	656	673	367	365	360	665	647	668	699	687	737	856	818	907
Somerset	67	61	56	57	74	66	62	72	49	61	52	89	93	114	98
Talbot	132	150	130	134	117	128	65	66	77	103	119	114	113	133	146
Washington	600	688	740	840	518	765	758	774	754	797	916	965	927	948	1,018
Wicomico	329	358	425	418	397	340	369	350	380	341	392	443	449	573	568
Worcester	87	71	107	109	86	93	83	98	115	108	118	180	156	163	190
Total	20,676	22,421	23,876	24,329	24,277	24,074	24,634	23,287	22,110	23,069	24,302	26,434	26,975	27,742	27,828

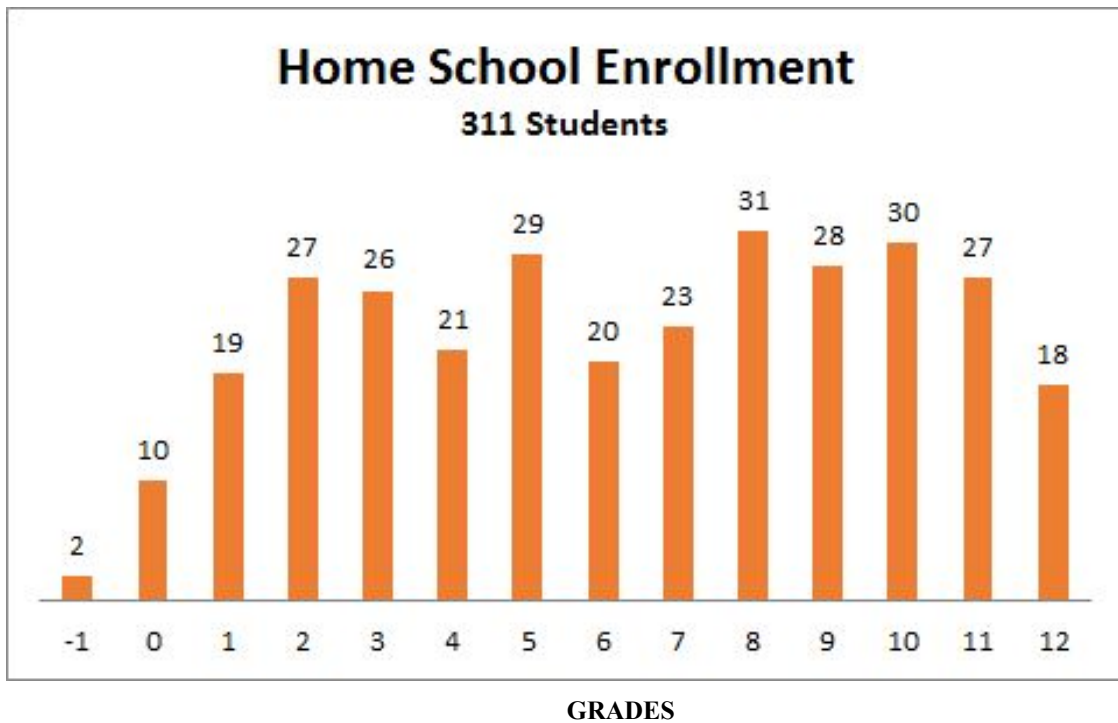
Analysis of Non Public School Choice
School Year 2016-17
12/12/2017

	Total Enrollment	Homeschool	Private Schools	Church Exempt	Total				
Allegany	8,702	276	3.17%	297	3.41%	406	4.67%	979	11.25%
Anne Arundel	81,397	2,550	3.13%	7,283	8.95%	3495	4.29%	13,328	16.37%
Baltimore City	82,354	1,355	1.65%	7,336	8.91%	2881	3.50%	11,572	14.05%
Baltimore County	112,147	2,750	2.45%	14,205	12.67%	7673	6.84%	24,628	21.96%
Calvert	15,950	518	3.25%	293	1.84%	320	2.01%	1,131	7.09%
Caroline	5,705	221	3.87%	-	0.00%	28	0.49%	249	4.36%
Carroll	25,256	1,218	4.82%	664	2.63%	918	3.63%	2,800	11.09%
Cecil	15,633	1,263	8.08%	1,104	7.06%	487	3.12%	2,854	18.26%
Charles	26,390	881	3.34%	291	1.10%	1843	6.98%	3,015	11.42%
Dorchester	4,816	137	2.84%	-	0.00%	41	0.85%	178	3.70%
Frederick	41,317	4,633	11.21%	578	1.40%	1351	3.27%	6,562	15.88%
Garrett	3,833	306	7.98%	-	0.00%	98	2.56%	404	10.54%
Harford	37,426	1,860	4.97%	1,431	3.82%	1504	4.02%	4,795	12.81%
Howard	55,638	1,279	2.30%	1,493	2.68%	3224	5.79%	5,996	10.78%
Kent	2,001	91	4.55%	205	10.24%	13	0.65%	309	15.44%
Montgomery	159,010	2,379	1.50%	17,664	11.11%	7914	4.98%	27,957	17.58%
Prince George's	130,814	2,899	2.22%	4,553	3.48%	6028	4.61%	13,480	10.30%
Queen Anne's	7,751	285	3.68%	237	3.06%	52	0.67%	574	7.41%
Somerset	2,958	98	3.31%	-	0.00%	562	19.00%	660	22.31%
St. Mary's	18,067	907	5.02%	1,110	6.14%	1307	7.23%	3,324	18.40%
Talbot	4,593	146	3.18%	464	10.10%	477	10.39%	1,087	23.67%
Washington	22,545	1,018	4.52%	1,074	4.76%	1624	7.20%	3,716	16.48%
Wicomico	15,446	568	3.68%	681	4.41%	340	2.20%	1,589	10.29%
Worcester	6,667	190	2.85%	535	8.02%	371	5.56%	1,096	16.44%
Totals	886,416	27,828	4.07%	61,498	6.94%	42,957	4.85%	132,283	14.92%

COMPARISON OF SCHOOL ENROLLMENT, HOME SCHOOL ENROLLMENT, AND NON-PUBLIC (PRIVATE) SCHOOL ENROLLMENT FOR ALLEGANY, GARRETT, KENT AND TALBOT COUNTIES

Year	Counties	School Enrollment	Home School Enrollment	Percent	Private School Enrollment	Percent	Combined Home and Private School Enrollment	Percent
2017	Garrett	3811	313	8.00%	55	1.00%	368	9.00%
2016	Allegany	8702	780	9.00%	276	3.00%	1056	12.00%
	Garrett	3833	98	3.00%	306	8.00%	404	11.00%
	Kent	2001	307	15.00%	91	4.50%	398	20.00%
	Talbot	4593	971	21.00%	146	3.00%	1117	24.00%
2015	Allegany	8812	740	8.00%	271	3.00%	1011	11.00%
	Garrett	3856	76	2.00%	304	8.00%	380	10.00%
	Kent	2029	272	13.00%	70	3.00%	342	17.00%
	Talbot	4625	1143	25.00%	133	3.00%	1276	28.00%
2014	Allegany	8865	801	9.00%	263	3.00%	1064	12.00%
	Garrett	3858	55	1.00%	293	8.00%	348	9.00%
	Kent	2106	255	12.00%	77	4.00%	332	16.00%
	Talbot	4630	1121	24.00%	113	2.00%	1234	26.00%

GCBOE Pupil Services
3/27/2018



Strategic Issue 10: Class size: what are optimal class sizes? (Value 2, Goals 1 & 3)

Each fiscal year, the instructional team works with the finance team and the principals to determine areas in which individual classes can be optimized and “right sized.” For many years, GCPS was dedicated to elementary class sizes of not more than 20 students at the primary level and 25 students at the intermediate level.

In addition, GCPS has four schools that have one classroom of each grade and one school that has split level classrooms. This leads to potential outliers that can affect an average for the school or for the school district. Outliers can be defined as classrooms that may have 17 students in one grade and 27 students in another.

Based on research and data from elementary school principals, class size reduction on student learning is inconclusive as there are too many factors that must be considered. It is more than a number. Student behavior, strength of the teacher, and the dynamics of the students could all create change in the success of learning. The research suggests that 15-20 students in a K-1-2 or 3rd grade class may be helpful in giving more attention to each child, provides for less behavior issues, and increases student learning. Again, the strategies the teacher uses to reach those 15-20 students must be engaging and individualized to bring increases in the learning.

It can be said that having less students allows the teacher the ability to attend to each individual student’s needs and the ability to build a better relationship with the child, thus lowering the behavior issues within the classroom. In a Hattie (2005) article, he stated that the “presence of disruptive students (even one of them) in a class has the effect of decreasing achievement by .79, which is enormous.” J. Hattie / Int. J. Educ. Res. 43 (2005) p. 416

Ultimately, age, academic, social, emotional and behavior needs must be considered along with the number of students when considering class size reduction.

- See Classroom Student to Teacher Ratio Chart

Classroom Student to Teacher Ratio Enrollment as of 2/28/18	
School	Mean Class Size
Accident Elementary	20.15
Broad Ford Elementary	23.54
Crellin Elementary	22.00
Friendsville Elementary	18.50
Grantsville Elementary	18.27
Route 40 Elementary	19.86
Yough Glades Elementary	20.94
Swan Meadow Elementary	15.50
System-Wide Mean	20.84

The mean is the average of the numbers: a middle value or calculated "central" value of a set of numbers.

Strategic Issue 11: Revenue: understanding state and local factors and impact of Kirwan commission (Value 8, Goal 4)

The Board of Education primarily receives unrestricted operating funding from Garrett County Government and the State of Maryland.

The local portion of the operating budget is funded on a per pupil basis by County Government through Maintenance of Effort. The per pupil amount funded in any year, becomes the minimum amount per pupil for the following year. Therefore, if the per pupil amount does not change, the only variable remains the number of students enrolled. A County Government may be forced to increase its per pupil rate based upon an escalator. The required increase for counties below the 5 year statewide moving average is the lesser of a) county's increase in the local wealth per pupil or b) statewide average increase in local wealth per pupil or c) 2.5%. In Fiscal Year 2018, Garrett County Government funding a per pupil amount of \$7,483 which was the 9th highest in the state.

- See Per Pupil Revenues for Public Schools in FY2018 Chart

Per Pupil Revenues for Public Schools in FY 2018
Department of Legislative Services

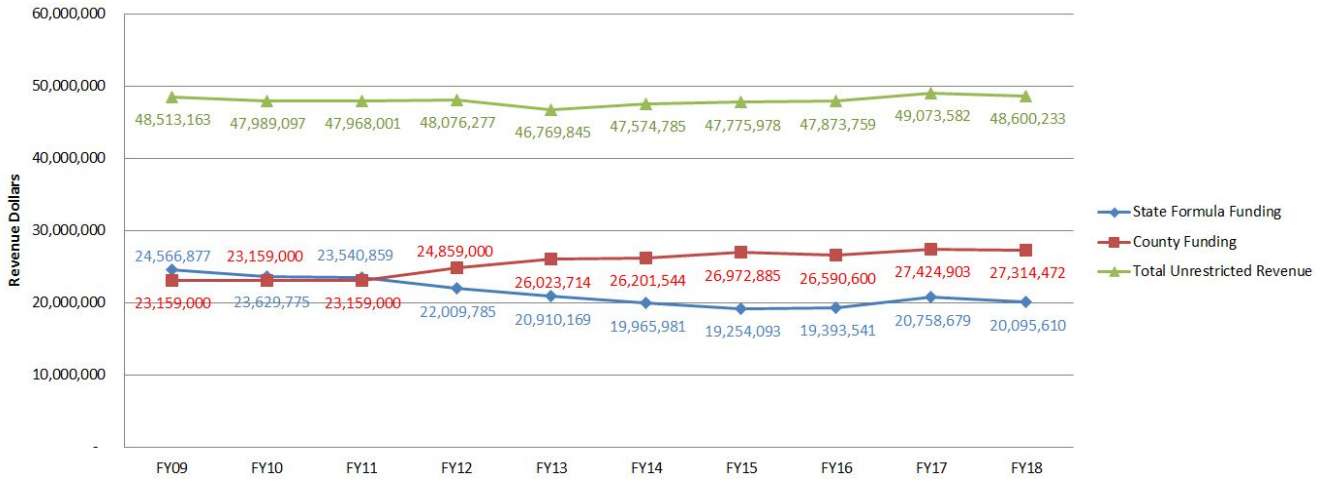
County	Federal	State	Local	Misc.	Total	Ranking by Local Per Pupil Funding
Allegany	994	10,878	3,714	51	\$ 15,637	1 Worcester \$ 13,256
Anne Arundel	530	5,231	8,431	41	14,233	2 Montgomery 10,599
Baltimore City	1,374	12,104	3,645	88	17,211	3 Howard 10,321
Baltimore	713	6,801	7,208	77	14,799	4 Kent 9,236
Calvert	483	6,171	7,808	32	14,494	5 Talbot 8,621
Caroline	1,014	10,812	2,596	99	14,521	6 Anne Arundel 8,431
Carroll	481	6,099	7,492	179	14,251	7 Calvert 7,808
Cecil	605	8,170	5,525	31	14,331	8 Carroll 7,492
Charles	529	7,434	6,728	54	14,745	9 Garrett 7,483
Dorchester	890	10,260	4,220	203	15,573	10 Queen Anne's 7,364
Frederick	456	6,703	6,384	148	13,691	11 Baltimore 7,208
Garrett	824	6,920	7,483	15	15,242	12 Charles 6,728
Harford	546	6,392	6,472	88	13,498	13 Harford 6,472
Howard	366	5,447	10,321	104	16,238	14 Frederick 6,384
Kent	885	6,318	9,236	86	16,525	15 St. Mary's 5,957
Montgomery	476	5,360	10,599	64	16,499	16 Prince George's 5,812
Prince George's	708	9,626	5,812	103	16,249	17 Cecil 5,525
Queen Anne's	639	5,404	7,364	184	13,591	18 Washington 4,426
St. Mary's	1,139	6,915	5,957	45	14,056	19 Dorchester 4,220
Somerset	1,364	12,954	3,596	31	17,945	20 Allegany 3,714
Talbot	794	3,984	8,621	15	13,414	21 Baltimore City 3,645
Washington	697	8,763	4,426	43	13,929	22 Somerset 3,596
Wicomico	881	10,591	2,925	147	14,544	23 Wicomico 2,925
Worcester	826	4,195	13,256	36	18,313	24 Caroline 2,596
Total	671	7,391	7,323	83	\$ 15,468	

State aid is impacted by both enrollment and the wealth formula for Foundation Programs, Compensatory Education, Special Education, and Limited English Proficiency. Transportation is only impacted by enrollment. Compensatory Education is also impacted by the number of Free and Reduced-Price Meal Eligible students.

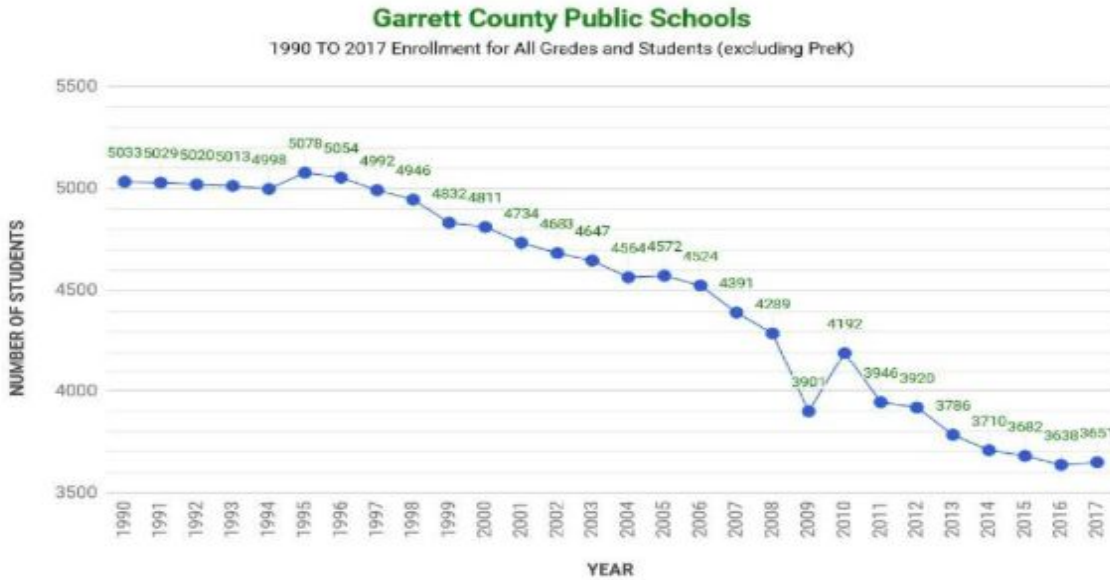
The wealth formula was designed to be a wealth equalizer between state and local funding sources and serve as a gauge for the County Government's ability to fund the public school system. Wealth is calculated by adding together a district's net taxable income and assessable base of property. This calculation is then compared to the State average to establish a district's relative wealth. For FY2018, Garrett's revenue sources were funded 5.4% federally, 45.4% from state, and 49.2% local. This ranks 15th by percent in state funding and 11th in local funding.

The argument for Board of Education has been that the wealth formula is not a valuable gauge for Garrett County's ability to fund or equitably split the funding between state and local government. For Fiscal Years 2000 through 2015 Garrett's Per Pupil Wealth Ranking increased steadily from #17 in the state to a high of 5th in 2015 & 2016. During that time period, the Total Wealth increased 141.4% (10th highest in the state) while enrollment declined 26.1% (2nd highest decline in the state). This combination of wealth increase and enrollment decline has left the local government with a higher percentage of the funding burden. Below is a chart indicating the 10 year trend of revenue from State and Local as compared to Total Unrestricted.

10 Year Historical Analysis of Revenue



The formulas are largely dependant upon enrollment and then any changes that may occur through legislation.



Projecting forward to Fiscal Year 2020 & 2021, revenue is anticipated to be flat to declining.

**Garrett County Public Schools
Estimated Revenues**

As of 1/26/18

Estimated Revenue by Funding Source	APPROVED FY 2018	DRAFT FY 2019	ESTIMATED FY 2020	ESTIMATED FY 2021
State State-Aid Programs	\$ 20,095,610	\$ 20,095,610	\$ 20,282,366	\$ 20,331,046
State Designated Facility Funding	\$ 269,080	\$ 310,000	\$ 300,000	\$ 300,000
State Special Education - Non-Public Placement	225,000	225,000	225,000	225,000
Federal Funds - Army JROTC	120,000	120,000	120,000	120,000
State Funds	35,000	35,000	35,000	35,000
Federal and State Funding	\$ 380,000	\$ 380,000	\$ 380,000	\$ 380,000
Local Other Revenues	54,000	54,000	54,000	54,000
County Maintenance of Effort	27,314,472	27,449,975	27,233,685	27,113,315
Estimated Prior Year Balance	487,071	600,000	-	-
Local Funding	\$ 27,855,543	\$ 28,103,975	\$ 27,287,685	\$ 27,167,315
Total Estimated Unrestricted Revenues	\$ 48,600,233	\$ 48,889,585	\$ 48,250,051	\$ 48,178,361
Year over Year Change	\$ (473,349)	\$ 289,352	\$ (350,182)	\$ 192,289
Year over Year Percentage	-0.96%	0.60%	-0.72%	0.40%

Assumptions:

No carryover is included for 2020 or 2021

There will be NO changes during the upcoming Legislative Sessions

THE KIRWAN COMMISSION: The Commission on Innovation and Excellence in Education

The Kirwan Commission brought together representatives from across the State to review the findings of the Study of Adequacy of Funding for Education in Maryland, to hear from national experts on world class education systems, and make recommendations for improving education in Maryland through funding, policies, and resources that will prepare Maryland students “to meet the challenges of a changing global economy, to meet the State’s workforce needs, to be prepared for postsecondary education and the workforce, and to be successful citizens in the 21st century.”

The Commission met regularly throughout 2017 to analyze the findings in the Final Report of the Study of Adequacy of Funding for Education in Maryland, which reviewed education funding as the nine (9) Building Blocks for a World-Class Education System. The Commission’s goal was to submit a final report to the Governor and Maryland General Assembly in December 2017.

The Interim Report was published in January 2017 with a Draft Preliminary Report in January 2018. House Bill 1415 & Senate Bill 1092 were introduced to enact several recommendations from the commission including an extension to the Kirwan Commission work. It is scheduled to work more extensively on the funding portion.

See the links below for more information on the reports.

[Kirwan Commission Homepage](#)

[Study of Adequacy of Funding for Education in the State Of Maryland Homepage \(MSDE\)](#)

Strategic Issue 12: Managing cost: rising cost of goods of services (Value 8, Goal 4)

Each year, the Superintendent works closely with her Cabinet and Instructional teams to identify areas in which costs can be reduced or reallocated based on the needs of the school system. The Consumer Price Index (CPI) and Cost of Living Adjustment continue to outpace any increases in revenue that GCPS receives. Therefore reducing the purchasing power of the Board's dollar. As stated above, ten year historical revenues and two year projected revenue are flat.

Strategic Issue 13: Economic development: understanding the school system's role in economic development and articulating its value in economic development (Values 4 & 8, Goal 4)

GCPS continues to work with our partners in economic development to build an understanding that a stable school system attracts businesses and families to Garrett County.

CTE program of studies have been updated in several of CTE pathways to the state program of studies. These POS's have been researched and created based on the market trends of the state and the Mid-Atlantic region. This not only helps prepare students for current jobs in Garrett County, but jobs that the trends show will exist in the future. These specific programs are:

- Business, Finance, and Accounting
- CASE (Curriculum for Agricultural Science Education)
- Project Lead the Way Engineering (PLTW Engineering)
- Project Lead the Way Biomedical Science (PLTW Science)
- Computer Science
- NIMS (National Institute of Metalworking Skills)

Garrett County Economic Facts:

- Garrett County is home to over 600 farms that do over \$20 million in revenue - ***CASE***
- There are over 30 technology based businesses in Garrett County, including three of the county's largest employers (Pillar/Beitzel, Phenix Technologies, and GCC Technologies) – ***Computer Science and PLTW Engineering***.
- Garrett County's largest private employer is Garrett Regional Medical Center and two other employers in the top 10 non-public employers are Goodwill Retirement Community and Dennett Road Manor – ***Allied Health and Biomedical Science***
- With 46 local businesses providing approximately 8.5% of all private sector employment, machining also ranks in the top 5 in local pay – ***NIMS***

- The highest wage by employment sector in Garrett County is electrical engineering – ***PLTW Engineering***
- The second highest wage by employment sector in Garrett County is in Computer Systems Analysis – ***Computer Science***
- The largest private sector business in Garrett County by number of establishments is construction – ***Carpentry***
- The second largest private sector business in Garrett County by number of establishments is professional and business services – ***BMF (Business, Management, Finance and Accounting)***
- The fourth largest employment sector in Garrett County is tourism and hospitality – ***Foods***
- Another large employment opportunity in Garrett County is in the field of automotive and diesel – ***Automotive Technologies***
- Also, GCPS allied health students do job placements at their local nursing home facility, as well as Garrett Regional Medical Center.
- Bio-Medical students will participate in a “white coat ceremony” in conjunction with Garrett Regional Medical Center and Mt. Laurel Medical Center.
- NIMS students visit and get support from Orbital ATK.
- NIMS, PLTW Engineering, Automotive, and Carpentry students visit Beitzel/Pillar
- The Carpentry classes have worked with Habitat for Humanity, Community Action, local towns, elementary schools, etc. on projects in the community.
- The computer science pathway provides an opportunity for students to earn 9 transcribed credits with Garrett College. Garrett College just articulated their program with Frostburg State, so the credits earned by GCPS students will also transfer to FSU.
- GCPS provides a very robust FFA and SkillsUSA program, and supports the electric car project and team 1629 robotics.

Strategic Issue 14: Maintenance: ensuring a safe and sound environment for education (Goal 3) This is detailed in Strategic Issue 3.

GCPS has been recognized at the state level for its commitment to maintaining safe and secure buildings for our students. We understand the need to examine maintenance requests each year.

Strategic Issue 15: Healthcare: manage costs and inflation (Value 4, Goal 4)

GCPS continues to work with the coalition to evaluate the rising costs of health care. Rising healthcare costs is a national issue and therefore, not unique to GCPS.

Garrett County Employee Health Plan (GCEHP) Coalition is a trust created for sole purpose of funding healthcare to be provided to qualifying active and former employees of the employer (and

their eligible dependents). The employer is Garrett County Commissioners, Garrett College Board of Trustees, and Garrett County Board of Education. The employer has adopted a healthcare plan to provide certain health coverage benefits to eligible, active and retired employees and their eligible dependents.

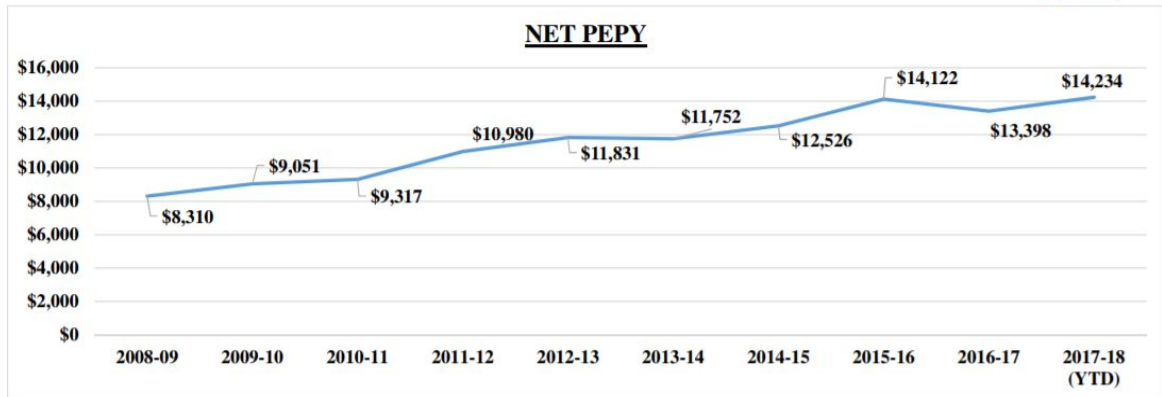
As premiums continue to rise and all organizations are looking for cost savings, being part of the GCEHP Coalition is a creative way to reduce risk when moving to a self-funding plan. This process allows smaller employers, like each member of the Coalition, to join together to lower health care costs and decrease risks, since stop loss carriers will be more willing to have them as customers. Being part of the Coalition has allowed the school system to keep health care costs down and have more control over the specific details of the health plan, which has been financially beneficial to the GCBOE.

Rising Healthcare Costs

As health care costs have continued to escalate the GCEHP has maintained employee contributions levels by using premium reserves available to the Coalition. Those additional premium reserves allowed the Coalition to enjoy five years at 0% increase (see footnote 1) but those excess reserves are now exhausted and the plan benefits and/or employer/employee contributions must be adjusted to remain financially viable.

In reviewing a host of options the Coalition opted to focus on plan design changes rather than member premium increases in order to more equitably allocate higher expenses to higher utilizers of the plan.

Please note that premiums did increase January 1, 2018, however members could negate this increase by participating in the Wellness Initiatives. Over 85% of eligible employees took part and received no increase. See GCEHP Per Employee Per Year (PEPY) Chart below consists of claims, stop loss reimbursements, admin costs (Carrier and stoploss) for medical and prescription drug. Other points to note (which are footnotes on the attached chart):



Notes:

- 1 Excludes Rx Rebates
- 2 Includes Stop Loss Reimbursements
- 3 Analysis represents Medical/Rx Costs Only
- 4 Reflects Actives and Retirees Combined (Medicare Eligibles removed from consolidated self-funded plan eff. 1/1/13)
- 5 2008-09 information is based on CareFirst's renewal and does not account for potential shared return activity
- 6 Average increase year-over-year is +6.4%- Trend is 8.5% to 10%

Healthcare costs remain a part of the overall negotiated agreement with all bargaining groups. Final budget allocations from all sources of revenue for GCPS continue to impact such negotiations.

National averages relative to rising costs.

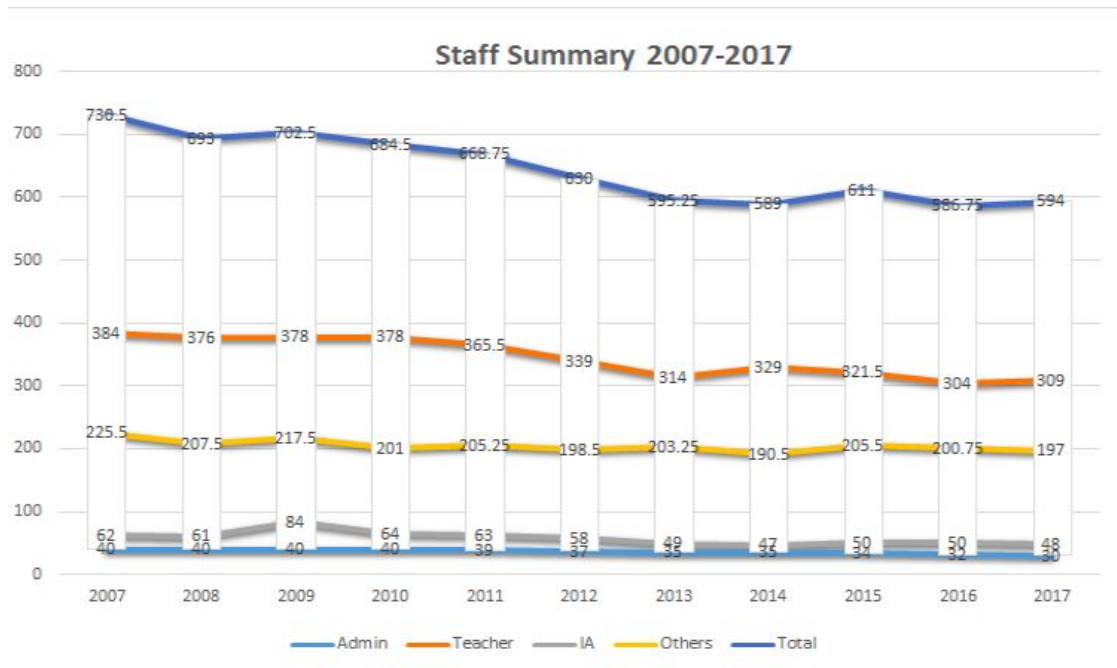
The average increase in health care cost, year over year is 6.4%, the national trend over the past decade is 6-7%. While The GC Health Care Coalition is maintaining trend (slightly better) we are also maintaining the integrity of the plan design (little or no change) throughout the years.

The Kaiser Family Foundation 2017 reports that in the same time period that GC Health Care Coalition is discussing, employee contributions to claims, co-insurance and deductibles have increased considerably. Co-insurance for the last 10 years has increased by 107% and deductible changes by 256%.

Strategic Issue 16: Administrative functions: ensuring efficiencies (Value 9, Goal 4)

Like all areas of the school system, the administrative costs are analyzed each year. Positions have been eliminated or consolidated whenever possible. In the past ten years, all employee groups have been reduced. Administration has experienced a 25% reduction.

- See Staff Summary 2007-2017 Chart Below



See Employee Group Variance Chart Below that depicts the total number of positions reduced over the last ten years (2007-2017).

Employee Group	Variance 2007-2017
Admin	-10
Teacher	-75
IA	-14
Others	-28.5
Total	-127.5

See Reduction in Staffing Chart Below shows a more details description of the total positions reduced over the past ten years (2007-2017).

Reduction in Staffing 2007-2017	
Positions	Location
Administration	
Principals	3 (BL, DR, KZ)
Coordinators	4 (Gear Up, Finance, HEEC, SHS)
Supervisors	3 (CTE/Staff Development/School Improvement)
Total	10
Teachers	
Math Resource Teachers	11
Drivers Education	2
FACS	2
Music	2
CTE Teachers	5
Elementary	22
Middle	10
High	21
Total	(-75) countywide
Instructional Assistants	(-14) Countywide
Others	

Custodians	4
Cafeteria Workers	5.5
Maintenance	4
Media Assistant	2
Counselors	3
Secretaries	10
Total	(-28.5)

Strategic Issue 17: Technology: long-term strategies (Values 2, 3, 5 & 7, Goal 1)

GCPS has experienced tremendous progress in the area of technology over the past five years. Our teachers range from those who use technology to transform their instructions, to those who use technology to simply replace older tools (i.e Microsoft Word, vs pencil/paper), to those who prefer more traditional methods of teachers, and utilize technology only when required. Regardless of teaching style and methodology, we provide equitable access to resources to all schools and locations, as well as equitable support.

Devices are selected based on several factors. The first thing that we do is consult with the end user. For example, when selecting the devices that would to go the teachers, we formed a committee of teachers, technology staff, and administrators to determine what specs would be sufficient for the staff to be able to do their job seamlessly. In some cases, such as grants, cost can place a factor for what device is selected. If a teacher needs a grant to purchase set number of devices, we may have to sacrifice some computing power to meet those needs. In almost all cases, these devices are purchased at price point that are below that of the state contract.

Whenever IT introduces a new device to the school system, we always start by piloting the device with small groups to ensure it is a good fit for GCPS. We gather feedback from the pilot group to decide if we should move forward with a large purchase. If we do move forward, the IT department provides training and support for those devices.

The most important thing is that the device works for the end user. GCPS does not require that employees must use specific operating systems, or software. We want the user to be a productive as possible, within the parameters of Policy and Procedure.

Device life expectancy will vary based on the device itself, and who uses it. Staff devices are expected to last at least 5 years, barring any major physical damage. Student devices technically range from 3-5 years, but thankfully we seem to be at the top of that range, again, barring any physical damage, which does happen more often with student devices. IT does all out-of-warranty repairs in-house. We replace screens, keyboards, touch pads, etc, to help extend the useful life of all devices.

To a certain extent, we do following a bit of a "waterfall effect" with devices, meaning, some devices purchased for high school students, or staff, can be used at the lower grade levels even after they have reached the end of their typical life expectancy. In some cases, this will extend the usefulness of the device.

When purchasing student devices, we always prioritize curriculum that requires technology. Once it is determined that those areas have been accommodated, we utilize these ratios to determine priority. See Student to Device Ratio Chart.

School	Total Students	Ratio
Total	3,820.0	1.17
Broad Ford	561.0	1.59
Southern High	708.0	1.56
Accident	263.0	1.36
Friendsville	148.0	1.27
Grantsville	203.0	1.26
Northern High	419.0	1.23
Route 40	139.0	1.14
Crellin	132.0	1.05
Southern Middle	512.0	1.00
Swan Meadow	44.0	1.00
Yough Glades	338.0	1.00
Northern Middle	353.0	1.00

Strategic Issue 18: Regional partnerships: education, non-profits, businesses, etc. (Goal 2)

Again, GCPS has been recognized at the state and local level for its excellence in partnerships. We understand the value and will continue to pursue ways in which we can partner.

- Please see Appendix 1A for a list of:
 - Business Partners
 - GCPS Projects Benefitted by Partnerships with the Community
 - Community Projects/Use Benefitted by Partnerships with GCPS

Strategic Issue 19: Transportation: minimizing bus ride times in county with large geographical area (Value 8, Goal 4)

As we do in all areas of the school system, we examine ways to make the transportation department more efficient without extending bus ride times for students.

Transportation staff are always looking for ways to be more efficient while trying to also meet the growing demand for special education, foster care, and homeless transportation. In many cases state or federal law mandate students must be transported to a school out of the attendance area which they reside. The SY 2015 -2016 purchase and implementation of Transfinder routing software resulted in the elimination of 6 bus routes and a reduction of 38,000 total miles. The current bus fleet travels approximately 5,600 miles per day.

Over the past decade the bus fleet has been reduced by 12 from 74 to 62 buses and the number of routes from 97 to 65 which is a reduction of 32.

GCPS utilizes 36 local school bus contractors exclusively to provide the daily bus routes, field trip and athletic pupil transportation. There are 8 other counties in the state that also utilize bus contractors exclusively for their pupil transportation services.

GCPS benefits from a very high attendance rate when it comes to its school bus drivers. The majority of them drive almost everyday of the school year however when circumstance arrive and they need a day off, it is their responsibility to secure a driver from a substitutes pool of drivers who are trained and certified by the Transportation Department. In most cases substitute drivers are available when given advance notice allowing them to adjust their schedule because many of them work other jobs but on rare occasions when multiple substitutes are needed, especially for long term situations, it can be more difficult to secure a substitute driver. GCPS actively recruits substitutes drivers and will assist in securing a substitute driver when requested. On rare occasions GCPS Transportation staff will drive the contractor's bus.

School bus contractors are paid based on a “Table of Rates” set by GCPS and adopted by the Garrett County School Bus Contractor Association (GCSBCA). The main components for payment include the hourly driver labor rate, a maintenance and fuel factor per mile, and a annual bus payment based on a depreciation rate over the 12 year life of the bus. Each year members of

GCPS staff meet with the executive members of GCSBCA to discuss possible increases to the rates based on their needs in order for them to continue to provide the excellent service the school system expects.

Ride Times

School Name	Number of Buses	Route Time Range	Route Time Average
Rt. 40	3	5 - 1:25	50 Minutes
Crellin	2	5 - 1:05	30 Minutes
Friendsville	6	10 - 1:10	30 Minutes
Yough Glades	13	5 - 1:16	55 Minutes
Broadford	15	5 - 1:30	60 Minutes
Southern Middle	29	5 - 1:30	60 Minutes
Southern High	29	5 - 1:30	60 Minutes
Grantsville	9	10 - 1:10	30 Minutes
Accident	12	10 - 1:15	52 Minutes
Northern Middle	30	15 - 1:30	57 Minutes
Northern High	30	15 - 1:30	57 Minutes

*59 of 62 Buses serve more than one school

Bus Breakdown	Buses
Northern	29
Southern	30
Special Education	2
STARS	1

Average number of students assigned to ride the bus

Northern Area 49

Southern Area 58

* Manufactured school bus capacity is for 66 students, which is for three to a seat. However a more realistic number is 56 (12 seats of 3 or 10 seats of 2).

Strategic Issue 20: Grant opportunities (Goal 4)

GCPS continues to pursue grant opportunities. This can present a challenge, however, as each grant must be managed in both a compliance and a fiscal management. When grant opportunities are discovered, they are discussed with the appropriate administrators. All administrators are encouraged to search for grants and apply as is possible. The administration at the central office provides support for these endeavors.

Examples of grants that are extremely important to the overall efforts of GCPS (Please note these are listed on the ESTIMATED RECEIPTS page of the budget book):

- Title I
- Title II-A
- Perkins
- Medical Assistance
- Judy Hoyer
- Pre-kindergarten
- Ready for Kindergarten (R4K)
- Special Education Grants
 - Special Education Infants & Toddlers
 - State General Infants & Toddlers
 - Special Education Grant Discretionary
 - Special Education Preschool Passthrough
 - Part B-Infants & Toddlers
 - Part C-Infants & Toddlers
 - Early Childhood Connections

Strategic Issue 21: Math curriculum: communicating changes (Value 2, Goal 1)

GCPS has experienced several transitions in mathematics instruction over the last six years. The instructional team continues to monitor professional development, resource allocation, instruction, and assessment as it relates to mathematics.

Our math curriculum is the Common Core State Curriculum. These were adopted by MSDE in 2013 - 2014. This is the mandatory curriculum for Pre-Kindergarten through Algebra 2 for all districts within the State. Currently, MSDE is working to complete standards for Pre-Calculus. The Elementary Math resource teachers were eliminated by the previous Superintendent due to the need to reduce expenditures within the budget.

After the public feedback period, the Superintendent and her administrative team, along with the Board of Education, will develop strategies to address each of the aforementioned issues facing the school system.

Business	Partnership / Collaboration Details
Ace's Run	
Allegany Machining	Supplies, materials, employment opportunities
Appalachian Crossroads	Collaborative Transition Program (CTP)
Bee Keepers	Field experts to help with projects.
Blue Moon Rising	
Brenda's Pizza	
Community Action	Pre-k K registration
Cornucopia Café	
Deep Creek Lions Club	
Deep Creek NAPA	
Department of Natural Resources	Discovery Center. Field experts to help with projects such as Envirothon.
Extension office	Lessons and food.
Exxon	Service station grants.
First United	Helps to sponsor the Real Deal program, arranges business partners for the event and provides lunch.
Friends of Deep Creek Lake	
Frostburg State University	Provides GCPS with Professional Development School for our staff and provides access to highly qualified staff. Frostburg interns help provide curriculum and tutoring. Field experts to help with projects.
G&W Lumber, Lakeside Creamery	
Garrett College	Field experts to help with projects. use the CARC for graduation, the arts fair, and sporting events. This partnership also has allowed us to build our dual enrollment opportunities for students to a total of 22 classes – each offering transcribed credit and not just articulated. This is one of the strongest partnerships in the state between the local school system and its community college! They collaborate with the GCPS's to provide the College and Me program, the College Expo, the Real Deal, the Elementary Career Fair, the "I can Swim" program, and the Transition Age Youth program.
Garrett Container Systems	
Garrett County Arts Council	
Garrett County Chamber of Commerce	

Business	Partnership / Collaboration Details
Garrett County Department of Health Resources	
Garrett County Fair Board	Partners with both schools FFA for a variety of projects. Parking for the arts fair.
Garrett County Farm Bureau	Partners with both schools FFA for a variety of projects.
Garrett County Government	Provides support to the "I Can Swim" program.
Garrett County Soil Conservation	
Garrett 8 Cinemas	Monthly Sensory Friendly Movies
Garrett Health Department	Fluoride Program with Dental Health Presentations- Supports our Health curriculum. Pre-k K registration. Children may receive free immunizations. Provide support through grants for school wellness, school health, presentations to health classes, mental health therapists are provided to all the schools, and an addiction counselor provides addiction counseling and drug and alcohol education to middle and high school students. The Partners Afterschool program is provided through the GCHD. The Core Service Agency and LMB has provided grant support for the Rachel's Challenge program.
Garrett Mentors	Help support students by tutoring, eating lunch with students, and providing emotional support through positive relationships.
Garrett Mine Supply	
Garrett Regional Medical Center	
GCC Technologies	
GLAF	Live performances for GCPS students. Provides a resource that Garrett County doesn't have close by.
Grantsville Lions Club	Vision screening, eyewear for those in need.
Grantsville Revitalization Organization/National Roads Festival	Grantsville Elementary School partners with the Department of Natural Resources, Local Historians, Spruce's Forest, Wagon Trail, Yoder's house to help student experience our local history during the National Roads Festival in May, which aligns with our social studies curriculum.
Habitat for Humanity	
Head Start	Working with early head start and our collaborative pre-K classrooms we continue to work on our goal of having all students ready for kindergarten.
It's In the Bag	Non-profit backpack program which supports health and nutrition for identified students so that they receive a food backpack at the end of each week.
Judy Center	Supports our goal of having all students ready for kindergarten. Pre-k K registration.
Landon's Library	Provided a 3D printer, books for the Learning Beyond the Classroom bus, and much more.

Business	Partnership / Collaboration Details
Mason Lodge	Donated two bicycles and helmets for gifts to the top two character education students. Have sponsored training for the school's Maryland Student Assistance Program (MSAP)
Medicine Shoppe	Any child can get free vitamins each month- Supports our Health curriculum.
Mettikki Coal	Middle school success night.
Mt. Laurel Medical Center	
Oakland-Mt. Lake Park Lions Club	Provides \$6000 in scholarships to students from SHS. Donates money from the SHS Football/Soccer Concession to SHS Athletics and Band. Provides vision screening to all Pre-K and Headstart students within the county.
Orbital ATK	Internships, supplies and materials, and employee opportunities
Partners After School	Supports student achievement in grades 2-5 by providing after school homework help, tutoring, enrichment activities, and a safe place for kids after school.
Phenix Technologies	
Pillar/Beitzel	Supports the Robotics program.
PTOs	Support supplies, field trips, and equipment.
Quality Machining	
Railey Realty	Too numerous to name.
Regina Holliday	Local artist who works with our students on art projects so that each grade can be represented in the Grantsville Art Walk. She will also be working with all grade levels on an art project for the National Roads Festival this spring. This supports our fine arts curriculum.
Rocket Center in Clarksburg	
Ronald McDonald	Character assembly.
Rotary	Playground grant and scholarship opportunities for students
Ruth Enlow Library	Provides access for all students such as online tutoring, and research.
Samantha Funding the Arts	
Savage River Lodge	
Simon Pearce	
Sunny Day Daycares	Provides after school care for those in need within the school.
T-dec	
TaylorMade Deep Creek Vacations	
Town of Grantsville	

Business	Partnership / Collaboration Details
WGW Foundation	
Town of Kitzmiller	
Town of Oakland	Donation to after prom events at SHS and NHS. Provide access to Broadford Park for school events. Access to the Oakland B&O Train Station for lessons and events.
Trout Unlimited	Brings raising trout into the classroom. Benefits science instruction and the environment.
United Way of Garrett County	Provides support for Partners Afterschool program and Garrett Mentors, and "Stuff the Bus" program
University of Maryland, Garrett County Extension Office	Partners with the this organization to implement the Growing Healthy Habits curriculum as well as the school wide garden project.
Western Maryland Tool and Die	
Woodmen of the World	

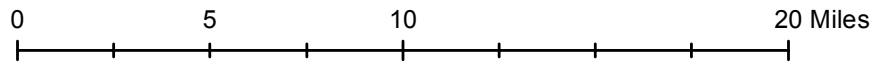
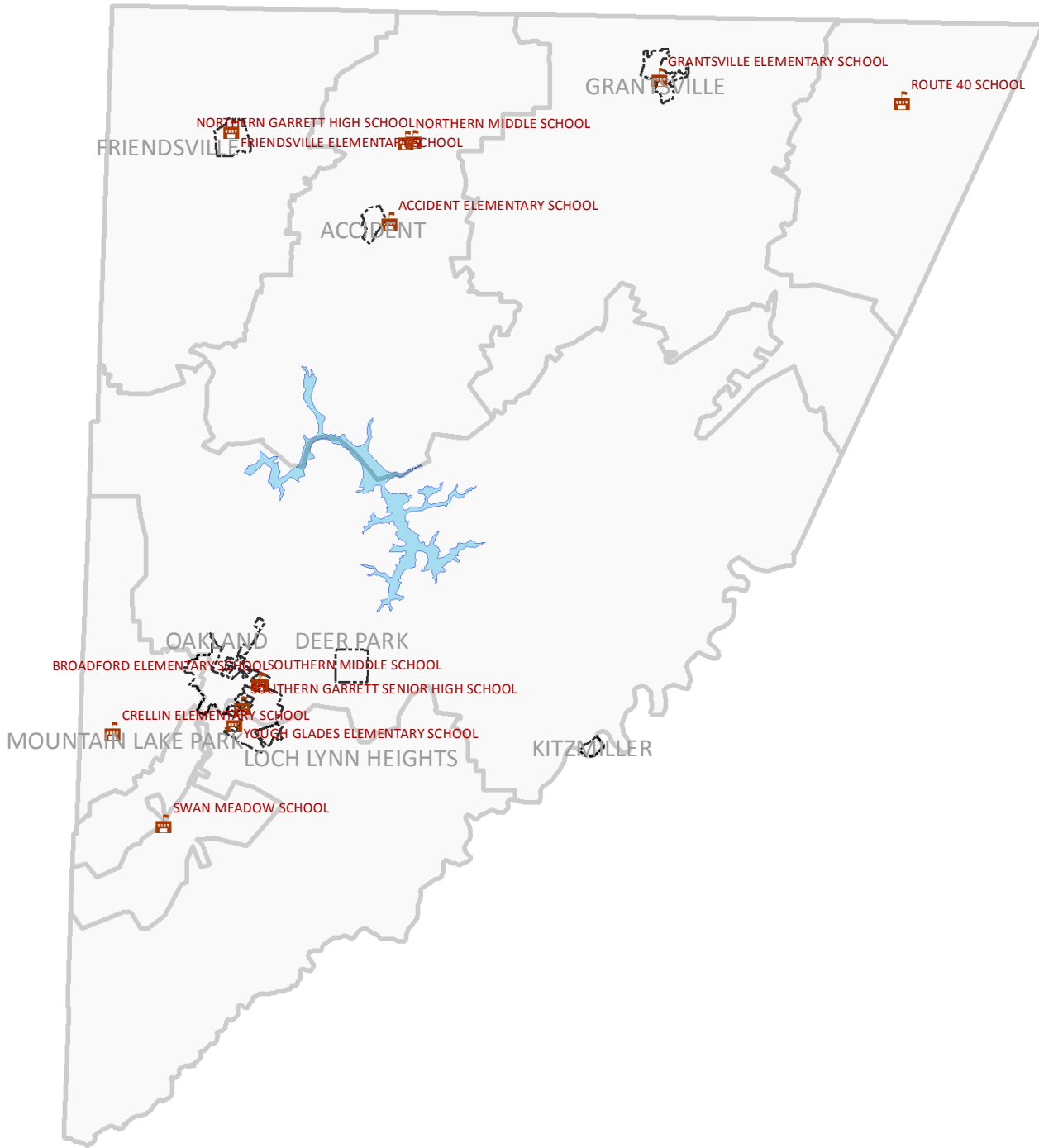
GCPS Projects with Local Organizations and Businesses
GCPS and the Maryland State Police reinstated the “Ride Along” program last year for students that may be interested in a career in law enforcement.
GCPS has a great partnership with Garrett College to allow us to use the CARC for graduation, the arts fair, and sporting events. This partnership also has allowed us to build our dual enrollment opportunities for students to a total of 22 classes – each offering transcribed credit and not just articulated. This is one of the strongest partnerships in the state between the local school system and its community college!
GCPS has a strong partnership with the Garrett County Health Department in both opioid education, but also in health class in general. Representatives from the Health Dept. visit all 4 secondary schools to discuss things ranging from healthy decisions to dating safety and substance abuse.
Mettikki Coal sponsors the middle school success night.
GCPS has a strong relationship with both the Oakland and Grantsville Rotary Clubs. Rotary supports the annual Christmas project which benefits many GCPS families.
NIMS testing requires local businesses to “grade” machining projects for national certification
Orbital ATK and GCPS has created a very strong partnership this year (2017-18), as they are in dire need of machinists and they have said our programs produce the best employees. ATK meets with students of both schools on GCPS campus, and then pays to bring those students to their facility to tour the site and talk about employment opportunities. ATK is also now providing both schools with supplies and materials (sheet metal, drill bits, etc.) for both schools NIMS programs.
Ruth Enlow Library is now working with high school English classes on identifying reliable and credible sources.
The BioMedical program has a very active and viable advisory committee made up of individuals from Garrett Regional Medical Center, Mt. Laurel Medical Center, and Western Maryland Medical Center. Dennett Manor Nursing Home, Goodwill Mennonite Nursing Home, and Garrett Regional Medical Center also provide the placement opportunities for the Allied Health students to intern.
The Electric Car project has been funded by Phenix Technologies, Diehl’s Ford Sales, Blue Moon Rising, and Deep Creek NAPA.
The Envirothon competition would not be possible without the partnership with the Soil Conservation and the 4H center.
The JROTC programs, as well as the marching bands and choral programs, participate in several of Garrett County’s communities events and parades.
The Northern Barn Renovation was made possible due to major donations from the Garrett County Farm Bureau and Garrett County Government, along with other local businesses.




GCPS Projects with Local Organizations and Businesses
The Robotics program relies heavily on its sponsors, including Pillar/Beitzel, Garrett County Government, Wilson Supply, etc.
The Southern Greenhouse Renovation relied on donations from the Garrett County Farm Bureau.
The Work Ethic Diploma program is being done in full partnership with the Garrett County Chamber of Commerce, but also with First United Bank, the Wisp, and Ace's Run.
The Garrett County United Way supports GCPS with their annual Stuff the Bus drive which provides students with back to school supplies.

Community Projects that benefit from Partnerships with GCPS
After School 4-H
After school tutoring program
Annual Easter Egg Hunt
Basketball
Blood Drives
Community fundraising dinners
Community Meetings
Cubscouts
Daycares
Fellowship of Christian Athletes
Garrett College sometimes uses the high school CTE classes in the evenings to offer continuing education courses.
GED classes
Girlscouts
Lion's Club
Little League
Parent Involvement Nights
Parking lots for shuttle services during town events
Private drivers education programs utilize both high schools after school
PTO events
Public comments on roads projects
Robotics
Rotary
Summer programs, camps
Summer youth camps.
T-ball practice
Tech Wizards

Community Projects that benefit from Partnerships with GCPS
The Garrett County Arts council has used Southern Middle School for the craft show at Autumn Glory
The health department utilizes the schools for the afterschool program
Town Meetings
Various adult sports leagues use the schools for basketball, volleyball, etc.
Various church groups utilize schools periodically for a myriad of activities such as sports and recreation, meeting space, vacation bible school, and once every 7 years NHS houses a youth group for a week who comes in to the county to paint houses for low income residents.
Voting sites
Youth league football, baseball, basketball, wrestling, and soccer for both practice and games.

Garrett County Schools



 Schools  School District Boundary  Towns

**SUMMARY OF THE HEALTHY, HUNGER-FREE KIDS ACT OF 2010
(BY PROGRAM)**

SECTION AND TITLE	
SCHOOL MEAL PROGRAMS	
Sec. 101. Improving direct certification	<ul style="list-style-type: none"> • Provides performance bonus in no more than 15 States for “outstanding performance” and “substantial improvement” in direct certification for SY’s beginning July 2011, 2012, 2013 • <i>Funding:</i> \$4m per year mandatory funding. \$2m for each category (Oct. 1, 2011 through Oct. 1, 2013) • Requires continuous improvement plans for States not meeting thresholds for direct certification with SNAP (80% in SY 2011; 90% in SY 2012; 95% SY 2013 and each year thereafter). Secretary must annually identify States that don’t meet the threshold and approve their corrective action plan • Eliminates letter method as acceptable method for direct certification with SNAP
Sec. 103. Direct certification for children receiving Medicaid benefits	<ul style="list-style-type: none"> • Beginning July 2012, directs the Secretary to conduct a demonstration project to test the potential for direct certification with Medicaid in selected LEAs. (Multi-year phase in provided). • <i>Funding:</i> \$5 million mandatory funding for study available until expended • Directs the Secretary to estimate the effect on meal program cost and participation for each of 2 years. • Interim Report to Congress due October 1, 2014; Final report due October 1, 2015. • Provides access to data for the purposes of conducting program monitoring, evaluations and performance measurements of States and LEAs participating in the CNPs.
Sec. 104. Eliminating individual applications through community eligibility	<ul style="list-style-type: none"> • Beginning July 1, 2011, “Provision 4” meal program claims based on percentage of enrolled students directly certified multiplied by a factor of 1.6; Participating schools must meet a threshold of students directly certified (initially 40%) and agree to serve all meals free; the Secretary and State agencies are required to annually notify eligible local educational agencies. Evaluation is required and funded, and a report to Congress is due December 2013. <i>Funding:</i> On October 1, 2010, mandatory funding, \$5m, one-time funding for evaluation, available until 9/30/2014 • Census American Community Survey: Directs the Secretary to identify alternatives to annual applications and authorizes nationwide implementation or further pilot testing of recommendations from the Committee on National Statistics on use of ACS data for School Meal Claiming. <i>Funding:</i> None • Requires the Secretary to consider use of a socioeconomic survey for counting and claiming in not more than 3 school districts. Establishes parameters for conduct of the survey.
Sec. 143. Review of local policies on meal charges and provision of alternate meals	<ul style="list-style-type: none"> • The Secretary, in conjunction with State and LEAs, shall examine current policies and practices relating to providing children who are without funds a meal, and prepare a report with recommendations. USDA is provided the authority to act on appropriate solutions. <i>Funding:</i> None
Sec. 201. Performance based	<ul style="list-style-type: none"> • Requires USDA to publish proposed meal pattern regulations within 18 months of enactment, and to publish

**SUMMARY OF THE HEALTHY, HUNGER-FREE KIDS ACT OF 2010
(BY PROGRAM)**

SECTION AND TITLE	SUMMARY OF PROVISION
reimbursement rate increases for new meal patterns	<p>interim or final regulations within 18 months of proposal. Provides an additional 6 cents per lunch for schools that are certified to be in compliance with final meal pattern regulation.</p> <ul style="list-style-type: none"> • <i>Funding:</i> Additional rate increases is 6 cents per meal, adjusted annually for changes in CPI; \$50 million in mandatory funding for each of 2 years for State implementation, of which \$3 million is available for each of 2 years for USDA administration. • 6 cents becomes available no earlier than 10/1/12. Administrative funding for States and USDA is available beginning the fiscal year the interim or final rule is published.
Sec. 202. Fluid milk (NSLP/SBP)	<ul style="list-style-type: none"> • Removes requirement that schools serve milk in a variety of fat contents and instead requires that schools offer a variety of fluid milk consistent with the Dietary Guidelines' recommendations. <i>Funding:</i> None
Sec. 203. Water (NSLP/SBP)	<ul style="list-style-type: none"> • Requires schools to make free potable water available where meals are served. • <i>Funding:</i> None
Sec. 204. Local wellness policy implementation	<ul style="list-style-type: none"> • Requires USDA to establish regulations for local wellness policies and to provide technical assistance to States/schools in consultation with ED & HHS (CDC). • <i>Funding:</i> None. Authorization to appropriate \$3 million for FY 2011 for an implementation study, to remain available until expended
Sec. 205. Equity in school lunch pricing	<ul style="list-style-type: none"> • Effective SY beginning July 1, 2011, schools are required to charge students for paid meals at a price that is on average equal to the difference between free meal reimbursement and paid meal reimbursement; Schools that currently charge less are required to gradually increase their prices over time until they meet the requirement; Schools may choose to cover the difference in revenue with non-Federal funds instead of raising paid meal prices. Establishes a maximum annual increase in the <u>required</u> paid increases of 10 cents annually, but allows schools to establish a higher increase at their discretion. • Requires USDA to collect and publish prices LEAs charge for meals. • <i>Funding:</i> None
Sec. 206. Revenue from nonprogram food (NSLP)	<ul style="list-style-type: none"> • Requires all non-reimbursable meal foods sold by school food service to generate revenue at least equal to their cost. • Provision is effective July 1, 2011. • <i>Funding:</i> None
Sec. 207. Reporting and notification of school performance	<ul style="list-style-type: none"> • Requires USDA to consolidate the Coordinated Review Effort (CRE) and School Meal Initiative (SMI) monitoring systems. • Requires States to review all school food authorities on a 3 year cycle (Current cycle is 5 years) • Requires schools to post review final findings and make findings available to the public.

**SUMMARY OF THE HEALTHY, HUNGER-FREE KIDS ACT OF 2010
(BY PROGRAM)**

SECTION AND TITLE	SUMMARY OF PROVISION
	<ul style="list-style-type: none"> • <i>Funding:</i> None
Sec. 208. Nutrition standards for all foods sold in schools	<ul style="list-style-type: none"> • Requires USDA to establish national nutrition standards for all food sold and served in <i>schools at any time during the school day</i>. Allows exemptions for school sponsored fundraisers if the fundraisers are approved by the school and are infrequent. • Requires USDA to publish proposed rule within 1 year of enactment. • <i>Funding:</i> None
Sec. 209. Information for the Public on the School Nutrition Environment	<ul style="list-style-type: none"> • Requires LEAs to report on the school nutrition environment to USDA and to the public, including information on food safety inspections, local wellness policies, school meal program participation, nutritional quality of program meals, etc. • <i>Funding:</i> None. Authorizes such sums as necessary for FY 2011 through 2015
Sec. 242. Procurement and processing of food service products and commodities	<ul style="list-style-type: none"> • Requires USDA to identify, develop and disseminate model product specs and practices for food offered in school programs • Within 1 year of enactment, USDA must analyze the quantity and quality of nutrition information available to schools about food products and commodities and submit a report to Congress on the results of the study and recommended legislative changes necessary to improve access to information • Directs the Secretary to purchase healthy commodities • <i>Funding:</i> None
Sec. 243. Access to Local Foods: Farm to School Program	<ul style="list-style-type: none"> • Requires USDA to provide technical assistance and competitive grants that do not exceed \$100,000 to schools, State and local agencies, ITOs, etc for farm to school activities. Federal share cannot exceed 75% of total cost. • <i>Funding:</i> Provides \$5 million in mandatory funding on October 1, 2012 and each October 1 thereafter, to remain available until expended. Also includes authorization for appropriation of additional funds.
Sec. 301. Privacy protection (NSLP)	<ul style="list-style-type: none"> • The individual signing the free and reduced price application is only required to provide the last 4 digits of the social security number; under current requirements they must provide the complete social security number. (The person signing the application may continue to indicate they don't have a social security number.) • <i>Funding:</i> None • Removes requirement to collect social security number for verification.
Sec. 302. Applicability of food safety program	<ul style="list-style-type: none"> • Applies the food safety requirements throughout the school campus where program foods are stored, prepared and served. • <i>Funding:</i> None

**SUMMARY OF THE HEALTHY, HUNGER-FREE KIDS ACT OF 2010
(BY PROGRAM)**

SECTION AND TITLE	SUMMARY OF PROVISION
Sec. 304. Independent review of applications	<ul style="list-style-type: none"> • Requires error-prone local educational agencies to conduct a second-level, independent review of all free and reduced price applications prior to notifying households of their eligibility status • Establishes annual reporting requirements for each local educational agency required to conduct second-level review of applications. State agencies must also annually report results to USDA • <i>Funding:</i> None
Sec. 306. Professional standards for school food service	<ul style="list-style-type: none"> • Requires USDA to establish a program of required education, training and certification for school food service directors; criteria and standards for selection for State Directors; and required training and certification for local school food service personnel. • Requires USDA to set dates for compliance • USDA may provide funding to 1 or more professional food service management organizations to assist in establishing and maintaining certification and training. • <i>Funding:</i> October 1, 2010 - \$5 million; on each October 1 thereafter - \$1 million
Sec. 307. Indirect costs	<ul style="list-style-type: none"> • Requires USDA to issue guidance on indirect costs within 180 days of enactment • Authorizes and funds a study of indirect costs in the School Meal Programs. • <i>Funding:</i> \$2 million in mandatory funding available until expended • Authorizes USDA to promulgate regulations to address deficiencies identified through the study. • Requires a Report to Congress by 10/1/13.
Sec. 308. Ensuring safety of school meals	<p>Within 1 year of enactment, FNS must:</p> <ul style="list-style-type: none"> • work with AMS and FSA must develop guidelines for administrative holds • work with States to increase timeliness of notification of recalls to SFAs • improve timeliness and completeness of direct communication between FNS and States on holds and recalls • establish a timeframe to improve hold and recall procedures and work to address role of processor and distributor • <i>Funding:</i> None
Sec. 443. Equipment assistance technical correction	<ul style="list-style-type: none"> • Technical fix to FY 2010 Appropriations language regarding NSLP equipment assistance grants.
Sec. 105. Grants for expansion of school breakfast program	<ul style="list-style-type: none"> • Authorizes appropriations for grants to State agencies for subgrants to local educational agencies to establish, maintain or expand the School Breakfast Program.
Sec. 210. Organic food pilot	<ul style="list-style-type: none"> • Requires the Secretary to establish an organic food pilot which provides competitive grants to SFAs for

**SUMMARY OF THE HEALTHY, HUNGER-FREE KIDS ACT OF 2010
(BY PROGRAM)**

SECTION AND TITLE	SUMMARY OF PROVISION
program	programs that increase the quantity of organic food provided to school children. <ul style="list-style-type: none"> • <i>Funding:</i> None. Authorizes \$10 million to be appropriated for FY 2011 through 2015.
SUMMER FOOD SERVICE PROGRAM	
Sec. 111. Alignment of eligibility rules for public and private sponsors (SFSP)	<ul style="list-style-type: none"> • Removes limits on the number of sites that private nonprofit organizations may operate in SFSP. • <i>Funding:</i> None
Sec. 112. Outreach to eligible families (SFSP & SBP)	<ul style="list-style-type: none"> • Requires each State agency administering the NSLP to ensure SFAs cooperate with participating SFSP service institutions to inform families of the availability and location of SFSP and the SBP. • If SFSP is administered by an alternate agency, that agency and the NSLP State agency must cooperate to ensure that families are informed. <i>Funding:</i> None
Sec. 321. SFSP Permanent Operating Agreements	<ul style="list-style-type: none"> • Requires permanent agreements; describes the conditions for updates or termination. <i>Funding:</i> None
Sec. 322. SFSP disqualification	<ul style="list-style-type: none"> • Directs USDA to establish disqualification requirements in SFSP. • USDA will implement with rules similar to those in CACFP. <i>Funding:</i> None
Sec. 113. Summer Food Service Support Grants	<ul style="list-style-type: none"> • Authorizes grants to State agencies to provide technical assistance, assistance with site improvement costs, or other activities to retain sponsor retention. • <i>Funding:</i> Authorization to appropriate \$20 million for the period of fiscal years 2011 through 2015
CHILD AND ADULT CARE FOOD PROGRAM	
Sec. 121. Simplifying area eligibility determinations in CACFP	<ul style="list-style-type: none"> • Allows use of all levels of school data for tiering determinations (Currently only elementary data may be used). <i>Funding:</i> None
Sec. 122. Expansion of afterschool meals for at risk children	<ul style="list-style-type: none"> • Expands CACFP afterschool meals for at risk children to all states • Requires USDA to issue guidelines and publish a handbook within 180 days after enactment. • <i>Funding:</i> Mandatory funding, amount determined by meals x rate formula
Sec 221. Nutrition and wellness goals in CACFP	<ul style="list-style-type: none"> • Adds nutrition and wellness to program purpose statement • Requires USDA to review and update nutrition standards and meal costs, and to publish proposed rules within 18 months of review. • Allows for fluid milk substitutes; requires fluid milk substitutes for non-disabled children to be nutritionally equivalent to milk (same as existing requirement for schools). • Requires USDA to encourage physical activity and limit screen time

**SUMMARY OF THE HEALTHY, HUNGER-FREE KIDS ACT OF 2010
(BY PROGRAM)**

SECTION AND TITLE	SUMMARY OF PROVISION
	<ul style="list-style-type: none"> • Requires institutions/homes to make water available • Requires USDA to provide guidance handbook improving meal quality and the child care wellness environment by 1/1/12, in coordination with DHHS • <i>Funding:</i> \$10 million mandatory funding on October 1, 2010 available until expended
Sec. 222. CACFP interagency coordination to promote health and wellness in child care licensing	<ul style="list-style-type: none"> • Requires USDA, in cooperation with DHHS, to encourage state licensing entities to include criteria for nutrition and wellness standards in licensing determinations. • <i>Funding:</i> None
Sec. 223. Study on nutrition and wellness (CACFP)	<ul style="list-style-type: none"> • Requires a periodic study of nutrition and wellness quality in child care settings, in consultation with DHHS. <i>Funding:</i> on Oct. 1, 2010, \$5 million in mandatory funds for USDA to conduct study, available until expended
Sec. 331. Review of application material and permanent agreements (CACFP)	<ul style="list-style-type: none"> • Requires CACFP State agencies to enter into permanent agreements with institutions • Requires one-time application to CACFP, with annual updates of licensing and other information • Requires States to develop standard agreements between sponsoring organizations and sponsored centers. • Requires State agencies and sponsoring organizations to conduct announced and unannounced visits, and for sponsors to vary the timing of their facility reviews • Authorizes the Secretary to develop policies to detect, deter and recover erroneous claims but prohibits the Secretary from requiring site visits triggered by a block claim • <i>Funding:</i> None
Sec. 332. State liability for payments to aggrieved CACFP institutions	<ul style="list-style-type: none"> • Requires a State agency to pay, from non-Federal sources, all valid claims for reimbursement resulting from the failure of the State agency to meet regulatory timeframes for fair hearings. • <i>Funding:</i> None
Sec. 333. Transmission of income information (CACFP)	<ul style="list-style-type: none"> • Allows family day care homes to assist in transmitting household income information to sponsoring organizations. • Requires USDA to establish policies governing provider involvement in transmission, including requirement for written parental consent. • <i>Funding:</i> None
Sec. 334. Simplifying and enhancing administrative payments to sponsoring organizations (CACFP)	<ul style="list-style-type: none"> • Removes cost comparison as basis for sponsor administrative payments, making reimbursements based solely on the number of sponsored homes times the reimbursement rates. • Allows sponsors to carry over 10% of their administrative funds into the next fiscal year. • <i>Funding:</i> None

**SUMMARY OF THE HEALTHY, HUNGER-FREE KIDS ACT OF 2010
(BY PROGRAM)**

SECTION AND TITLE	
Sec. 336. Reducing paperwork and improving program administration (CACFP)	<ul style="list-style-type: none"> • Requires the Secretary to work with states and institutions to review and assess paperwork in CACFP and make recommendations • Requires a report to Congress on CACFP administrative and paperwork burdens within 4 years. • <i>Funding:</i> None
Sec. 337. Study of CACFP supper program	<ul style="list-style-type: none"> • Requires a study and Report to Congress. Report must address best practices for soliciting sponsors and any federal or state laws that may be a barrier to participation. • <i>Funding:</i> None
Sec. 335. CACFP audit funding	<ul style="list-style-type: none"> • Permits USDA, beginning in FY 2016, to increase the amount of audit funding made available to any State agency if the State demonstrates it can effectively utilize such funds to improve program, provided that the total amount of funds does not exceed specified levels. • <i>Funding:</i> None
ALL CN PROGRAMS	
Sec. 102. Categorical eligibility of foster child	<ul style="list-style-type: none"> • Expands categorical eligibility for free meals to a foster child who is the responsibility of the State or placed by a court
Sec. 303. Fines for violating program requirements	<ul style="list-style-type: none"> • Establishes criteria and sets the amount of fines that may be imposed upon States, SFAs, schools or service institutions for gross mismanagement • <i>Funding:</i> None
Sec. 305. Program evaluation	<ul style="list-style-type: none"> • Requires State and local cooperation in USDA studies. • <i>Funding:</i> None
Sec. 362. Disqualified schools and institutions	<ul style="list-style-type: none"> • Prohibits any school, institution, or individual terminated from the Child Nutrition Programs and on a list of institutions disqualified in CACFP or SFSP (also see sec. 322) from participating in the Child Nutrition Programs. <i>Funding:</i> None
Sec. 361. Full use of federal funds	<ul style="list-style-type: none"> • Requires Federal/State agreements to support full use of Federal funds and excludes such funds from State budget limitations. Includes all CN Programs and WIC. • <i>Funding:</i> None
MISCELLANEOUS PROVISIONS	
Sec. 141. Childhood Hunger Research	<ul style="list-style-type: none"> • Requires the Secretary to conduct research on the causes and consequences of hunger and food insecurity <ul style="list-style-type: none"> ◦ <i>Funding:</i> On October 1, 2012, mandatory funding (\$10 million, available until expended) • Requires the Secretary to conduct demonstration projects to test alternative models for service delivery and benefit levels.

**SUMMARY OF THE HEALTHY, HUNGER-FREE KIDS ACT OF 2010
(BY PROGRAM)**

SECTION AND TITLE	
	○ <i>Funding:</i> On October 1, 2012, mandatory funding (\$40 million available until 9/30/17)
Sec. 406. Training, technical assistance, and food service management institute	<ul style="list-style-type: none"> • Provides National Food Service Management Institute with annual mandatory funding of \$5 million. • <i>Funding:</i> On October 1, 2010 and each October 1 thereafter provides \$5 million (increased from \$4 million)
Sec. 407. Federal administrative support	<ul style="list-style-type: none"> • Increases annual Federal funding for technical assistance from \$2 million to \$4 million and makes permanent
Sec. 408. Compliance and accountability	<ul style="list-style-type: none"> • Extends authority for federal Coordinated Review Effort (CRE) funding through 2015 and increases amount. • <i>Funding:</i> Increased funding from \$6 million to \$10 million annually.
Sec. 142. State childhood hunger challenge grants	<ul style="list-style-type: none"> • Authorizes competitive grants to Governors to carry out strategies to end childhood hunger. • <i>Funding:</i> None, authorization to appropriate.
Sec. 244. Research on strategies to promote the selection and consumption of foods	<ul style="list-style-type: none"> • Directs the Secretary, in consultation with DHHS, to develop a research, demonstration and technical assistance program to promote healthy eating using behavioral research; Allows Secretary to use 5 percent of funding for administrative costs. • <i>Funding:</i> None, authorization for appropriations
WIC	
Sec. 131. WIC certification periods	<ul style="list-style-type: none"> • Provides State agencies the option of certifying participant children for up to one year [currently the certification period is 6 months]. • <i>Funding:</i> None (funds will be appropriated based, in part, on participation levels from previous year)
Sec. 231. Support for breastfeeding in WIC	<ul style="list-style-type: none"> • Requires a program to recognize exemplary breastfeeding practices at local agencies. <i>Funding:</i> Authorizes an appropriation of such sums as necessary. • Provides performance bonuses for States with highest and most improved breastfeeding rates. <i>Funding:</i> Increased the authorization for expenditure from appropriated funds for peer counseling program from \$20 million to \$90 million, of which not more than \$10 million of any funding provided in excess of \$50 million shall be used for performance bonuses. USDA is directed to provide the first bonuses not later than 1 year after enactment. • Requires data collection on the number of fully and partially breast fed infants at state and local level • Of the \$35 million authorized for management information systems (MIS), up to \$5 million may be used annually for federal administrative costs related to MIS.
Sec. 232. Review of available supplemental foods (WIC)	<ul style="list-style-type: none"> • Requires WIC food package review every 10 years. <i>Funding:</i> From research monies (\$15 million authorized).

**SUMMARY OF THE HEALTHY, HUNGER-FREE KIDS ACT OF 2010
(BY PROGRAM)**

SECTION AND TITLE	
Sec. 351. Sharing of materials (WIC)	<ul style="list-style-type: none"> • Allows USDA to provide materials developed for WIC to CSFP and CACFP. • <i>Funding:</i> None
Sec. 352. WIC program management	<ul style="list-style-type: none"> • Increases WIC research funding from \$5 to \$15m • Requires recording of WIC rebate payments in the month received • Establishes new bid solicitation requirements when seeking rebates for infant formula and other foods • Allows infrastructure and MIS funding to be annually inflated for adjustment • Provides technical changes to WIC EBT requirements, including requiring the Secretary to establish national technical standards, minimum lane coverage requirements and limitations on the imposition of costs on vendors • Mandates EBT by October 1, 2020; requires States to report annually to USDA on EBT implementation status • Funds UPC Data base; requires completion in 2 years • <i>Funding:</i> On October 1, 2010 and each October 1 thereafter, \$1 million in mandatory funding to remain available until expended
Sec. 423. Special supplemental nutrition program for women, infants, and children	<ul style="list-style-type: none"> • Extends the WIC Program through 2015
Sec. 424. Farmers market nutrition program	<ul style="list-style-type: none"> • Extends the WIC Farmers Market Nutrition Program through 2015
SNAP	
Sec. 241. Nutrition Education and Obesity prevention grant program	<ul style="list-style-type: none"> • Allows States to implement nutrition education and obesity prevention programs through a State plan approved by the Secretary; Formula funding adjusted annually for inflation after 2011. Replaces 50% match with capped grants. • <i>Funding:</i> Mandatory funding for FY 2011 of \$375 million; subsequent years adjusted for inflation
EXTENSIONS AND OTHER MISC. PROVISIONS	
Sec. 401. Commodity support	<ul style="list-style-type: none"> • Extends 12% bonus commodity provision through 2020
Sec. 402. Food safety audits and reports by states	<ul style="list-style-type: none"> • Extends food safety audit and reporting requirement by states (sec. 9(h) of the NSLA) through 2015
Sec. 403. Procurement Training	<ul style="list-style-type: none"> • Extend authority for procurement training (sec. 12(m) of the NSLA) through 2015. No funding.

**SUMMARY OF THE HEALTHY, HUNGER-FREE KIDS ACT OF 2010
(BY PROGRAM)**

SECTION AND TITLE	
Sec. 404. Authorization of SFSP	<ul style="list-style-type: none"> • Extends SFSP through 2015
Sec. 405. Year round services for eligible entities. (CA)	<ul style="list-style-type: none"> • Extends existing year-round SFSP pilot program in California through 2015
Sec. 409. Information clearinghouse	<ul style="list-style-type: none"> • Extends clearinghouse through 2015.
Sec. 421. Technology infrastructure improvement	<ul style="list-style-type: none"> • Extends authority for technology infrastructure grants to local educational agencies through 2015. • <i>Funding:</i> None
Sec. 422. State administrative expenses (SAE)	<ul style="list-style-type: none"> • Extends authority for State administrative expense funds through 2015
Sec. 441. Technical amendments	<ul style="list-style-type: none"> • Makes technical changes to section 9 (f) NSLA to accommodate new meal pattern changes • Eliminates several obsolete provisions from NSLA • Makes area eligibility in SFSP very similar to area eligibility for CACFP tiering and at-risk afterschool snacks.
Sec. 442. Use of unspent future funds from the American Recovery and Reinvestment Act of 2009	<ul style="list-style-type: none"> • Provides an offset for the bill by reducing the increased allotment in future years provided for SNAP recipients through ARRA.
Sec. 444. Budgetary effects	<ul style="list-style-type: none"> • PAYGO requirements of the Act have been met.
Sec. 445. Effective date	<ul style="list-style-type: none"> • Unless otherwise noted in the Act, the provisions are effective October 1, 2010.